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EDUC 400

Dr. Borgia-Askey

**SIOP Lesson Plan**

**Date:** April 2nd, 2018

**Grade/Class/Subject:** 2st Grade Mathematics

**ELL English Proficiency Level:** Level 3-Emerging

**Unit/Theme:** Telling time

**Standards:** 2nd Grade PDESAS

Standard - CC.2.4.2.A.2

Tell and write time to the nearest five minutes using both analog and digital clocks.

**Content Objectives:**

* The student will be able to correctly tell time on both digital and analog clocks to the hour without any extra assistance from the teacher.
* The student will be able to correctly tell time on both digital and analog clocks to the nearest five minutes with assistance from the teacher as needed.
* The student will be able to construct their own personal clock placing all the correct parts in the appropriate places with minimal assistance from the teacher.

**Language Objectives:**

* Working with a partner, the student will be able to tell his/her partner what the parts of a clock are (utilizing the key math vocabulary during oral/verbal explanations and otherwise).
* Working with a partner, the student will be able to tell his/her partner what the time is on a clock.
* Using the clock (manipulative), the student will be able to explain how he/she found the correct answer (counting the hour/minute hand while also utilizing a sentence start worksheet that is also posted on the wall for ELA).
* Using materials to construct one’s own clock, the student will be able to verbalize to his/her partner, with accuracy utilizing key math vocabulary, on why they placed the parts where they did.
* Upon verbal directions being given to the class, the student will be able to listen complete the task that was asked of them with reinforcement of hand signals and gestures of what task is to be completed (i.e. going to desk, getting out pencil, getting a piece of paper).
* Using supplemental visuals, the student will be able to comprehend the lesson being taught during large group instructional time with extra modeling utilizing the visual.

**Key Vocabulary:**

* **Content Vocabulary** 
  + Digital Clock
  + Analog Clock
  + Hour Hand
  + Minute Hand
  + Minute
  + Hour
  + Second
  + Quarter of an hour (half past, quarter to, quarter past)
  + Elapsed Time
* **Functional/Language Vocabulary (ELL)**
  + Clock- The teacher will be re-introducing the clock. Students will have learned the basic parts of a clock in prior grade levels. However, the teacher will go over all parts of the clock and talk about that we can read more than just the hour hand on a clock. The teacher will use the large class clock as a model (adaptation) in addition to a planned activity for the lesson.
  + Construct/Create Clock- The teacher will use this term a lot throughout the duration of the lesson in addition to throughout the year as the teacher plans many lessons that have to do with creating or constructing your own model. The teacher will have an example of constructing one’s own clock in addition to a visual of what it means to construct or create something (adaptation).
  + Created Clock- The teacher will model how to do this by step by step verbally and visually. This will become a very important manipulative for the student to utilize and definitions and/or pictures of key math vocabulary can be added on the back of the clock, as will be shown and modeled.
  + Flashcards- The teacher will use home made flashcards to reinforce the word that was just said. These flashcards will contain all of the key math vocabulary and also simple directions that are given to students. This will be something students should already be used to as the teacher utilizes this strategy for each unit in math class and other curricular areas. Additionally, students will have their own set of the flashcards for even greater reinforcement, and if they can not remember a word they can utilize the flashcard in order to find it.
  + Partner- The teacher will be utilizing partners a lot throughout the year after large group instruction. The teacher will have a visual of a set of partners along with a class and individual student visual up at the front of the room on the SmartBoard. The teacher will go over and point to that picture every time the class is instructed to work with a partner so that way the students will be able to see that partners means you and one other person, and that that is what is expected of you. The teacher will point to this image of partners when she says the word so that the students can learn to associate an image with the language. This is the same method used for whole class instruction and individual instruction.
  + [Picture] Word Wall- The students will refer to word walls daily for ELA instruction, but the teacher will walk over and point to the visual word wall itself each time she says the word. The word wall is located directly next to the SmartBoard for easy access while teaching. This is also reinforced with flashcards (adaptation). This will help students tremendously in math class because of the constant reinforcement of new math vocabulary to associate the language with a visual, and increase use of the [picture] word walls!
  + Key Vocabulary- The teacher will use this word often, and students should be well adjusted to hearing it. This helps students realize how important the word is, and will give multiple exposures to the word throughout. The teacher will always point to the wall to make sure students know it is a key word being used for another reinforcement of words (adaptation).
  + Exit Ticket- The teacher will be using this word often, and students should be well adjusted to hearing it. This is used at the conclusion of every lesson as an assessment piece. The teacher will point to the bin of the picture of an exit ticket (adaptation) to alert them that they have reached the conclusion of the lesson and need to complete it. The exit ticket has visual pictures of what the words are asking for (adaptation) and will simply ask the student 5 questions to answer.

