LESSON PLAN FORMAT

Math-What Time Is It?

Lexi Rose
3rd Grade
Telling and showing time to 5-minute intervals, identifying a.m. and p.m., identifying number of minutes in an hour and number of hours in a day

A. **State Competency**-Standard 4 Measurement: 2. Time and Temperature, b. Tell time on a digital and analog clock to the nearest 5 minute.

B. **Objectives for this lesson**-The student will be able to:
   - Telling and showing time to the five-minute interval
   - Distinguish between events that occur in the a.m. and p.m.
   - Identify the number of minutes in an hour and the number of hours in a day.

C. **Materials and Resources**-
   - Pre-Test
   - Pinto, Sara (2006). *Clockwise: A Telling Time Tale*. New York, NY: Bloomsbury Publishing, Children's Books, U.S.A.
   - Elmo document camera
   - Time Review (power point presentation #1)
   - Analog clocks (student and teacher)
   - Individual white boards
   - What Time Is It (power point presentation #2)
   - What Time Is It? worksheet
   - File Folder games
   - Time Memory made with Telling Time 240 piece learning set by Learning Playground purchased at Wal-Mart
   - Paper Plate Clock Faces for What Time Is It? bulletin board
   - Arnold's Busy Day Telling Time [PowerPoint Slides]. Retrieved from SlideShare website: http://www.slideshare.net/rebeccarenn/arnolds-busy-day-telling-time-presentation (presentation #3)
   - Time Bingo by Frank Schaffer Publications
   - Crazy Clocks game
   - Post-Test

D. **Instruction**
   a. **Introduction**- I will use student analog clocks to review telling and showing time to the hour, quarter-past, half-hour and quarter-to-the hour that was learned in previous lessons. I will also assess the students' prior knowledge of time to the five minutes, a.m.

and p.m., the number of minutes in an hour, and the number of hours in a day with a Pre-Test (Attachment A) the day before the actual lesson.

b. **Instructional process**-DAY ONE: I will begin the lesson by reading *Clockwise: A Telling Time Tale*. New York, NY: Bloomsbury Publishing, Children's Books, U.S.A. to the students. I will read the story from the back of the room while using the Elmo to project the book onto the white board for all the students to see. After the story, I will start the power point presentation#1 Time Review. I will then have my helper hand out a student analog clock to each student. I will call out a time, the students will show that time on their clock, and raise it above their heads for me to see. I will check for correctness and help those that get it wrong. I will continue doing this for five to six minutes or until I feel they understand it. The helper will then collect the clocks for me while I hand out the individual white boards and markers. This time I will show them a time on the analog teacher clock, they will write the digital time on their white boards, and raise them above their heads for me to check. Once again I will check for correctness and help those that get it wrong. This will continue for five to six minutes or until I feel that they understand it. The helper will collect the white boards for me while I start up power point presentation #2 What Time Is It. After power point presentation #2, students will complete the What Time Is It? worksheet to check for understanding of time to the five minute intervals.

   DAY TWO: This will be more like a review day before they take the Post-Test (Attachment B). To start off, I will have the students work with one of the time File Folder games or play Time Memory for 10-15 minutes. Next, I will have students get out their pencil and markers. I will then have my helper help with handing out the materials needed to make Paper Plate Clock Faces When they have completed their clock face plates I will call out a time, they have to show me the time on their clock plate, and raise it above their heads for me to see. I will check for correctness and help those that get it wrong. I will continue doing this for five to six minutes or until I feel they understand it. I will then show Arnold's Busy Day Telling Time (presentation #3). After presentation #3, the students will complete the Post-Test.

c. **Closure**-I will review the students' understanding by:
   - Having them play Time Bingo
   - Having them play Crazy Clocks

E. **Assessment**-I will monitor students understanding on DAY ONE by checking the completeness and accuracy of the What Time Is It? Worksheet. I will then use the Post-Test to assess that the students have learned to tell and show time to the five-minute interval, to distinguish between events that occur in the a.m. and p.m., and can identify the number of minutes in an hour and the number of hours in a day.

F. **Modifications/Accommodations**-Upper level students will be working with the File Folder games that use the written time words, and using the written time words in their Time Memory game.

Below level students will be allowed more time to complete the activities, they will not be placed in the same groups when playing Crazy Clocks, and will be allowed to use their "Math Mini-Office" at any time needed.

G. **Reflection**-DAY ONE: This day ran way too long; I will split DAY ONE into two days. I would like to have the students complete a timeline type activity of Thomas' day from *Clockwise* with a.m. and p.m. noted. DAY TWO: Definitely play Crazy Clocks outside-students LOVED it and got very excited and loud. Overall: I teach Saxon Math, but I think it would be great to take all of my different lessons on time and put them into a unit on time. I would also like to put the Clock Face Plates, File Folder games, and some internet activities into centers of stations that are done after other work instead of during the main lesson time. Students were very shocked by the fact that I was testing them on the material before I taught it to them. I had to keep reassuring them that I was not going to record the pre-test grade in the grade book.