**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:**  | Noor A. Sadeq |
| **Grade Level:** | 3rd |
| **Date:** | 03/16/2022 |
| **Unit/Subject:** | Measurement / Math |
| **Instructional Plan Title:** | Understanding measurement of time |
| **Lesson Summary and Focus:** | In this lesson, all learners will receive an introduction and practice time measurement, allowing them to understand and use a basic measurement of the time unit, including seconds, minutes, and hours. |
| **Classroom and Student Factors/Grouping:** | For this grade 3 lesson, learners can work in small groups or pairs. Using the class profile, I will create small groups of three-four students possessing different levels of understanding. Small groups encourage and motivate students to remain active in learning, develop key communication critical thinking, and improve their decision-making skills. Students gain knowledge faster, learning from each other, helping one another throughout the lesson. Creating groups with mixed abilities improves sharing, and weaker students doing better in other areas can help struggling students do better in Math.  |
| **National/State Learning Standards:** | Adopting Grade 3 core standard MD.A.1, “Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. Increasingly, state/national standards ensure that children access similar education in all states. |
| **Specific Learning Target(s)/Objectives:** | Learners will learn to use four different operations in time measurement, converting the units and measuring the passage of time through years, months, days, hours, minutes, and seconds.  |
| **Academic Language** | Math’s general academic language or vocabulary includes years, months, hours, minutes, and seconds.The academic language throughout the lesson will be used meticulously. Learners will learn how to use the academic language to connect Math lesson and understand time concepts.  |
| **Resources, Materials, Equipment, and Technology:** | Resource materials used include.1. Scissors
2. Paper plates
3. Paper fasteners
4. Markers
5. Hole puncher

Teacher to use computers to prepare a PowerPoint presentation for a visual aid to guide students to make paper clocks using paper plates based on Online resource steps of making paper clocks found on the website:[***https://www.muminthemadhouse.com/make-paper-plate-clock/***](https://www.muminthemadhouse.com/make-paper-plate-clock/) ***(***Walshaw, 2014) |

**Section 2: Instructional Planning**

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| **Anticipatory Set**To activate prior skills and knowledge* I will use pre-designed clocks to display different time measurements, such as calendars, clocks, and more.
* I will use displayed time measurement to inquire from students about different meanings, particularly how various tools measure time. Students shall get enough time to discuss and respond to each other. Learners will have an opportunity to learn time measurement units and learn how to measure time
 | **Time Needed**10-15 minutes |
| **Multiple Means of Representation**Differentiating instructions is the key to meet student’s needs* Utilizing think-pair-share approach
* Create small groups or small learning stations where students share in learning measurement units of time

*Explain how you will differentiate materials for each of the following groups:* * English language learners (ELL):

I will define the academic language to students, elaborate vocabulary words, guide students and use visual aids to connect time concepts, ensuring the lesson is adequately delivered.* Students with special needs:

An inclusive classroom allows defining and pairing students according to their abilities or interests* Students with gifted abilities:

Talented or gifted learners receive an opportunity to get more challenging assignments to unlock their full potential* Early finishers (those students who finish early and may need additional resources/support):

Early finishers in the classroom are equally important and can work independently to help struggling learners to go through or review time concepts materials. | **Time Needed**25-35 minutes |
| **Multiple Means of Engagement**When engaging and interacting with learners based on learning material content:I will demonstrate how to make a model clock using a paper plateLikewise, I will explain and review every unit measure of time, including weeks, days, hours, minutes, and seconds. Students must also learn how to read the calendar understanding months and years. Improving student’s skills and knowledge will require learning about daily schedule, using timecard sort, elapsed time, and duration contests*Explain how you will differentiate activities for each of the following groups:* * English language learners (ELL):

 To guide the students, the teacher utilizes visual aids in helping students recollect time concepts, which will improve their understanding of lesson content* Students with special needs:

Students are paired based on abilities and preferences, giving each an opportunity to learn from each other.* Students with gifted abilities:

Gifted or talented learners will have an opportunity to attempt more challenging assignments on measuring time.* Early finishers (those students who finish early and may need additional resources/support):

Early finishers in the classroom are equally important and can work independently, helping other struggling learners to go through or review time concepts materials for better understanding. | **Time Needed**20 minutes |
| **Multiple Means of Expression**Learners can express skills and knowledge related to topic and lesson content by:I will use visuals and hand-on tools, such as calendars or clocks, to demonstrate absorbed time concepts during the lesson For summative assessment, learners will complete a simple and short quiz on time concepts at the end of the topic. For formative evaluation, learners will have the opportunity to give fellow students relevant questions related to time concepts learned in class. Students will mix real-life events when asking classmate questions, helping them connect learned concepts with a real-life situation. *Explain how you will differentiate assessments for each of the following groups:* * English language learners (ELL):

A written assessment will be used to differentiate assessments for English language learners, which can be incorporated with other assessment models to accommodate student’s needs. * Students with special needs:

Visual aids, computer display, and other drawings will be used to help struggling learners acquire knowledge among other early finishers gifted and talented learners.  * Students with gifted abilities:

Assigning a challenging task to gifted or talented students will help them unlock their full potential in the lesson, helping them build time concept competency * Early finishers (those students who finish early and may need additional resources/support):

Early finishers among students play an important role in helping struggling learners, particularly improving their time concept understanding. Early finisher learners can work independently, helping the average or struggling classmates learn or review time concept.  | **Time Needed**20-30 minutes |
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| **Extension Activity and/or Homework*** After the lesson, students will complete a time problems worksheet and questionnaire with help from family and friends. Likewise, they will be required to complete word problems related to learned concepts, such as months and days.
* Each student will receive a blank printed clock, which they will complete by drawing time on it, allowing them to keep learning the hours, minutes, and seconds on their clock while at home (Staake, 2021).
 | **Time Needed**10-15 minutes |

**References**

Staake, J. (2021).15 Meaningful Hands-On Ways to Teach Telling Time. <https://www.weareteachers.com/5-hands-on-ways-to-teach-telling-time/>

Walshaw, J. (2014). How to make a clock out of a paper plate. <https://www.muminthemadhouse.com/make-paper-plate-clock/>