**Supplementary Materials:**

* Pre-made clocks for large group instruction time on carpet
* Mini dry erase boards with marker and eraser
* Partner Activity pages
* Markers/Colored Pencils/Tape/Scissors
* Construction paper
* Writing starter sheet

**SIOP Features**

**Preparation**  **Scaffolding** **Grouping Options**

X Adaptation of Content X Modeling X Whole Class

\_\_ Links to Background \_\_ Guided Practice X Small Groups

X Links to Past Learning \_\_ Independent Practice X Partners

X Strategies Incorporated X Comprehensible Input X Independent

**Integration of Process**  **Application** **Assessment**

\_\_ Reading X Hands-On X Individual

\_\_ Writing X Meaningful \_\_ Group

X Speaking X Linked to Objectives X Written

X Listening X Promotes Engagement X Oral

**Learning Strategies (Effective Teaching Practices)**

* Think-Pair-Share-Students will work with a partner at multiple parts throughout this lesson. They will have a large emphasis on small group/partner work
* Give One, Get One- Students will utilize this strategy during activities completed throughout the lesson where they will “give an answer” and “get an answer” from another student in the class
* Exit Ticket- Students will complete an exit ticket as the closure to lesson that will additionally be used as an assessment

**Lesson Sequence:**

* Anticipatory Set: The teacher will introduce the lesson with the set. The set will utilize this video on telling time: <https://www.youtube.com/watch?v=RBvmO7NgUp0> The teacher will at times pause the video to ask the students questions about what is being shown in the video, and referencing the picture word wall to make connections with the oral language to written language (adaptation). The teacher will also often reference the picture word wall and use flashcards.
* Input: The teacher will utilize small and large group instruction at the carpet. The teacher will consistently point to the visuals on the board to make sure the students know what type of instruction they should expect. First the teacher will utilize the large class clock to review telling time to the hour and then introduce and teach telling time to the nearest 5 minutes. Students will utilize their whiteboards to write answers on them. For the transition to the small group instruction, the teacher will give students a brain break where she will play a video off of “Go Noodle”. For the small group time, students will go into their table groups. They will have an activity to complete which will include verbal, and written communication with group members. This activity will have drawn in pictures to assist students (adaptation). During the large group instruction, the teacher will take informal observations, and during small group the teacher will walk around and also take down observations (assessment).
* Deepen: The teacher will utilize a partner aspect and individual aspect for this part of the lesson. With partners, using all of the pre put in place strategies, the partners will complete another activity. The teacher will model that she wants the partners to quiz one another on key math vocabulary (speaking/oral). The teacher will write down observations on how the students are doing (assessment). The last piece of this is the individual aspect of creating the clock. Students will see the teacher modeling how to do this first before doing it on their own. (formative assessment)
* Model: The teacher will continually model throughout the whole duration of the lesson. Modeling will consist of continually verbal/speaking, writing, cues/gestures, and use of manipulatives. Students will feel confident with the material due to all the exposures and interactions they will have during the lesson. The modeling will help ensure that students are learning the content and provide the teacher with an idea of if certain topics/aspects of the lesson need revisited.
* Closure: The students will return to their table seats for the closure aspect of the lesson. The closure will be an exit ticket. Upon passing out the exit ticket, the teacher will again point to the exit ticket bin, which will alert students that this is the end of the lesson. The exit ticket will have 5 problems with visuals next to them to help students understand what is being asked (adaptation). 3 problems will be simply reading the time on the clock, and 2 will be terminology questions. This will be used as an individual assessment for the teacher.

