

MVSU NCLB 2013 Summer Reading Institute  
Lesson Plan Template

Name: Martha Moore	Name of Unit: The Gingerbread Man	Date: July 19, 2013	Grade Level: First
Objective	Procedures	Materials	Evaluation
<p>1MD-B 1MD-B3</p> <p>The students will tell time to the hour and half-hour intervals using both digital and analog clocks. (DOK 1)</p> <p>The students will recognize and apply mathematics in contexts outside of mathematics..(Best Practices/pp. 166)</p>	<p>The teacher will ask the essential questions: What is a clock used for? What are the two hands on a clock called?</p> <p>Have students to look at a clock and identify the hour that is shown on the clock. Have students to write the time.</p> <p>Input: (Teaching) (Explain what the objective is and why it is important) The teacher will:</p> <ul style="list-style-type: none"> <li>▪ Have students to tell some of the reasons it is good to know how to tell time</li> <li>▪ Have students to tell the hour and minute hand on the clock</li> <li>▪ Have students to know that there are 24 hours in a day</li> <li>▪ Have students to know that each time is done twice in a day</li> <li>▪ Tell students that time is told in a.m. and p.m.</li> <li>▪ Have students to know that a.m is in the morning and that p.m. is in the afternoon</li> </ul> <p>Modeling:</p> <ul style="list-style-type: none"> <li>▪ Tell students that we will review time to the hour</li> <li>▪ Have students to model a time that they pull from a bag</li> <li>▪ Give students a situation and ask is the time is a.m. or p.m.</li> <li>▪ Have students to write time on the board</li> <li>▪ Tell students that we can go an hour from the time shown</li> <li>▪ Tell students that one hour from a given time means that the minute hand moves around the clock one time back to twelve</li> <li>▪ Show students the time 1:00, model one hour later by moving hand one time around the clock</li> <li>▪ Ask students to tell the time</li> <li>▪ Continue with each students modeling a time and then an</li> </ul>	<p>Digital clock Analog clock Dry Erase Board .....</p>	<p>Student Observation Teacher Made Test</p>

	<p>hour later</p> <p>Check for understanding:          Have students to look at the clock's face and tell the time, have students to show the time one hour from time shown          Work Period: The student will work in pairs modeling a time and the other student will have to show an hour later.</p> <p>Guided practice: (What will the teacher do? What will the student do?) DOK          The students will do an activity in which they will write various times in the correct order using events from the story, <u>The Gingerbread Man</u>....</p> <p>Closing : (Reflection of lesson) Students will tell what when a.m. is and when p.m. is</p> <p>Independent practice: The student will complete an activity in which they will have to show the times and then draw the time in hour and half hour.</p> <p>Reteach--- Students will look at clock and identify the hour and minute hand on the clock. Students will be told that they always say the short hand first when telling time.</p> <p>Enrichment----Students will make a time booklet showing the things that are done at certain times a.m. and p.m.</p>		
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*For each lesson plan, do the following:*

- 1). Align the standards      2). Identify the domain      3). State the benchmark      4). Address diversity      5). Infuse technology