

LESSON PLAN 8

Lesson Topic/Focus:	Telling Time	Date:	24/11/14
AusVELS Domain(s):	Mathematics	Year level(s):	Prep
AusVELS strand (s):	Measurement and Geometry	Lesson duration:	40 mins
AusVELS sub-strand(s):	Using units of measurement		
AusVELS Dimension(s) or Religious Education Guideline:			

Learning Standard(s)/Outcome(s)/Objective(s):

At the conclusion of this lesson, the students will know/understand that:

the difference between hour and half hour by using literacy in conjunction with maths to further their understanding of reading time.

At the conclusion of this lesson, the students will demonstrate the skills/strategies of:

Reading and consolidation of time to their hour and half hour.

Assessment:

Observation and Checklist

Assessment criteria for analysis:

Students will:

1. Use oral language
2. Identify hour and half hour time
3. Identify time on a clock

Teaching focus:

A. the pre-service teacher's teaching skill for observation by Associate Teacher;

or

B. teaching skills that the pre-service teacher would like to personally develop.

Background to the learning:

- A. References for teacher background knowledge
 - <http://ausvels.vcaa.vic.edu.au/Foundationlevel?layout=1&d=E&d=hpe&d=H&d=M>
- B. Identify students' current knowledge
 - Students have explored time and hour and half hour on an analogue clock.

Lesson resources:

- *I have, who has* card activity <http://math.about.com/library/ihavewhohas1c.pdf>
- Analogue clock

Lesson content:

A. Introduction

__5__ mins

- Discuss time of day
- Remember our shadows, where is the sun?

B. Development

__10__ mins

- Revise hour and half hour time on an analogue clock.
- What does 5:30 look like?
- Where is the big and small hand?

C. Consolidation, practice, extension

__20__ mins

- Students are in a circle on the floor.
- Complete the *I have, who has* time activity
- What does the time specified look like?
- Use the analogue clock to represent the time.

- When activity finishes, students revise counting in 2s, 5s, 10s up to 50.
- Afterwards, students in groups play maths activities

D. Closure

__5__ mins

- Share Time:
- Using the analogue clock, students represent various times using hour and half hour.

Post-lesson review and evaluation:

Student achievement:

To what extent were outcomes achieved? How did the students demonstrate this?

Teaching effectiveness:

What have you learnt from the lesson?

What do you recommend for future lessons?

Comment on your effectiveness in the light of the objectives/outcomes of the lesson and your development focus for the lesson, referring to both strengths and areas to be addressed. s e l f -

Lesson/activity transition:

This is the activity required to terminate the first lesson/activity and to initiate the next lesson/activity. A lesson/activity transition is not to be confused with a lesson/activity conclusion.

The maximum recommended time is 3-4 minutes. Activities may include collecting used materials, tidying the room, returning materials to shelves, a song, a jingle/action rhyme, a stretching activity, reorganisation of furniture, distribution of materials for the next lesson/activity.

The following format should be used to present the *lesson/activity transition*:

- Step 1: Pack up/tidy up
- Step 2: Stretching activities

ASSESSMENT GRID

Outcome/Standard/Objective
<ul style="list-style-type: none"> • Students will understand the difference between hour and half hour by using literacy in conjunction with maths to further their understanding of reading time.

Student name (three focus students for this lesson)	Assessment criteria		
	1. Use oral language	2. Identify hour and half hour time	3. Identify time on a clock
Dylan			
Rhys			
Eli			

Purpose of assessment				
To inform future lessons and student learning	To ensure coverage of AusVELS standards	To discuss with parent	To inform 1:1 conference with student including setting future learning goals	Evidence for school report