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| TEAM Lesson Plan Template | |
| **Teacher:** | Mrs. Holbrook |
| **Class:** | First Grade |
| **Course Unit:** | Math |
| **Lesson Title:** | Rocking Around The Clock |

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| **LESSON OVERVIEW** | | Summary of the task, challenge, investigation, career-related scenario, problem, or community link |
| This lesson will introduce students to the clock and telling time to the hour. | | |
| **STANDARDS** | Identify what you want to teach. Reference State, Common Core, ACT College Readiness Standards and/or State Competencies. | |
| 1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks. | | |
| **OBJECTIVE** | Clear, Specific, and Measurable – NOT ACTIVITIES  Student-friendly | |
| Students should know how to read an analog and digital clock, to the hour and the half-hour. Students should also know how to write the time for both hour and half-hour. | | |

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| **ASSESSMENT /**  **EVALUATION** | Students show evidence of proficiency through a variety of assessments. Aligned with the Lesson Objective  Formative / Summative  Performance-Based / Rubric  Formal / Informal |
| The teacher will walk around and listen to the discussion among students.  The teacher will walk around the room and assist the students in creating their clock.  The teacher will use the Rocking Around The Clock Rubric throughout the lesson. | |
| **MATERIALS** | Aligned with the Lesson Objective  Rigorous & Relevant |
| * Rocking Around The Clock-multimedia presentation * Chart Paper * What Time Is It, Mr. Crocodile? by Judy Sierra * The Grouchy Ladybug by Eric Carle * Paper plate for each student * Brad for each student * Clock pattern sheet - attachment * White Cardstock (for copying Clock Pattern Sheet and Beat The Clock cards) * Crayons * Scissors * Glue * Set of Beat The Clock cards for each group * Computer with Internet Connection * Projector * PowerPoint * Time Travel Interactive Game * Snap Dragon Tells Time Interactive Game * Wake Up Miro * Will The Watch Dog | |

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| **ACTIVATING STRATEGY** | | Motivator / Hook  An Essential Question encourages students to put forth more effort when faced with complex, open-ended, challenging, meaningful and authentic questions. |
| Ask the students, "How many times during the day do you hear or use the word time?" Write students responses on chart paper. Possible answers are:   * What time is it? * It's time to get up. * It's time to pack up. * You're wasting time. * It's time for music. * Be sure to hand in your work on time. * We're out of time for today. * It's lunchtime. * If I have to tell you one more time...   Discuss with students that time is a factor in everything we do and that during this lesson, they will be introduced to the clock and learn to tell time to the hour. | | |
| **INSTRUCTION** | Step-By-Step Procedures – Sequence  Discover / Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning / Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension | |
| Step 1:  Watch multimedia presentation, Rocking Around The Clock with students. Discuss with students vocabulary associated with the clock, such as hour, minute, hand. Also discuss the minute hand as being the long hand and the hour hand as being the short hand.  Step 2:  Read What Time Is It, Mr. Crocodile? by Judy Sierra. Pause on each page and point out to the students the clock on each page. Have students turn and share with their partner the time they see on each clock. Give time for students to discuss the time they see on the clock. The teacher will walk around and listen to the discussion among students. The teacher will remind students which hand is the hour hand and which hand is the minute hand. The teacher will choose one pair to share the time they see on the clock with the rest of the class. | | |
| **GUIDED & INDEPENDENT PRACTICE** | “We Do” – “ You Do”  Encourage Higher Order Thinking & Problem Solving  Relevance  Differentiated Strategies for Practice to Provide Intervention & Extension | |
| Step 3:  Give each student one paper plate, one brad, and one copy of the Make a clock pattern sheet. Tell the students that they are going to make their own clocks to use in telling time. Tell the students the paper plate will be used as their clock. Instruct them to color the hour hand red and the minute hand green. Have them cut out each number and glue it in the correct position on the paper plate clock. Remind them to space out the number so that their student made clock resembles a regular clock. The teacher will walk around the room and assist the students in creating their clock. | | |

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| **CLOSURE** | Reflection / Wrap-Up  Summarizing, Reminding, Reflecting, Restating, Connecting |
| Step 4:  The teacher will explain rules of playing the game, Beat The Clock.   "You will work in a small group.  One student will be "Father Time". "Father Time" will randomly hold up a card with a time on it. Players will show the time Father Time is holding up on individual clocks. The object of the game is to be the first player to correctly show the time.  Once "Father Time" has shown all cards, the group can choose another player to be "Father Time".  Step 5:  The teacher will clarify any questions students have about the game and then divide students into small heterogeneous groups of 3-5.  Step 6:  The teacher will monitor students playing the game and complete the Rocking Around The Clock Rubric. | |