MERRIMACK COLLEGE – LESSON PLAN

Name: Elizabeth White **Date:** November 17, 2020

Title	Tell and Write Time to Five Minutes
Grade Level/Subject	Second Grade Mathematics
	TEACHING AND LEARNING OBJECTIVES
Big Idea: List the broad concept/topic or theory to be introduced	Students will be introduced to analog clocks and how to differentiate between the hour hand and the minute hand. Students will also learn how to tell and write time to five minutes.
A. Essential Questions (Overarching/Topical) **B. Desired Results – List/Label the standards/benchmarks to be achieved in this lesson** **C. Knowledge and Skills** Standard 1.a Essential Element 1.a.4	**A. Students will understand the Big Idea well enough to respond to the following Essential question(s):** - **Overarching:** How can you solve problems about counting money or telling time to the nearest 5 minutes? - **Topical:** How can you use clocks to tell time? B. Standards: **2.MD.C.7** Tell and write time from analog clocks to the nearest 5 minutes, using a.m. and p.m. **2.NBT.A.2** Count within 1000; skip-count by 5s, 10s, and 100s. **Mathematical Practices:** **MP. 5** Use Appropriate Tools Strategically **MP.2** Reason abstractly and quantitatively **MP.6** Attend to Precision C. **Mastery Objective (SWBAT):** - Students will be able to identify the different parts of a clock. - Students will be able to write and tell time to the nearest 5 minutes. - Students will be able to use analog clocks to tell time.
Language Objective Include plans to support comprehension for English language learners. WIDA Standards	**Language Objective:** Say, read, and write time to the nearest five minutes, using analog and digital clocks. **Listening:** I will use a demonstration analog clock to show 8:00/ Say "The clock shows 8 o'clock". I will then write the words *hour* and *half-hour*, say the word aloud and have the

Standard 1.a, SEI a Essential Element 1.a.4	students repeat the word after me. To demonstrate I will set the clock to 1:00. I will say "You are going to do something. You start at 1 o'clock, and the minute hand moves this far. Move the minute hand around the clock to 2:00." **Reading:** Each student will be given an analog clock from their math tool kits and the students will make a paper clock. Students will be given index cards with different times, 10:25, 4:10, 5:40, 8:25, 6:50 and 7:15, written on them. The students will work in pairs and show the time that is written on the index card on their analog clock.
	ASSESSMENT
Pre-Assessment How will learning be measured? Formative Assessment Traditional Assessment Performance Assessment Student Self-Assessment Standard 1.b Essential Element 1.b.2	Formative Assessment: - Solve & Share: promotes productive struggle that builds understandings by connecting prior knowledge to new ideas. - Convince Me! - Independent Practice & Problem Solving Spreadsheet keeping track of classwork: https://docs.google.com/spreadsheets/d/1DEuki1KeRSySI_d1cOYnSXEnvZAJdQrZP3MfLmeWXoM/edit?usp=sharing The students will turn their work into the designated bin and I will correct the work as they are passed in, that way the students will be able to correct their mistakes right away. I will record the problems that the students got correct and incorrect on the spreadsheet linked above and attached. _X_Assessment attached __Rubric attached

Resources for this lesson
Include Technology
Standard 2.a and 2.d
Essential Element 2.a.3 and 2.d.2
	Technology needed: laptop, projector, Elmo
	
	- enVision Mathematics 2020 Common Core Grade 2
	  - Solve & Share (projected on the board/screen)
	  - Visual Learning Video (projected on the board/screen)
	  - Classwork (printed from enVisions)
	  - Guided practice, independent practice & problem solving
	  - Homework (printed from enVisions)
	  - Another Look
	Extended Learning:
	- enVisions Quick Check
	- enVisions Practice Buddy

Time allocated for this lesson	40 minutes

Classroom management or layout considerations needed for this lesson Standard 2.b, 2.f and SEI d Essential Element 1.a.4, 2.b.1, 2.a.3	When it is time for the Visual Learning video students that sit at the back two tables will sit on the floor in front of the projector set-up in order to see the screen. This also makes sure that there are no students behind me while teaching and I can keep an eye on all students during the lesson. After the video students will return to their seats during the completion of the guided and independent work.
Learning Plan	**LESSON DELIVERY**
Step by step plan- Beginning Execution Ending Transitions between Lesson Segments Consideration of Use of WHERETO as a guide Evidence of accommodations and/or modifications (504, IEP, ELL, etc below) Standard 1.a, 1.b, 2.a, 2.b, 2.c, 2.d, 2.f, SEI.a, SEI.b, SEI.c, SEI.d Essential Elements 1.a.4, 1.b.2, 2.a.3, 2.b.1, 2.d.2	**Beginning:** 1. Students will transition from calendar time on the rug back to their seats and take out their whiteboards, markers, and erasers. 2. Students will be given about 3 minutes to complete the Solve & Share problem by themselves and then discuss their answer with their tablemate. After talking with a tablemate I will ask the students to share their answers. After sharing, the students will put their materials away and get ready for the lesson. a. **Solve & Share Problem:** What is something you do that takes about 15 minutes? What is something else you do in less than 15 minutes? b. Make sure the dry erase marker is a dark marker, for high contrast. 3. Review what was learned the previous day about the parts of the clock and talk about how that can help with today's lesson. a. Who can remind me what a clock is? b. What are the two different types of clocks? c. What is this part of the clock called? (point to the face of the clock) i. What do you notice about the clock? d. Who can show me the hour and minute hand? Can you tell me the difference between the hour hand and the minute hand? e. How many seconds are in a minute? How many minutes are in an hour? f. Provide the student with a personal copy of what is being presented on the board. Emphasis the different lines on the clock and provide an enlarged copy for him/her to see. **During:** 1. Students from the back 2 tables will sit on the floor in front of the Elmo in order to see the board. The student will have preferential seating at the front of the classroom, so that he/she can sit in their seat when information is presented on the board to avoid glare. Personal printed or electronic copy will be provided. 2. Play the 8-6 Envisions Visual Learning video. Ask questions during the video. a. Complete the "Try It" Activities will be described verbally. b. Is there anything you notice about the hour hand while the minute hand is moving? c. Which moves more in one hour, the minute hand or the hour hand? How do you know? 3. Students will go back to their seats and wait for their classwork to be handed out. The classwork consists of guided practice and independent practice.

	a. 2 students that excel in math receive the independent practice and problem-solving page instead of the guided practice. b. Black and white, clear copies of the worksheet will be provided to the student with visual impairment. The text and illustrations on the worksheet will also be enlarged, with few questions on each page to reduce visual clutter. 4. I will complete the guided practice with the students and engage them by asking questions and increasing their participation. Students with visual impairment will be provided with a copy of the teacher's guided practice that was done with the classroom. Any visuals or diagrams can be verbally reviewed with the student. 5. The students will then complete the independent practice by themselves. I will walk around the classroom, checking the students' understanding and answering questions. **After:** 1. Students will pass their completed work into me and I will correct it on the spot, looking for any corrections that need to be made before the math period is over. Extra time will be allotted for the student to complete their classwork. 2. After quickly eating their snacks, the students will complete their assigned centers, followed by XtraMath and ST Math if time allows. a. centers consist of a DICE problem, an activity having to do with time and an activity having to do with money. The centers rotate each day between 3 different groups. b. The DICE problem will have enlarged text, a larger illustration box, and bold lines in the explanation part of the paper. The student will also have money and time manipulatives, allowing the student to use hands-on materials to help them to solve the problems. All text and visuals will be enlarged.