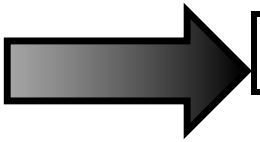
Third Grade Lesson Plan Women's Basketball Game Nov 16, 2017.

THE DIRECTED TEACHING ACTIVITY (DTA)

The Directed Teaching Activity (DTA) includes the following:

- ***Lesson Objectives/Outcomes:*** Writing your objective happens prior to lesson delivery. The objective should be written as a **learning outcome** and not an activity. In the lesson, the teacher **communicates the learning objective** to students both orally and in written format. (Clarity, Lesson and Unit Structure)
- ***Value, Sequence, and Alignment/Balance:*** Prior to teaching the lesson, teachers should consider how this particular lesson fits within the scope of the unit and year, as well as how this lesson connects to the previous and future lesson. There should also be a balance of instructional modes. (Lesson and Unit Structure)
- ***Suitability for Diverse Learners:*** Prior to teaching the lesson, the teacher should consider how all students will access the content and reach the learning outcome. (Balance, Materials and Resources)
- ***Introductory and Developmental Activities:*** These activities include an **anticipatory set or "warm-up"** to focus students' learning and to ensure on-task behavior by all students. During the warm-up, there is a minimum of teacher intervention. Through these teacher-directed activities, new concepts or processes are introduced and/or students are aided in constructing meaning around new concepts. The teacher **models** new processes and procedures and assists students in organizing and storing new information.
- ***Guided Practice Activities:*** In this phase, students have an opportunity to use their new knowledge and skills through teacher-monitored activities. Moreover, this process offers students an opportunity to begin the extension and refinement of their skills through the use of critical thinking skills.
- ***Independent Practice and/or Meaningful Use Tasks:*** These activities allow students an opportunity to use their new knowledge and skills in meaningful ways. These activities and tasks may contribute to students' independent or group-centered responses to an ongoing project-based task involving one or more of the following: decision-making, problem-solving, investigation, experimental inquiry, and/or invention. Independent activities may include homework. (Grouping)
- ***Assessment Activities:*** Through ongoing assessment, the teacher assesses student progress toward the attainment of the objective and students' understanding and proficiency of new knowledge or skills. The teacher evaluates students' accomplishment of the objective and makes necessary adjustments to instruction.
- ***Closing:*** These activities are designed to foster a sense of completion among student participants. It may be an essential part of the assessment process or it can function as a stand-alone activity.



Please note that the Directed Teaching Activity Planner provides a framework for instruction utilized in many disciplines, including art, music, and physical education, among others.

DIRECTED TEACHING ACTIVITY LESSON PLANNER	
Initial Preparation Plans *FFT Support, 1.c (Setting Instructional Outcomes)*	
IDENTIFY STRATEGY(IES) or SKILL OBJECTIVE(S) FROM STANDARDS	CCSS.MATH.CONTENT.3.MD.A.1 Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects. Tell and write time to the nearest minute and measure time interval in minutes, e.g. by representing the problem on a number line diagram
MATCH OBJECTIVE WITH TEXT Ensure material/resources is well-aligned to the chosen strategy/skill and to student needs/interests/ cultural diversity	The field trip to University of Maryland Xfinity Center allows students to apply Common Core Math Standards related to time in a real world situation Students will demonstrate their understanding of time by applying concepts learned in class to the field trip experience
LESSON OBJECTIVE(S)/OUTCOMES Objective(s) must be • specific, doable, assessable in the allotted time • measurable • written with verbs for expectations of high rigor • stated as a learning outcome • in PGCPS format, posted visibly, and stated aloud to students	1. Students will investigate telling time to the minute by implementing given steps, and deciding when to count the minutes by 5's or 1's. 2. Students will use a graphic organizer to translate times given on an analog clock to a digital clock. 3. Students will translate analog and digital time points related to the field trip and articulate why telling time is important in this real world context.
VALUE, SEQUENCE, AND ALIGNMENT /BALANCE Students must be able to build their understanding of important ideas from concept to concept. • How does the lesson fit in with previous and future lessons in this unit of study? • How will this lesson proceed in	The students have been introduced to the concept of time in second grade. (2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.) In addition, students have reviewed time in five minute intervals. The students have mastered how to tell time in five minute intervals, they have mastered the vocabulary and concepts of analog, digital, AM, PM, hour hand, and minute hand.

