

Direct Instruction Lesson Plan Template

General Information	
Lesson Title: Telling Time to the hour	
Subject(s): Math	
Grade/Level/Setting: 1 st grade	
Prerequisite Skills/Prior Knowledge: <i>Knowledge of numbers 1- 12.</i>	
Standards and Objectives	
State/National Academic Standard(s): CCSS.MATH.CONTENT.1.MD.B.3 Tell and write time in hours and half-hours using analog and digital clocks.	
Learning Objective(s): <i>Students will be able to tell and write times in hours shown on the analog/digital clocks and solve problems related to elapsed time as they learn to use the physical and digital clocks.</i>	
Materials	Technology
<ul style="list-style-type: none"> Analog clocks manipulatives SMARTboard Worksheet Interactive clock: https://toytheater.com/clock/ Pencils Vocabulary cards Whiteboard 	<p><i>SMART Level Augmentation</i></p> <ul style="list-style-type: none"> Provide students with additional instruction on how to tell time by the hour. Students will be provided with an instructional video to supplement the lesson. Students will be introduced to analog/digital clocks interactives to guide and engage them. Using the interactive will activate prior knowledge of numbers. Students will also be able to explore the concept of time hands-on.
Language Demands	
<i>Specific ways that academic language (vocabulary, functions, discourse, syntax) is used by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their understanding.</i>	
Language Function(s): <i>Evaluating data and Recording multiple ways to solve problems – Students will be able to evaluate what time it is by the hour and record multiple ways to solve word problems regarding elapsed time.</i>	
Vocabulary: <i>Hour, hour hand, short hand, long hand</i>	
Discourse and/or Syntax: <i>Discourse: Through number talks, students will utilize oral language to talk about what time is it and discuss how to solve time-related word problems.</i>	
Planned Language Supports: <i>An educational kid-friendly video "What time is it Mr. Fox?" will be provided for students to watch to introduce them to the clock and expose them to the pattern of time. Students will also have Physical and digital manipulative to help them visualize the vocabulary and the concept of</i>	

Direct Instruction Math Lesson Plan Examples

Donald P. Kauchak, Paul D. Eggen



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Better Lesson Plans, Better Lessons Ben Curran, 2015-09-25 In today's high stakes world ready made lessons and teacher's guides are no longer enough to guarantee achievement. The best way to help students succeed is through deliberate and careful lesson planning focused on the end result of increasing student achievement. Whether you are a new teacher or an experienced educator this book will help you get started by providing a practical step by step guide to designing lessons that will lead to student mastery of any objective. You'll learn the essential components of lessons that are Common Core aligned and grounded in best practices. Topics include Tailoring your lessons to meet your state standards while ensuring high student achievement. Writing a strong objective to stay focused on the goal of a lesson. Creating an end of lesson assessment to gauge the lesson's success. Constructing a lesson plan that combines direct instruction, guided practice and independent practice. Along the way you'll find plenty of helpful examples from math and English Language Arts. You'll also find end of chapter FAQs and activities to try to help you make these concepts a reality for your own classroom. Many of the tools from the book are also available as free downloads from our website www.routledge.com/books/details/9781138838871

Differentiated Instruction for K-8 Math and Science Mary Hamm, Dennis Adams, 2013-10-18 This book offers practical recommendations to reach every student in a K-8 classroom. Research based and written in a teacher friendly style it will help teachers with classroom organization and lesson planning in math and science. Included are math and science games, activities, ideas and lesson plans based on the math and science standards. This book will help your students to develop positive attitudes and raise competency in math and science.

Differentiating Instruction for Students With Learning Disabilities William N. Bender, 2008 Written for teachers who want to know how to differentiate instruction for students with learning difficulties the second edition of *Differentiating Instruction for Students with Learning Disabilities* draws upon the bestselling success of the first edition in explicitly showing what differentiated instruction is and how to use differentiated strategies in the classroom. With more concentration on brain research, multiple intelligence, response to intervention, RTI, tiered instruction and universal design for learning, UDL, William N. Bender provides the most comprehensive book on differentiated instruction and learning disabilities based on scientific research and with a practical teacher friendly approach. An updated reference section, brief Teaching Tips, side bars and thought provoking new feature, Reflections, augment this powerful resource that educators can immediately use in the classroom with all students who have learning disabilities who are at risk and who may have learning difficulties.

