Teacher Preparation Lesson Plan

Subject Area: Mathematics
Unit Title: Exploring Time Concepts
Grade Level: 1
Lesson Number: 1 of 10

Duration: 60 minutes
Date: 2024-09-16
Teacher: Ms. Jane Smith
Room: Room 101

Curriculum Standards Alignment

Content Standards:

- Understand the concept of time and its measurement
- Compare and contrast different lengths of time

Skills Standards:

- Use everyday language to describe time
- Apply time concepts to real-life scenarios

Cross-Curricular Links:

- English: using descriptive language to explain time concepts
- Science: understanding the concept of time in relation to daily routines

Essential Questions & Big Ideas

Essential Questions:

- What is time and how is it measured?
- How can we compare and contrast different lengths of time?

Enduring Understandings:

- Time is a fundamental concept that helps us understand our daily routines
- Comparing and contrasting different lengths of time helps us make informed decisions

Student Context Analysis

Class Profile:

- Total Students: 25
- ELL Students: 5
- IEP/504 Plans: 3
- Gifted: 2

Learning Styles Distribution:

- Visual: 40%
- Auditory: 30%
- Kinesthetic: 30%

PLANIT TEACHERS

Teacher Preparation Lesson Plan

Pre-Lesson Preparation

Room Setup:

- Arrange desks in a U-shape to facilitate group work
- Set up visual timers and clocks for demonstration

Technology Needs:

- Smartboard for presentation
- Tablets for group work

Materials Preparation:

- Printed copies of time vocabulary flashcards
- Clock faces with movable hands

Safety Considerations:

- Ensure students understand the importance of respecting each other's learning styles

Detailed Lesson Flow

Pre-Class Setup (15 mins before)

- Set up room and materials
- Prepare technology and visual aids

Bell Work / Entry Task (5-7 mins)

- Have students write down their daily routines and what time they wake up, eat breakfast, etc.

Opening/Hook (10 mins)

- Introduce the topic of time and ask students to share their daily routines

> **Engagement Strategies:**
>
> - Use visual aids to support students with English as a second language
> - Encourage students to share their thoughts and ideas

Direct Instruction (20-25 mins)

- Explain the concept of time and its measurement

> **Checking for Understanding:**
>
> - Use formative assessment strategies to check students' understanding

Guided Practice (25-30 mins)

- Have students work in pairs to match time-measuring devices with their corresponding times

Scaffolding Strategies:

- Provide additional support for students with learning difficulties

Independent Practice (20-25 mins)

- Have students create a schedule for their favorite activities, using hours and minutes to plan their day

Closure (10 mins)

- Review the key concepts learned during the lesson

Differentiation & Support Strategies

For Struggling Learners:

- Provide additional support and accommodations, such as extra time to complete activities

For Advanced Learners:

- Provide additional challenges and extensions, such as creating their own time-themed puzzles or games

ELL Support Strategies:

- Use visual aids to support students with English as a second language

Social-Emotional Learning Integration:

- Encourage students to respect each other's learning styles and differences

Assessment & Feedback Plan

Formative Assessment Strategies:

- Observe students during hands-on activities and group work

Success Criteria:

- Students can describe and compare lengths of time using everyday language

Feedback Methods:

- Provide feedback and encouragement, reminding students that they can apply their knowledge of time to their daily lives

Homework & Extension Activities

Homework Assignment:

Have students create a timeline of their favorite events or activities, marking the start and end times for each event.

Extension Activities:

- Have students solve time problems, such as "If it takes 30 minutes to walk to school, and you leave your house at 8:00 am, what time will you arrive at school?"

Parent/Guardian Connection:

Encourage parents/guardians to ask their child about their daily routines and what time they wake up, eat breakfast, etc.

Teacher Reflection Space

Pre-Lesson Reflection:

- What challenges do I anticipate?
- Which students might need extra support?
- What backup plans should I have ready?

Post-Lesson Reflection:

- What went well?
- What would I change?
- Next steps for instruction?

Introduction to Time Concepts

Introduction:

This lesson plan is designed to introduce 6-year-old students with neurodiverse learning needs to the fundamental concepts of time, focusing on minutes and hours.

Lesson Objectives

Lesson Objectives:

- Students will be able to recall and define basic time-related vocabulary, such as "minute", "hour", and "duration".
- Students will be able to explain the concept of time and how it is measured using everyday language.

Exploring Time-Measuring Devices

Introduction:

Introduce various time-measuring devices, such as clocks, timers, and calendars.

Activity 1: Matching Time-Measuring Devices

Activity 1:

Have students work in pairs to match the devices with their corresponding times, such as 30 minutes or 1 hour.

Understanding Minutes

Introduction:

Explain the concept of minutes, using everyday examples that students can understand.

Activity 2: Counting Down from 10 Minutes

Activity 2:

Have students participate in a hands-on activity where they count down from 10 minutes using a visual timer.

Understanding Hours

Introduction:

Introduce the concept of hours, explaining how it relates to minutes.

Activity 3: Creating a Schedule

Activity 3:

Have students work in small groups to create a schedule for their favorite activities, using hours and minutes to plan their day.

Comparing Lengths of Time

Introduction:

Provide students with scenarios, such as "It takes 30 minutes to walk to school, but only 10 minutes to ride a bike."

Activity 4: Discussing and Comparing Lengths of Time

Activity 4:

Have students discuss and compare the lengths of time, using everyday language to describe their thoughts.

Conclusion

Conclusion:

Review the key concepts learned during the lesson, asking students to share what they learned.

Assessment

Assessment:

Observe students during hands-on activities and group work, noting their ability to use time vocabulary and compare lengths of time.

Extension Activities

Extension Activities:

- Have students create a timeline of their favorite events or activities, marking the start and end times for each event.
- Have students solve time problems, such as "If it takes 30 minutes to walk to school, and you leave your house at 8:00 am, what time will you arrive at school?"

References

References:

- New Zealand Curriculum (2007)
- Ministry of Education (2017) - The New Zealand Curriculum for English Medium Schools
- Time and Measurement - A Guide for Teachers (2019)