terms of time and learning tasks? • What interdisciplinary connections and/or technology will be made in this lesson? • In what ways is this lesson rigorous and authentic? • Is there a balance of instruction utilizing multiple modes of learning?	The students have been exposed to time previous to this lesson. Depending on data, the students will continue to practice telling time to the minute intervals. Once they have mastered telling time, and knowing the importance of telling time, the students will learn time language, such as quarter of, quarter past, half past, quarter after, and quarter 'til, and they will also learn elapsed time. The students will also need to master the concept to prepare them for fourth grade. (4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two- column table.) The teacher will constantly remind students of why telling time is important. She will relate it to the class schedule, and present real world/ life situations.
Suitability for Diverse Learners • What accommodations or differentiation of instruction/use of UDL has been provided for diverse learners (TAG, ESOL, SPED, 504, etc.)? • Are the outcomes providing cultural sensitivity? • Are assessments differentiated?	TAG: The students will be challenged to use basketball game data to examine time language and elapsed time. ELL: The students will work with a peer.

Lesson Component/Teaching Moves *FFT Support, 1.e (Designing coherent Instruction)*	**Lesson Notes** *FFT Support, 2d (Managing Student Behavior)* *FFT Support, 3.b (Questioning/Discussion Techniques)* *FFT Support, 3.c (Engaging Students)*	**Essential Question(s), Differentiation/Modifications and Resources Needed**
Instructional Materials and Resources • Utilize relevant instructional materials and course texts • How do the course materials enhance/further/accommodate student learning? **Introductory & Developmental Activities-15-20 min.** ***-Connect and Engage (I do)-5 min.***	**Introductory & Developmental Activities:** (Completed in class prior to trip) When telling time to the minute, a common mistake and difficulty for students is transitioning from counting by 5's (the big numbers), to counting by 1's (the little hash marks). In an effort to anticipate this difficulty, the teacher will start the lesson by introducing tally marks, and how to count them. The teacher will present a group of tally marks on the board and ask students to turn and talk about how many tally marks there are. How can we count these marks? What is the fastest way to count these marks? The class will discuss how to	Resources Needed: UMD basketball website and printed answer key for Rock Around the Basketball Clock Essential Questions: How can I use tally marks to tell time? When should I count by 1's and when should I count by 5's?

• Explain/review the strategy/skill and how it is used. • As appropriate, build/activate background knowledge and vocabulary necessary. • Pre-assess as appropriate. • Students engage with primary lesson material (set their purpose, use reading strategies, use strategic behaviors). ***-Modeling (I do)-10 min. A brief teacher-directed lesson*** • Model the skill/strategy. • Record think-alouds for the students (sticky notes, anchor chart, etc.) • Engage students. Insert Turn and Talk or other student response checks to monitor understanding	count tally marks. The students will complete a match game to practice counting tally marks. The match game will require students to count tally marks from 1 all the way up to 59, stopping at various intervals to practice switching from counting by 5's, to counting by 1's. For example, 3, 12, 18, 24, 27, 32, 38, 41, 46, 53, and 59. The teacher will ask students "What does counting tally marks have to do with our objectives for today?" The teacher will wait for student responses. The teacher will tell students that travelling to a women's college basketball game requires careful attention to time. **Learning Activity: Exploration** -The teacher will begin the exploration by drawing from the students' prior knowledge. The teacher will put an image of a digital clock on the visualizer. The first example will be 3:00- which is a review. Students learned how to tell time to the hour in second grade. The students will be instructed to draw the time on the image of the analog clock on their graphic organizer. The teacher will quickly scan the room to assess. If needed, the teacher will show more examples. -The teacher will ask for the clarification from the class: Where is the hour hand pointing? Is that the short hand or the long hand? What number is the minute hand pointing to? Is this the short hand or the long hand? -The teacher will then progress to showing an image of a digital clock that requires the students to tell time to the five minute. The students will represent the time on their analog clock on the graphic organizer. The teacher will quickly scan the room to assess. If needed, the teacher will show more examples. -The teacher will ask for the clarification from the class: Where is the hour hand pointing? Is that the short hand or the long hand?	

