**ANCHOR GREEN PRIMARY SCHOOL**

**LESSON PLAN**

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| **Name of Teacher** | Mrs Anna Goh | **Class** | Primary 1 Grace |
| **Subject** | Mathematics | **Date** | 13 Sep 2017 |
| **Unit** | Unit 16 | **Time** | 8.45 am to 9.45am |
| **Topic** | Time | | |
| **SIOs**  By the end of the lesson, pupils should be able to: | * **read time to the half hour** * **use the term half past** * **move the minute and hour hands to show time in the half hour** | | |

**Prior Knowledge**

Students should already know how to:

1. read time to the hour

| **Time** | **Lesson Development** | **Indicate integration of**  **DI, VT, ICT, FA, CCE, 21CC components** | **Resources** |
| --- | --- | --- | --- |
| 10 min | Introduction **OR** Pre-activity   * Teacher recapitulates previous lesson on * reading time to the hour * Where the hour hand and minute hands point to when we read time to the hour * Teacher informs pupils of the learning intention for the lesson.   We are learning to:   * find out where the hour and minute hands point to when we read time to the half hour | * The lesson builds on the previous day lesson, so it is important to activate pupils’ prior knowledge on what they had learned using a real clock. * FA: In informing pupils about the learning intentions for the lesson, pupils will be more on task and they will be clear about whether they are on track and where they are heading | * PowerPoint slides * Popsicle sticks |
| 15 min | Lesson Development **OR** Main Activities  **(Discover Learning)**   * Teacher retells the story of the “The little mouse, the red ripe strawberry and the hungry bear” adding in the time to the half hour. * While telling the story, teacher will stop at the time mentioned and show pupils the clock face (using the Time Simulation Model)   http://iwant2study.org/ospsg/index.php/ 425   * questions: * What was the time mentioned? * Where does the hour hand point to when we tell time to the half hour? * Where does the minute hand point to when we tell time to the half hour? * Teacher selects pupils to choose word cards and completes a table * Teacher gets pupils to look at the findings recorded on the table and carries out a class discussion. * Teacher selects pupils to comment on each other’s ideas with the use of “Talk Moves” and VT routines. * Teacher asks pupils the following questions: * Look at the table, what can we say about the hour hand when we tell time to the half hour? * The hour hand points to between 2 numbers, which number do we choose to tell time in the half hour? * What makes you say that? * Where does the minute hand point to when we tell time to the half hour? * Teacher records pupils’ findings. * Teacher brings pupils’ attention to the learning intention of the day and asks pupils whether they have achieve their learning intention. * Pair Work 1: Teacher (using the Time Simulation Model) informs pupils that they read time shown and write their answers on their white board in pairs * Pair Work 2: Teacher will tell a time in the half hour, pupils will use the Time Simulation Model to show the time (pupils to discuss in pairs and take turns to do it) * Teacher conducts a class discussion about the pair work done and debriefs pupils about her observation. | * VT: The class discussion with the use of “Talk Moves” and VT routine (What makes you say that?) will deepen pupils understanding and allows the teacher to assess understanding of pupils. * 21CC: The question posed allows pupils to explore possibilities and generates ideas (CIT 1) in respond to an issue. Getting pupils to explain their reasoning allows them to exercise sound reasoning, decision making and metacognition (CIT 2) * FA: Use the popsicle sticks to select pupils provide a more random selection for answers, engage all students and sets an expectation that all students are worth hearing, and identify gaps in student understanding. * Discovery learning – teacher does not inform pupils where the hands of the clock point to. Teacher gets pupils to observe and records their observation. Then get pupils to draw conclusions from their observations. * FA: Pair work 1 allows the pupils to display their understanding of how to read time in the half hour * FA: Pair work 2 allows the pupils to display their understanding of showing where the hour and minute hands will point to when time is given in the half hour * 21CC: Pair work 2 is self-exploratory in nature (CIT1). While deciding on where to put the hour and minute hands, pupils will reason with each other and come to a consensus. * 21CC: Pair work allows pupils to and develop their communication and collaborative skills and to work in a respectful manner with others in a group setting (CCI1) | * Popsicle sticks * Time Simulation Model * IPads * Butcher Paper (Table of findings) |
| 5 mins | Closure and Consolidation **OR** Post-Activity   * Teacher assigns individual work for pupils as homework. |  | * Workbook pages 113 to 118 |