**Reflection:**

Prior to beginning the lesson, the teacher will need to have a solid background knowledge on the students. It is incredibly important to know the students in order to have effective classroom management to ensure learning is taking place and that students are making effective use of their time. The teacher will have carefully thought out this lesson plan with many opportunities to correct any prior misconceptions students may have. It will be important for the teacher to verbally relay the objectives of this lesson and why they are so important and how learning to tell time will effectively help students in the future. In the future for a lesson of this nature, it would also be helpful to add a writing and/or reading piece to connect this to ELA and work on those skills as well. It is important that the teacher follow the lesson as planned to ensure the highest degree of learning is taking place.

**Motivation (Building Background):**

The teacher will begin the lesson by building off of prior knowledge and refreshing their brains on how to tell time since they will have not had instruction in it since the prior year. The teacher will begin by utilizing the YouTube video to both excite them about the lesson and also access prior knowledge. The teacher will also refer the students to the picture word wall to help them with key vocabulary and point out the new additions to the wall. The student’s motivation will be centered around their motivation to correctly complete work and ultimately complete the creating of a clock that they get to keep and pick out all of the colors for! The teacher will continually remind students of what the goal is and what they are getting to do as part of the lesson. The teacher will also use an array of strategies for teaching of the lesson as described throughout.

**Presentation:**

The teacher will go over the purpose of the lesson and objectives for the day with the class at the start of the lesson. The presentation of the lesson as a whole is directly going to correspond with all of the modeling and lesson plan sequence that is outlined above. It is critically important for the verbal, written, visual [and so on] aspects of the lesson to come together in order for students to grasp material and be able to do something with it. The teacher will use a loud, strong, clear, audible voice at all times so the students can hear her. The teacher will continually remind students that when they are working with the clocks that they are manipulatives and helping us learn math, not toys (yet!). The teacher will continually remind students of all the tools and resources they have to use during the duration of the lesson (i.e. flashcards, sentence writing starts, whiteboards). The teacher will have classroom management techniques in place throughout the duration of the lesson as well to ensure learning is taking place!

**Practice/Application:**

The students will be continually practicing the lesson objectives throughout the deepen part of this lesson, and in future lessons/game centers to come. Even after the large group instructional time students will be practicing with the activity in their small groups, again in their partner groups, and finally with their formative assessment of designing/creating their own clock. They will be specifically applying terminology and skills learned when creating the clock. Additionally, students will have activities where they must write their thinking process about answers as well. They will be able to utilize their sentence starting page from ELA for this as well. The teacher will make as many connections for students as possible (meaning written word, to verbal word, to a picture of the word). This will continue to help students become stronger with the content and be able to do higher order thinking skills with the content. This lesson is also not the only lesson in which the clocks will be utilized. Students will continue to practice telling time to the nearest 5 minute in centers.

**Review/Assessment:**

The teacher starts the lesson by telling the class that in the previous grade levels they have talked and learned about all things pertaining to telling time. The teacher starts with set and then pointing out the picture word wall. Each new word that has been added to the wall will be reviewed with the students as to what the definition is, utilizing the multiple strategies to ensure understanding and learning. Throughout the other parts of the lesson the teacher continually checks for understanding by giving students multiple, rich exposures to key math vocabulary, and asking students to answer questions that directly relate back to the objectives of the lesson. Assessment will be done throughout the whole lesson. Primarily informal observations of how students are doing with the concepts will be written down, but in addition, there will be a formative assessment used at the end of the lesson: creating their own clocks! The teacher will use this as the primary assessment to see if they correctly constructed the clock with all the appropriate parts. Last, the exit ticket will be collected and the teacher will be able to see how they individually did with reading the time on a clock and answering questions without any other help being given besides pictures drawn on the exit ticket (adaptation).

**Extension:**

The clock in this lesson will absolutely be used in the future! The teacher will make one of the daily centers a time telling center. Students will be instructed to get out their clock they have made and take it over to this center to be their manipulative and tool to figuring out correct answers. In addition to center times, the teacher will find and add games to an extension off of this lesson. Again, students will be instructed to utilize their clocks to help as their manipulative and math tool. This whole lesson is a part of a bigger unit, measurement, and many activities (cross curricular) can now be made as an extension off of this lesson. Additionally, within a social studies unit about places around the world, I will bring back the topic of time again to both refresh students skills and also talk about different cultural aspects of time. An extension off this activity would be to have students make their own town and create a full time system for it giving rational as to why they selected it.