

Eva Gasparis
EDDN 637 / Dr. Cowin

Differentiated Instructional Activity

ORIGINAL LESSON PLAN

Subject: Math (DOUBLE period)

Grade: 1st

Unit of Study: It's Time to Tell Time!

Date: 03/26/2022

Standard: 1.MD.B.3 → Tell and write time in hours and half-hours using analog and digital clocks.

Objective: Students will successfully tell time in hours and half-hours by using their constructed analog clocks.

Teaching Point: Students will successfully tell time in hours and half-hours by using their constructed analog clocks.

Focus Questions:

1. How can we use an analog clock to tell time in hours?
2. How can we use an analog clock to tell time in half-hours?

Materials: white board, power-point (<https://www.youtube.com/watch?v=5xRoBx7iVGI> , <https://www.youtube.com/watch?v=MaVgBjVh4b8>), smart board, construction paper, writing utensils, scissors, glue, time puzzles

Modifications: manipulatives, word wall, anchor chart, visuals

Teacher Demo

After the video, ask “What time is recess today? How much time do we have left until recess?” Then, review the components of a clock (minute hand, hour hand, and face). Model how to tell time every hour (numerically and written). Model how to tell time for half-hours (numerically and written).

Active Engagement

Re-watch the YouTube videos. Students will construct an analog clock independently.

Differentiated Activities

Ability Groups → complete time puzzles; each group will receive a different time puzzle.

Assessment: choice board worksheet

Lesson Plan with Differentiated Instructional Activities

Subject: Math (DOUBLE period)

Grade: 1st

Unit of Study: It's Time to Tell Time!

Date: 03/26/2022

Standard: NY-1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks. **Develop an understanding of common terms, such as, but not limited to, o'clock and half past.**

Objective: Students will successfully tell time in hours and half-hours by using their constructed analog clocks.

Teaching Point: Students will successfully tell time in hours and half-hours by using their constructed analog clocks.

Focus Questions:

1. How can we use an analog clock to tell time in hours?
2. How can we use an analog clock to tell time in half-hours?

Materials: white board, power-point (<https://www.youtube.com/watch?v=5xRoBx7iVGI> , <https://www.youtube.com/watch?v=MaVgBjVh4b8>), smart board, **picture walk images**, construction paper, writing utensils, scissors, glue, time puzzle worksheet, time bingo worksheet, differentiated worksheets

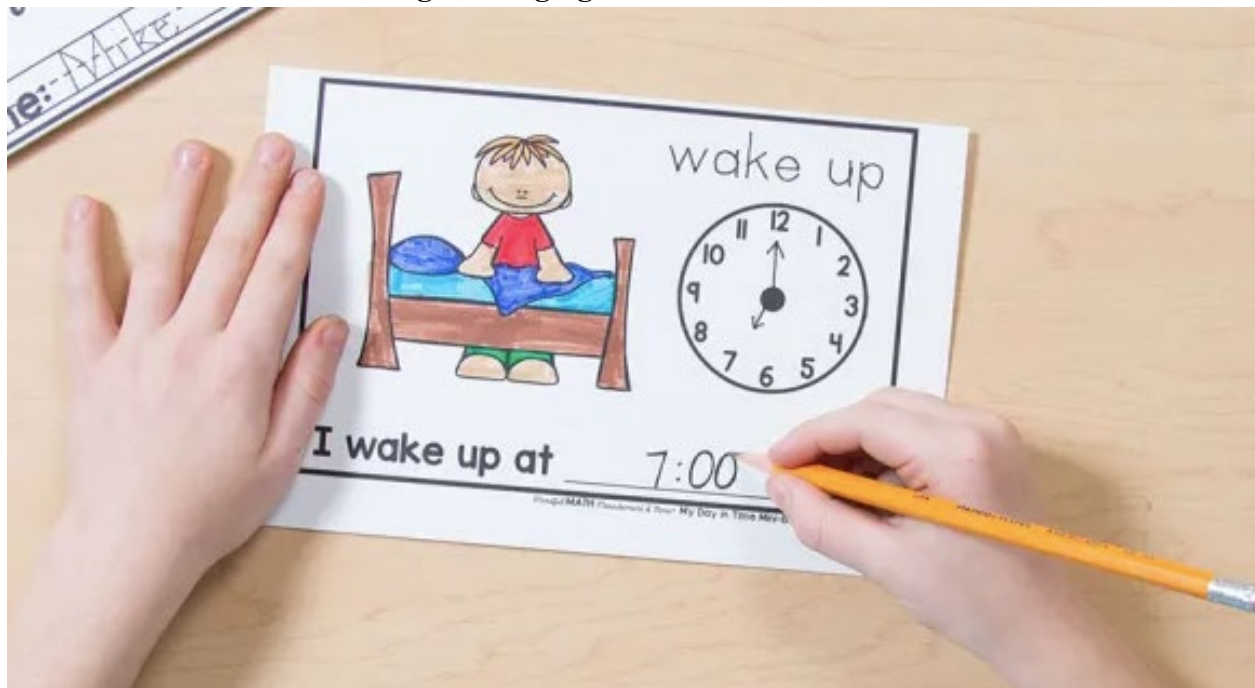
| | |
|-----------------|--|
| Practice | Pre-teach vocabulary with a picture walk in English (clock, minute hand, hour hand, hour, and half-hours) *Entering/Emerging ELLs will receive a printout of the picture walk in English and Spanish) Activate prior knowledge (What time is recess today? How much time do we have left until recess?) Model how to make / use an analog clock Power-Point → Watch/Re-Watch Videos (leave subtitles on) 1. https://www.youtube.com/watch?v=5xRoBx7iVGI 2. https://www.youtube.com/watch?v=MaVgBjVh4b8 |
| Process | The lesson is designed to pre-teach vocabulary through a bilingual picture walk (English & Spanish), activate prior knowledge, construct an analog clock, and use the analog clock during Time Bingo. The teacher will make connections between time and their daily schedule, which is posted on the whiteboard. Then, students will enter their assigned groups and complete their differentiated activity. Videos will be watched, then re-watched. |

