LESSON PLAN #4

Your Name: Sarah Lidgard  School: Bentheim Elementary School
Lesson: Telling Time  Length: approx. 50 minutes
Cooperating Teacher: Kate DeWys
College Supervisor: Kim Arsenault  Date: 2/28/12

GLCE:
1st Grade Math
M.UN.01.03 Tell time on a twelve-hour clock face to the hour and half-hour.

COMMON CORE STANDARDS
1st Grade Math Standard
Tell and write time in hours and half-hours using analog and digital clocks.

OBJECTIVE:  TLW draw hands on an analog clock to match digital times on a given worksheet correctly for at least 5 different times.

BEHAVIORAL EXPECTATIONS:
“Alright, so before we get started I want to make sure you know my expectations of you so that we are on the same page. You are probably already familiar with what is expected of you when you’re in school, but I want to go over them one more time. Please keep your eyes on me or whoever is talking and do not talk unless you’ve been called on. This is just so we can keep the noise volume down in the room and show respect for one another! I also expect you to participate when asked to do so and do the tasks I give to you. Also, please do not touch any of the materials until I tell you it is okay to do so. I hold these expectations because I know you are all capable of them and it will make the day go by much more smoothly. Thank you!”

MATERIALS NEEDED
- Number line to make clock
- Paper materials to make clock
- Fill in the hands worksheet to do during modeling
- Matching worksheet for independent practice
- Analog clock
- Digital clock
OUTLINE OF LESSON:

Anticipatory Set (10 minutes)
Have Mia number a number line from 1 to 12. The number line will already be dashed. The only thing she needs to do is fill in the numbers. After she numbers the line, have Mia take the two ends and put them together to form a circle. I will then tape the circle together to form a clock shaped number line. Hold a discussion then about the fact that a clock is really only a number line in the form of a circle!

Objective (1 minute)
“Today you will be learning how to tell time! You will know how to tell time to the hour and half-hour on the clock on the wall (point to analog clock)!”

Rationale (1 minute)
“Telling time is such an important skill. Everyday, we need to know what time it is for a variety of things. We need to know what time to leave class, do to recess, what time our favorite television show is on, and what time we can eat. There is never going to be a day where you are not going to want to know the time. Therefore, I want to make sure you understand how to tell time on an analog clock. An analog clock is when you have the circle with the hands. There will not always be digital clocks, so you need to be comfortable working with analog clocks too!”

Input - Hours (5 minutes)
Tell Mia that the clock shows twelve hours. Explain that it doesn’t matter if we are using the digital clock or the analog clock, both tell us the exact same time. Explain to Mia that we are going to be focusing on analog clocks today because they are a little more difficult to understand. Each number from one to twelve represents a new hour on the clock. Hand out individual paper clock and have Mia fill in numbers 1 through 12. Then help Mia put the hands on the clock (will be attached with a brat. Explain that the little hand is the hour hand (blue on clock.) Also mention that the big hand is the minute hand (red on clock.) However, do not explain much about minutes until later. Explain that every time the little hands gets to the next number and the minute hand is on the 12, it is a new hour on the clock. (Show Mia a few examples on her clock of hour times.)

Model - Hours (10 minutes)
Show Mia how each hour looks on the clock. Restate often that a new hour is when the hour hand (blue hand) is directly on any number and the minute hand is on the 12 (on top.) Explain that the only way it can be exactly on the hour is when this takes place. As I show Mia on a clock what every time looks like, have her draw the clock on a worksheet I will be giving her. For each hour, I will begin by showing Mia 1:00 on the clock. I will write 1:00 on the white board. I will then make 1:00 on the analog clock. I make the point of explaining where both hands are on the clock (that the minute hand is on the 12 and the hour hand is on the 1). Explain that whatever number the hour hand is pointing to when the minute hand is on the 12 is what
time it is! Have Mia draw in the time on the clock that says 1:00. Repeat process with all 12 hours.

**Checking for Understanding - Hours (5 minutes)**
I will then have Mia mix up her clock hands on her paper clock. I will ask her to point to the hour hand. I will then ask her to point to the minute hand. After this, I will have Mia make 4 times on her own. I will help as need and ensure that she understands telling time to the hour before moving on to minutes.

