*****GCU College of Education***

**LESSON PLAN TEMPLATE**

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| **Teacher Candidate:****Grade Level:****Date:****Unit/Subject:****Instructional Plan Title** | (Name)GRADE 325/04/2018MEASUREMENT AND DATA EXCHANGING TIME |
| **I. Planning** |
| **Lesson summary and focus**: | The lesson is designed to assist students practice essential time measurements and understand the basic units of time |
| **Classroom and student factors**: | * Displaying time measurement tools such as clocks and calendars will assist students in relating the topic to real life world on time measurement.
* Wrong and correct answers to questions about the topic helps students express their knowledge about time measurement and an opportunity to learn more. Students identifying various tools of time and what they measure portray their understanding on time measurement.
* Use of alternative communication devices will assist physically challenged students understand the concept better.
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| **National / State Learning Standards:** | CCSS.MATH.CONTENT.3.MD.A.1 |
| **Specific learning target(s) / objectives:*** Students will understand the basic units of time
* The student will be able to use the four operations to convert units of time
* The student will be able to measure passage of time by using seconds, minutes, hours, days, months and years
 | **Teaching notes:*** Solving problems involving measurement and estimation
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| **Agenda:*** Present the students a chart presentation of different units of time and conversions.
* Pass around clocks with movable hands which can be easily made from available materials such as card boards and paper plates
* If necessary, ask the students to make their own paper plate clocks
* Analyze each unit of time with the students explaining its use and how to convert it to another unit of time
* Demonstrate the passage of time using a clock simulation giving the students as many examples of time passage as possible.
 | **Formative assessment:*** Ask students to create 10 problems on time passage
* Then ask the students to exchange their books and let a different student solve the problems solved by another.
* After completion of the problems let the original writers of the problems mark the answers.
* Sample out several similar questions and revise with the students asking other students how they would have solved the problems if it were them.
* Use real life events to form questions and let students reply allowing as many students as possible to answer before giving them a correct answer or confirming the answer is correct.
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| **Academic Language:** | ***Key vocabulary:*** Time SecondsMinutesHoursDaysMonthsYearsCalendarClockPassage | ***Function:*** * Knowing what time is helps students understand the basis of the lesson.
* Students will understand the smallest unit of time by knowing seconds
* Students will understand how to measure many seconds together by learning minutes.
* Students can convert minutes into hours
* Students are able to express hours in days
* Students can determine time passage in a month
* Student understand how time passage in the universe works.
* Students can understand time passage in a year through a calendar.
* By understanding passage, students can convert time.
 | ***Form:*** * Use demonstrations and charts and drawings with explanations and examples of the languages when explaining to Donnie and Wendell.
* Engage Fredrick to a one on one when explaining the languages. Ask him to spell the language for you and also repeat the answer after you to make sure he understood the language. It will help him understand better about the concept in the problem.
* Ask Donnie, Fredrick and Wendell’s follow up questions like yes and no to make sure they heard the correct thing and understood the languages correctly.
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| **Instructional Materials, Equipment and Technology:**  | * Charts and drawings
* Paper plates
* Paper punch
* Scissors
* Worksheets and time tables.
* Digital clocks
* Use interactive internet resources if there is internet in the classroom
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| **Grouping:**  | * Group the students in pairs and let one students form a time problem and the other solves it.
* Provide paper plates to these groups and let them make simple clocks with hands.
* Assign Donnie, Fredrick and Wendell each to student performing exceptional in class and give them paper plates to make clocks under the guidance of these students.
* Demonstrate time passage and conversion to the whole class
* Pay close attention and ask follow up questions to Donnie, Fredrick and Wendell
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| **II. Instruction** |
| **A. Opening** |
| **Prior knowledge connection:** | The previous lesson was about fractions which where students learnt how to divide whole numbers into quotients and remainders. Conversion of units of time will involve quotients and remainders and their knowledge in fractions will be useful in this section. The students for example can convert 90 minutes into hours which will be one and half hours.  |
| **Anticipatory set:** | The students will be able to read calendars, clocks and stop watches in real world and make estimates of time. They will be able to time themselves hence will not be late for class, for lunch or even for an event. |
| **B. Learning and Teaching Activities (Teaching and Guided Practice):** |
| **I Do** | **Students Do** | **Differentiation** |
| 1. Present to the students a chart presentation of different units of time and conversions.
2. Pass around clocks with movable hands which can be easily made from available materials such as card boards and paper plates
3. If necessary, ask the students to make their own paper plate clocks
4. Analyze each unit of time with the students explaining its use and how to convert it to another unit of time
5. Demonstrate the passage of time using a clock simulation giving the students as many examples of time passage as possible.
6. Develop a song like pattern to explain the languages in the unit
 | 1. Students will observe and identify various time measurement tools from the charts
2. Student will try and read different times on the clock. They will also draw the hour, minute and seconds at different points on the clock and ask a fellow student to read the time.
3. Students will cut the paper plates into desired clock shapes and label the clock showing the time hands.
4. Involve the students in discussion while explaining time passage and conversion
5. Ask students to repeat what you demonstrated in class on their own
6. Ask the students to repeat the pattern while reading until they can say the words without reading anywhere.
 | 1. Demonstrate to Donnie, Fredrick and Wendell using clear drawings and ask them to explain to you what they understood.
2. Engage the three students in one on one discussion .Have the best students play a game by making different times on the clocks and reading them each at time while you observe.
3. Assist Donnie, Fredrick and Wendell make their clock together and then ask them to make their own while you assist them where they go wrong.
4. Engage the three students in one on one discussion to confirm if they understood the concept
5. Ask Donnie to explain the languages and different times to see if he heard the correct explanation. Let Fredrick and Wendell repeat after you as you explain.
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| **III. ASSESSMENT** |
| **Summative Assessment:** | * Create a questionnaire with time problems and give to students as homework. The teacher will know if the students understood the language and time measurement correctly.
* Collect the students’ books to assess the problems created in class and identify any wrong answers. It will help identify each student’s weakness in time measurement.
* Ask students to read the clock before they go to sleep tonight and will tell the class tomorrow. It assists in knowing if the students can relate what they learnt in class to real life events.
 | **Differentiation:*** Make drawings beside every question in the questionnaire that explain the question to help Wendell and Fredrick understand the questions.
* Ask Donnie and Wendell to carry out more research when they go home when doing their homework.
* Create personal time to explain to Donnie, Fredrick and Wendell about time measurement
* Critically examining students problems and answers to determine if they understood the language and problems correctly
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| **Closure:**  | * Student will read different times on the clock on a real digital clock.
* Students will arrive in class on time for the lesson
* Students sleep on time and wake up on time
* Students will be able to set their alarm clock at home.

QUESTIONS1. I left school at 3:00 p.m. and arrived home 1 hour and 10 minutes later. At what time did I arrive home?
2. Wendell is making cup cakes. She needs to bake it for 25 minutes and 30 seconds. She puts them inside the oven at 2:30 p.m. At what time should she take out the cup cakes from the oven?
3. We began the lesson at 11:05 a.m. The lesson is 45 minutes. When shall the lesson end?
4. Mr. Fredrick left home at 7:45 a.m. and arrived at school at 8:30 a.m. How many minutes did Mr. Fredrick take to get to school?
5. Sarah started preparing her lunch at 1.25 p.m. It took her 2 hours and 40 minutes to cook her lunch. At what time did she finish cooking her lunch?
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| **Homework:**  | The homework comprise of questions that are require the student to identify different time and make conversions to come up with correct the answers. The homework is skill-practice-based and tests whether the students can convert different units of time and read them on the clock. It tests the students if they understood the languages in the topics. |