| | |
|-------------------|---|
| Products | <p><u>Time Bingo</u></p> <p><u>Homogenous In-Class Groupwork:</u> Group Purple: entering & emerging Group Blue: expanding Group Green: transitioning & bridging</p> <p><u>Homework:</u> Students must select one worksheet <i>Choice Board Worksheet A</i> = “Do this worksheet if you need more practice with telling time.” <i>Choice Board Worksheet B</i> = “Do this worksheet if you are ready for a challenge.”</p> |
| Content | <p>Picture Walk (Vocabulary in English and Spanish) Watch/Re-Watch Videos (subtitles on)</p> <ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=5xRoBx7iVGI 2. https://www.youtube.com/watch?v=MaVgBjVh4b8 <p>Analog Clock (model, then students create their own) Time Bingo (continuation from pervious math lesson) Worksheets – differentiated based on ELL proficiency</p> |
| Assessment | <p>Time Bingo, in-class worksheet, homework *informally monitor students during activities * provide descriptive feedback on worksheet and homework</p> |
| Grouping | <p>Homogenous groups provide the opportunity to scaffold lessons meeting similar academic needs of students. Educators can spend a majority of groupwork guiding entering and emerging ELLs.</p> |

Time Bingo Worksheet



Entering / Emerging Differentiated Worksheet



Expanding Differentiated Worksheet



Transitioning / Bridging Differentiated Worksheet



Picture Walk



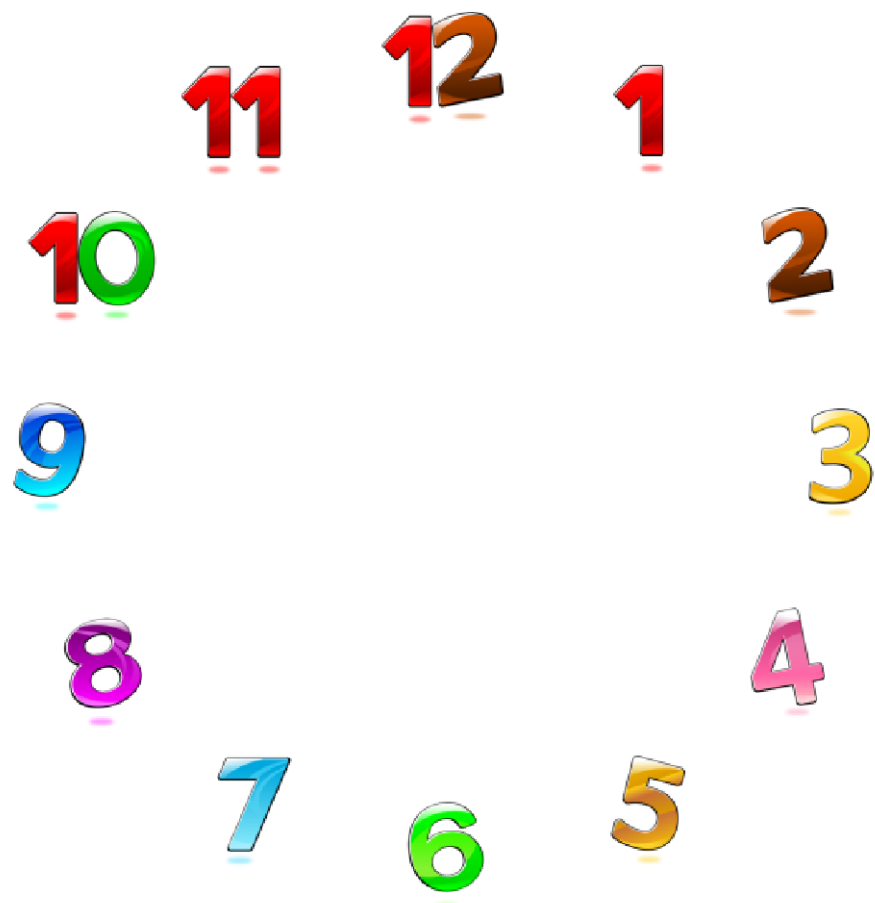
This is a clock.

