

LESSON PLAN

Nyree Mackenzie

Learning Area	Mathematics
Lesson Topic	Tell Time
Date and Time	Monday 17 th August 2020
Overall duration (time)	45 minutes
Curriculum Links	Tell time to the quarter-hour, using the language of 'past' and 'to' (ACMMG039)
Objectives	By the end of this lesson, students will be able to recall key words and concepts.
Student prior knowledge	Expected to know what the key words mean and some understanding of how those concepts relate to the actual analogue clock.
Lesson preparation	Materials need to be selected and ready.
Materials	Paddle stick with key words Cut out of 'quarter' and 'half' White board and whiteboard marker Felt mat Laminated numbers 1-12 Laminated key words 'half past', 'quarter to' etc. Talking stick Work books Bingo game with coloured dots (if time)
Resources	Mat and desk areas
Key Terminology	Quarter Half O'clock Past To Minute hand Hour hand Clockwise Anti-clockwise Analogue clock Digital clock

Key features	<p>An understanding of quarters should to be clear.</p> <p>Language around telling time should be used.</p>
Learning strategies & activities: introductory time	<p>Brainstorm (15 minutes)</p> <ul style="list-style-type: none"> On the mat with the whiteboard, display 'Key Words' poster page. Brainstorm what these words mean, by sharing paddle pops (7 groups). Students have 30 seconds to discuss/work out together what each key words means. Each group elects one person to share with the rest of group. <p>*use actual cut out of 'quarter' and 'half', also on display.</p>
Learning strategies & activities: developmental time	<p>Felt Clock (15 minutes)</p> <ul style="list-style-type: none"> Take it in turns to place numbers on the clock and then key terms. Volunteers will use the felt clock to display the following times on the felt clock: When did I?: <ul style="list-style-type: none"> Wake up (6 o'clock) Finish breakfast (7 o'clock) Start school (quarter to 9) Have lunch (12 o'clock) Get home from school (half past 3 thirty) Have dinner (quarter past 6/6 fifteen) Go to bed (half past 7/7 thirty) <p>Workbooks (10 minutes)</p> <ul style="list-style-type: none"> Students sit at desks. Given 'Time and Money' works book, name on the front. Group Purple. Stay on mat with Nyree for a further 5 minutes extension. Cover 5 minute intervals, 60 seconds in a minute, 60 minutes in an hour and digital numbers. Then go to desks and complete page 17, 20, 22 Group Orange. Go to desks and complete page 14, 15

	<ul style="list-style-type: none"> Group Green. Go to desks and complete custom worksheet.
Learning strategies & activities: concluding time	<p>Review (5 minutes)</p> <ul style="list-style-type: none"> Put on a 3 minute timer, quickly review all of the concepts reviewed. Use a talking stick. <p>Notes:</p> <ul style="list-style-type: none"> Setting goals: what is a quarter and a half, what does that look like on a clock face. Structuring lessons and Collaborative learning: group work on the mat, followed by individual paper activity Explicit teaching and worked examples: real-life questioning and examples Added extras: <ul style="list-style-type: none"> The hour hand moves as the minute hand moves clockwise. Clockwise and counter clockwise Digital and analogue
Differentiation	<p>(5) Students in Group Purple are at high level. Student names: Hamish, Mori, Kate, Annie, Arlo.</p> <p>(15) Students in Group Orange are at moderate level. Student names: Archer, Imogen, Matthew, Austin, Yumiko, Lachie, Nalab, Tali, Yasir, Harper, Simon, Maky, MacKenzie, Gwen, Scarlett.</p> <p>(5) Students in Group Green are at intermediate level. Student names: Alaze, Laura, Rylee, Elijah, Kye.</p>
Key questions	<p>How can we quickly tell the time by jumping around the clock in halves and quarters (orange and green group)</p> <p>How can we quickly tell the time by jumping around the clock in halves, quarters, 5 minutes (purple group)</p>
Assessment of student learning	Assessment tools/strategies, related to the stated objectives:

	<ul style="list-style-type: none"> • Check achievement against outcome • Provide ongoing feedback • Provide activities with context • Gather evidence with worksheet and informal/observational evidence
Relationships	<p>What approaches can you utilise to build and maintain safe, supportive, reciprocal and respectful relationships?</p> <ul style="list-style-type: none"> • Everyone has a chance to demonstrate • Everyone stops and listens to instructions • Put hands up to ask a question and uses the talking stick • 123 Magic
Reflection	<p>Reflection Pose your own questions. Consider What worked well, what did not work well</p>
Next lesson	<p>Lesson 2: Tuesday 17th August 2020</p> <p>Lesson 3: Wednesday 18th August 2020</p> <p>Lesson 4: Thursday 19th August 2020</p> <p>Lesson 5: Friday 20th August 2020</p> <p>Assessment</p>