**Input - To the Half Hour (5 minutes)**
Have Mia set her clock and pencil down. Next explain the minutes on the clock. Before teaching the minutes, practice counting by fives to 60. Have Mia count along with me to 60. After counting a few times, explain to Mia that not only does each number on the clock represent one hour, but each number also represents 5 minutes. Then, while pointing to each number, count to 60 by fives. “Okay, so in every hour there are 60 minutes, so we already know that when the minute hand (longer hand) is on the 12 and the hour hand (shorter hand) is on any other number it will be exactly on the hour.” (Show Mia 2:00 as a review.) “But what happens when the minute hand isn’t on the 12? That is when we get our minutes. When the minute hand moves all the way around the clock (do this on the model clock for Mia to see) one hour has passed. So, we need to learn how to tell what the minutes are. When the minute hand is on the 30 and the hour hand is closest to the 1, it is 1:30. I can show this by counting by fives, 5, 10, 15, 20, 25, 30 (point to bottom of clock)! Because the hour hand is by the 1 and the minute hand is on the 30, it is 1:30. We can do this with any hour!” Explain how to write 1:30 as on a digital clock as well. “Basically, the minute hand tells us how many minutes into the hour we are! And the hour hand tells us what hour we are in. The most important thing to remember is what hand is each, which can get a little tricky! Just remember that the minute hand is longer! When we write the time, the hour always comes before the colon (write 1: on board and explain what the colon is) and the minutes always come after the colon (write 1:30 on board.) After a little more practice, you will become a pro at telling time!” (Show Mia how to make 4:30 and 10:30.) “Today you are just learning how to tell time to the hour and half hour, but we both know that there a lot more times than that! Soon you will learn how to tell like 1:05, 2:45, and so on!”

**Model - To the Half Hour (5 minutes)**
Talk through how to get 3:30, 7:30, and 12:30. Have Mia make the clocks with me as I model them on my clock. Then hand out worksheet with empty clocks and only the digital times to the half hour 12:30 through 4:30. Together, work through drawing the clocks. I will draw the first two clocks without Mia helping and then I will have her walk me through how to draw the rest of the times. Continue to emphasize the importance that the hour hand has to be on the 6!

**Checking for Understanding (2 minutes)**
Have Mia take out her paper clock. Have her explain to me where and what the hour hand is and what the minute hand is. I will then have her make 4 times on her clock. (2:00, 5:30, 8:00, and 11:30.) Ensure that she is getting the times correct before moving on to guided practice.
**Guided Practice (5 minutes)**
Matching Game. There will be 10 empty clocks and 10 digital clocks on flash cards (all either to the hour or half hour.) Mia will need to match the corresponding clocks. I will watch Mia and assist as needed. If she can match the corresponding clocks, I will have her move on to independent worksheet.

**Independent Practice (10 minutes)**
Hand out worksheet. Have Mia complete worksheet for independent practice. This will also be used for evaluation. The goal is for Mia to be able to draw the hands for the times of at least 5 of the clocks on the worksheet.

**Evaluation**
Use the independent practice worksheet and observations to determine if Mia was able to draw the corresponding hands for the time for 5 of the clocks on the worksheet.

**Closure**
“Great job today Mia! You learned a lot about how to tell time. Before we’re done, can you show me the minute hand one more time? Great! What about the hour hand? So, what was your favorite part about telling time? How are you going to use this new skill of yours? Thanks for working so hard today Mia!”

*No assistive technology was used in this lesson. There is the Time Mat that I really wanted to use for this lesson. However, Mia has a lot of physical impairments that prohibited me from being able to use it. The Time Mat game has the students use their arms and legs as the two hands of the clock. It is a fun way to have the students actively engaged in telling time and is a lot of fun for them. If I were to teach this lesson to another student, I would use that assistive technology.*
REFLECTIONS ON TEACHING AND MANAGEMENT

Classroom and Behavior Management:
1. I did state my expectations at the beginning of the lesson. I did this because I wanted to ensure that my lesson went as smooth as possible. However, I was working with one first grade student who does not cause problems. Therefore, stating behavior expectations and maintaining classroom management was not difficult during this lesson.
2. I was proactive in a few ways. I did every activity along with Mia. We did the anticipatory set, made the clocks, and drew hands on the clocks together. I wanted to make this lesson fun and one way I could do that was by participating in everything with her. I also asked a lot of questions and had Mia restate her thinking process multiple times. I wanted to ensure that she was comprehending what was being taught. This was done by asking a lot of questions!
3. No problems occurred during this lesson.

LESSON EVALUATION & RECOMMENDATIONS:
1. Overall, I think my lesson went really well. After talking with Kate, we agreed on the things that went really well in my lesson. I provided Mia with an abundance of learning materials. We made a few different clocks, I had flash cards, and multiple fun worksheets. This helped keep Mia engaged in the lesson. I was also flexible when Mia would wander off track. Kate and I called them “teachable moments.” For example, I would be trying to teach a new part and Mia would go back to telling time to the hour. I would then allow her to finish her thought, have her show me one more time, and then we would get back to the new material. This way I was encouraging her learning and still getting to teach her new material. I also had a lot of energy and enthusiasm while teaching. Kate said this is one very important component of teaching in special education.
2. One of the things I would do differently would be to sit in a different part of the room. We sat at her desk and there were a lot of distractions. In the future, I would place ourselves in the corner or teaching table where there was more room and less activity going on. I would also sit across from her and not next to her. She has a difficult time with vision, so it is easier for Mia to look across rather than alongside. One other thing I would do differently is identify the direction of the clock. I did not make it very clear that the 12 will always be on the top of the clock. Therefore, I think it may confuse Mia later when she picks up a random clock and it isn’t right side up. I wish I would have clarified that. However, overall I was very pleased with how this lesson went.

Student signature: _______________________

Cooperating Teacher: _______________________

College Supervisor: _______________________.