Esto es un reloj.



There is a minute hand and
an hour hand.

La línea pequeña es por horas. La línea grande
es por minutos.



What numbers do you see?

¿Qué números ves?

Let's Play Time Bingo.

Vamos a jugar al bingo.



Reflection

Effective differentiated instruction calls all educators to reevaluate the main components of their lesson plan, which includes content, process, and product. In addition, another element of differentiated instruction is the effect of student emotions on their learning. Student emotions and feelings, which are created by personal experiences, influence self-concept, motivation to learn, and the ability to collaborate with others. All these factors must be differentiated to establish an optimal learning environment, in which all students excel academically, socio-emotionally, and cognitively.

Content refers to the “knowledge, understanding, and skills that students needs to learn. (ASCD)” To address the individual needs of every student, educators must provide effective scaffolding for specific content. Educators can scaffold lessons by pre-teaching specific content, allowing students to advance individually, modifying content for students based upon their individualized education programs (IEPs), etc. (ASCD). In the differentiated lesson above, the educator will pre-teach vocabulary by embarking on a picture walk with the students. The printed out picture walk will include new vocabulary words, the translated word in Spanish, and corresponding visuals. By including the word in the student’s native language, the student will make connections between the Spanish vocabulary word and the English vocabulary word. Additionally, the educator will activate prior knowledge by drawing upon the daily schedule posted on the whiteboard in the front of the classroom. The educator will model how to make an analog clock. Therefore, students understand what they are expected to create. Then, the educator will model how to use the analog clock with several examples. Providing students with visuals and examples enhances the learning environment for all students (Levine, 2012). Students will watch and re-watch videos, which are attached on the educator’s power-point, to hear the concept from a different perspective.

Process defines the way in which students understand content. The process of differentiating allows students to understand content by making connections to prior knowledge or experiences (ASCD). Differentiating the process of lesson plans provides students the opportunity to figure concepts out independently and ask questions. Keeping this in mind, all students work at different speeds, therefore it is essential to group students strategically to provide needed support. During the differentiated lesson, students are grouped homogeneously. Homogeneous grouping allows students, with similar academic needs and readiness, to collectively complete assignments (Levine, 2012). The intent of grouping students with similar levels of readiness is to scaffold lessons that allow students to work in their zone of proximal development (ZPD) (Levine, 2012). While in groups, students will be instructed to complete time puzzle worksheets. Each group will receive a different time puzzle differentiated upon their academic needs and readiness. For example, each group will receive a worksheet with different levels of academic language that guide students to work in their ZPD.

Product provides students the opportunity to demonstrate their understanding pertaining to a specific content. Educators can assess understanding through analyzing student performance on assessments (ASCD). Authentic assessments promote learning using creative learning experiences to assess student's knowledge and skills in realistic situations. The results of the assessments provide educators the data needed to effectively differentiate lessons to meet the different needs of all students (Levine, 2012). In the differentiated lesson, students will play Time Bingo. A majority of the students in the class are interested in Bingo. By incorporating a game, which students are interested in, their engagement and motivation increases. The goal of using interest differentiation in the class is to establish connections between new content and things, such as Bingo, which they find interesting. As a lesson extension, students will be

instructed to complete a worksheet of their choice. The educator will provide students two options. One worksheet will be for students who feel as though they need more help. While the other worksheet will be for students who feel confident in their ability to tell time and want something challenging. By providing students the option to complete a worksheet of their choice allows students to have a voice, to a certain extent, in their learning. Keeping this in mind, students will display increased engagement and motivation while completing student-led assignments.

References

Key elements of differentiated instruction - ASCD. pdo.ascd.org. (n.d.). Retrieved October 28, 2022, from https://pdo.ascd.org/LMSCourses/PD11OC115M/media/DI-Intro_M4_Application.pdf

Levine, L.N., Smallwood, B.A., & Haynes, E.R. (2012). Listening and speaking: Oral language and vocabulary development for English language learners. Hot Topics in ELL Education. (B. A. Smallwood, Series Ed.). Washington, DC: Center for Applied Linguistics.

Vogt, M., Echevarria, J. J., & Short, D. J. (2016). *Making content comprehensible for English learners*. (5th ed.). Pearson: New York.