	What number is the minute hand pointing to? Is this the short hand or the long hand? -Students will be instructed to put all of their materials in the corner of their desks, and "give the teacher 5". -The teacher will show an analog clock that features a time to the minute. The teacher will say, "Based on what we know about time and tally marks, does anyone know the time this analog clock is showing?" -The teacher will wait for volunteers. Once a student gives an answer, the teacher will ask for agreement or disagreement from the class. The teacher will ask the students who agree with the answer to help explain in order to "prove" it. Then, the teacher will ask the students who disagree to explain their thinking in order to "prove" their reasoning and clear up misconceptions. -The class will go through three more examples in the same manner.	
<u>Guided Practice</u> - 10-15 min. **(We do)** Identify guided practice needed before releasing students to practice on their own. • Consider : o Cooperative groupings. o Conceptual difficulties that might arise. o How students can initiate discussion. o How tasks are differentiated and cognitively challenging. o How the tasks advance students' understanding and learning. o How to mentally engage students with the content and aid in constructing	**Concept Explanations:** -The teacher will ask the class if they see a pattern in how we are discovering the correct answer. Are there any steps we can give in order to make this easier to follow? -The class will discuss the steps. The teacher will serve as the facilitator throughout the discussion- asking for agreement and clarification from the students. -The teacher will chart the steps the students come generate. *1) Look at the hour hand. Write the hour the hand is pointing to. If the hand is in the middle, remember to faaaaallll back!* *2) Write down the correct hour before the colon.* *3) Find the minute hand. Count each big number by 5 until you get to the closest big number without going past the minute hand.* *4) Continue counting the little marks by one, starting with the*	Essential Questions: What steps should I follow in order to convert analog time to digital time?

understanding. ○ Ways to check for understanding or need for further support.	*number you left off on.* *5) Write down the number of minutes you counted after the colon.* -The teacher will put an example on the visualizer. The teacher will model it as the students read the steps aloud. The teacher will show the students to make big "flower petals" for the five minutes, and smaller petals for the individual minutes. -The teacher will instruct the students that it is now time to pick up their materials. The teacher will go through three examples with the students. The students will draw the time on their graphic organizers. The teacher will reinforce the steps along the way.	
<u>Independent Task(s)</u> - 20 min. (You do) What opportunities will students have to use the new skills/concepts in a meaningful way? How will students expand and solidify their understanding of the concept and apply it? How will students demonstrate their mastery of the essential learning outcomes? May be a continuation of the practice task.	**Flexibility and Fluidity: Rock around the Basketball Clock (After the Game)** To elaborate on the concept, the class will play "Rock around the Basketball Clock". -Each student will be given a graphic organizer and a card that has a time given on an analog clock. These times will be drawn from basketball field trip: What time did we catch the bus? What time did the game start? What time was half time? What time was the game over? What time did you get on the bus to go to the game? What time did you return to school? -Students will draw the hands on the analog clock on their graphic organizer. -Students will be instructed to use the steps to find the time on the clock to the minute. - As the students are completing the problem they are initially given, the teacher will circulate the room to check for understanding.	

	-The students will be told to erase their graphic organizer. -All of the students will stand. The teacher will play "Rock Around the Clock". The teacher will stop the song at a random time and say "Sit and Solve" -As the students are solving, the student will circulate and check for understanding. -The class will repeat the "Rock Around the Basketball Clock" game as many times as time allows. **NOTES:** As the teacher is circulating, she will be placing green, blue, or red dot stickers on the students. The students with a green dot will be in the "green group". These students will be the students that need extra help. During the assessment, they will go to the back table with the teacher. The teacher will reteach the concept. The students with a blue sticker will be in the "blue group". These students are those who grasp the concept, but would benefit from extra practice. After they are finished with the assessment, they will be able to get a blue folder. The folder will contain more practice cards and allow the students to work with a partner in order to work towards mastery of the concept	
CLOSING (5-10 minutes) **Includes one or more:** ▪ Assessment of student learning, including student reflection on what was learned which may include: o Connections to previous and new learning. o A review of the lesson objective and if it was achieved. o An exit slip, final journal reflection, or other means of informal assessment. o Student sharing and peer feedback. o Celebrations of learning.	Assessment and Closure: -The students will complete a formal assessment that provides them with times on an analog clock. They will have to write the given time as it would appear on a digital clock. -The students will be evaluated informally as they play "Rock Around the Basketball Clock" -The assessment will inform the teacher if the students are ready to translate times from a digital clock to an analog clock. (At the end of field trip) Students will complete learning logs about the field trip and why it is important to be able to tell time when planning a trip.	