Differentiating Math Instruction William N. Bender, 2005-05-18 This exciting and unique book presents practical, immediately applicable ideas for differentiating instruction in math in the elementary classroom. It explains in detail the process of differentiation in math, beginning with lesson planning through implementation of a wide variety of research proven instructional strategies and tactics. The Ideas from Teachers feature located in various chapters includes instructional tactics provided by teachers that exemplify the differentiation process. Also

included are the To Ten Tactics lists which provide simple immediately applicable tactics that can be easily implemented in almost every classroom

Teaching Students With High-Incidence Disabilities Mary Anne Prater, 2016-12-29 To ensure that all students receive quality instruction Teaching Students with High Incidence Disabilities prepares preservice teachers to teach students with learning disabilities emotional behavioral disorders intellectual disabilities attention deficit hyperactivity and high functioning autism It also serves as a reference for those who have already received formal preparation in how to teach special needs students Focusing on research based instructional strategies Mary Anne Prater gives explicit instructions and includes models throughout in the form of scripted lesson plans The book also has a broad emphasis on diversity with a section in each chapter devoted to exploring how instructional strategies can be modified to accommodate diverse exceptional students Real world classrooms are brought into focus using teacher tips embedded case studies and technology spotlights to enhance student learning

Lesson Planning with Purpose Christy McConnell, Bradley Conrad, P. Bruce Uhrmacher, 2020 This book takes readers on a journey through many pathways to engaging and meaningful educational experiences The text first discusses Perceptive Teaching and then explores five unique approaches to lesson planning behaviorist constructivist aesthetic ecological and integrated social emotional learning Chapters end with a sample lesson that can be compared across approaches

Academic and Behavior Supports for At-Risk Students Erica S. Lembke, 2012-02-07 Additional Resources 4 Tier 2 Interventions for Internalizing Behavior Problems Theoretical Foundations for Intervening in the Problem Assumptions Intervention Principles Framework for Environmental Supports How to Identify Children with Internalizing Behavior Problems Measures Additional Considerations Review of Evidence Based Programs for Intervening in Internalizing Behavior Problems Evidence Based Programs for Child Anxiety Evidence Based Programs for Child Depression Review of Evidence Based Practices for Intervening in Internalizing Behavior Problems

Teaching Strategies for Students with Mild to Moderate Disabilities Mary Anne Prater, 2007 Centered on the most recent scientifically based practices Teaching Strategies for Students with Mild Moderate Disabilities 1 e comprehensively details everything that pre service teachers need to effectively teach students with mild to moderate disabilities This text includes not only empirically validated instructional strategies but an array of relevant topics such as the application of technology to the field and implications for changing demographics within U S schools Each chapter in the book follows a pattern of instruction by providing key topics key questions scenarios Technology Spotlights teacher tips summary statements and review questions This consistency in format throughout the text helps facilitate learning for both instructor and student Each chapter also includes the Council for Exceptional Children CEC standards that are addressed within the chapter helping instructors align course content to accreditation standards

Today's Mathematics, Activities and Instructional Ideas James W. Heddens, William R. Speer, 2000-08-31 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the

authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 **Helping Children Learn Mathematics** Robert E. Reys, Mary Lindquist, Diana V. Lambdin, Nancy L. Smith, 2004-03-10 Grade level 1 2 3 4 5 6 7 8 k p e i t **Educational Psychology** Robert E. Slavin, 1994 The fourth edition of this introductory text combines current theory research and practical teaching applications with a new emphasis on self regulated learning and constructive theories of learning With its new integrated pedagogical structure this edition is designed to help students understand that applying the principles of education psychology does help people learn The book features expanded coverage which now includes over 50 theory into practice sessions Mathematics Teaching in the Middle School, 1994 **Math Word Problems** Anita Harnadek, 1996-03 **Learning and Teaching** Donald P. Kauchak, Paul D. Eggen, 2007 This substantially revised Fourth Edition represents one of the most up to date research based methods texts available today This text has two specific goals to change how teachers think about teaching and to change how they actually teach Solidly grounded in research the text describes practical methods in a clear readable manner with numerous case examples and offers suggestions for applying those methods in today s diverse school environments Kauchak and Eggen organize their discussion around three important themes in education diversity motivation and technology **Daily Planning for Today's Classroom** Kay M. Price, Karna L. Nelson, 1999 This book has practical lesson and activity plans for pre service and in service teachers Its practical materials integrate all the theories students have already learned through their other coursework and pulls it together in a way that is useful in the classroom setting This book equips the student with materials organization and plans to walk into a classroom prepared **Algebra Magic Tricks** Ronald Edwards, 1994 Students engage in algebraic analysis as they get caught up in the excitement of uncovering how the number magic works *Teaching Children and Adolescents with Special Needs* Judy L. Olson, Jennifer M. Platt, 1992 With collaboration so vital to today s educational arena this thorough well organized highly readable text concentrates on the general process of teaching the basic how to do it to help prospective teachers of children with mild disabilities in grades 12 learn to work effectively with students other teachers and families Basing coverage on their extensive experience the authors present practical research based teaching strategies that relate to everyday occurrences in schools provide motivating experience based activities and offer numerous detailed lesson plans Their personal conversational writing style makes even complex concepts accessible while their extensive coverage gives readers a solid understanding of what works and what doesn t in both special education classrooms and inclusive settings For future teachers of elementary school students with mild disabilities and learning problems **Wet and Wild Water**, 1992 Instructor, 1981 **Planning Effective Instruction** Kay M. Price, Karna L. Nelson, 2007 Featuring a new organization and expanded discussion of curriculum instruction and management the Third Edition of PLANNING EFFECTIVE INSTRUCTION even more fully equips readers for teaching in ways that meet the needs of all students in today s diverse classroom The four part re organization corresponds with a new framework for diversity

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Table of Contents Direct Instruction Math Lesson Plan Examples

1. Understanding the eBook Direct Instruction Math Lesson Plan Examples
 - The Rise of Digital Reading Direct Instruction Math Lesson Plan Examples
 - Advantages of eBooks Over Traditional Books
2. Identifying Direct Instruction Math Lesson Plan Examples
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Direct Instruction Math Lesson Plan Examples
 - User-Friendly Interface
4. Exploring eBook Recommendations from Direct Instruction Math Lesson Plan Examples
 - Personalized Recommendations
 - Direct Instruction Math Lesson Plan Examples User Reviews and Ratings
 - Direct Instruction Math Lesson Plan Examples and Bestseller Lists
5. Accessing Direct Instruction Math Lesson Plan Examples Free and Paid eBooks
 - Direct Instruction Math Lesson Plan Examples Public Domain eBooks
 - Direct Instruction Math Lesson Plan Examples eBook Subscription Services
 - Direct Instruction Math Lesson Plan Examples Budget-Friendly Options
6. Navigating Direct Instruction Math Lesson Plan Examples eBook Formats

- ePub, PDF, MOBI, and More
- Direct Instruction Math Lesson Plan Examples Compatibility with Devices
- Direct Instruction Math Lesson Plan Examples Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Direct Instruction Math Lesson Plan Examples
 - Highlighting and Note-Taking Direct Instruction Math Lesson Plan Examples
 - Interactive Elements Direct Instruction Math Lesson Plan Examples
- 8. Staying Engaged with Direct Instruction Math Lesson Plan Examples
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Direct Instruction Math Lesson Plan Examples
- 9. Balancing eBooks and Physical Books Direct Instruction Math Lesson Plan Examples
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Direct Instruction Math Lesson Plan Examples
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Direct Instruction Math Lesson Plan Examples
 - Setting Reading Goals Direct Instruction Math Lesson Plan Examples
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Direct Instruction Math Lesson Plan Examples
 - Fact-Checking eBook Content of Direct Instruction Math Lesson Plan Examples
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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