Katie Fanning

Student Teaching: Edwards

Observation #4

Dutch Neck

Tuesday March 24, 2015

**Subject**: Math

**Grade**: 1

**Rationale**: It is important for students to understand that calendars and clocks are used as tools to document the passage of time. Calendars are important to show days, weeks, and months as units of time. Calendars are used in our daily lives in order to organize and plan out events. Students should understand the basic concepts of how a calendar operates and how it is useful to us. Students should also understand that there are 7 days in 1 week, the names of the days, there are 12 months in 1 year, and the names of the months in order to have a deeper understanding of how our world operates. The purpose of this lesson is to review the months, days, and calendar operation so that the students are aware of the uses for it.

**Common Core State Standards**:

* CCSS.MATH.PRACTICE.MP4: Model with mathematics.
* CCSS.MATH.PRACTICE.MP5: Use appropriate tools strategically.
* CCSS.MATH.CONTENT.1.MD.B.3: Tell and write time in hours and half-hours using analog and digital clocks.

**Source**:

* West Windsor Plainsboro School District Curriculum
* Education.com

**Objective**:

* Students will be able to understand the purpose of the calendar.
* Students will identify the days of the week and the months of the year.
* Students will understand that there are 7 days in a week and 12 months in a year.

**Materials**:

* Calendar
* “One Lighthouse One Moon” by Anita Lobel
* Personal Planner
* Spinner
* Posters: Days of the week, Months of the year

**Procedure**:

* Students come in to the classroom and go to their desk to do warm-up. When they are done with the warm-up they will have it checked.
	+ This will be about 5-10 minutes. If they are not finished in this time frame, we will move on to the lesson.

Introduction:

* “Yesterday, we talked about the clock and how there are hours, minutes, and seconds. Today, I want to talk to you about a tool we use to measure time. We are going to talk about the calendar.”
* “What do you know about the calendar?”
	+ Have Maya and Reeti brainstorm what they know about the calendar. Record on a chart.
		- Make sure both students have an opportunity to equally participate in the brainstorm.
	+ Give students a big calendar for them to explore and manipulate while they brainstorm.
* “Calendars are used to show passage of time. That means that we can use them to think about what we did in the past, what we are doing today, and what we are doing in the future.”
	+ Show students personal planner so they can see how I lay out my week/days.

Lesson Development:

* “How many days are there in 1 week?”
* “What are the days of the week?”
	+ Students can look at calendar for guidance.
* Read “One Lighthouse One Moon” by Anita Lobel pg 7-15.
	+ Lay out the days of the week on cards.
	+ As we read each day of the week, have one student pull the specific day name from the pile and have the other student find it on the calendar.
* “How many months are there in 1 year?”
* “What are the months of the year?”
* Read “One Lighthouse One Moon” by Anita Lobel pg. 16-25.
	+ Lay out the names of the month
	+ As we read each month, have one student pull out the specific month name from the pile while the other student finds it on the calendar.
	+ Talk about what happens in each month.
		- Holidays, weather, season.
* Introduce the spinners. There will be one for days of the week and one for months of the year.
	+ “Now you will each get a spinner. Once you have your spinner, you will spin it and land on a day of the week or a month of the year. One at a time, you will tell what you spun, and then either the day of the week before and after, or the month of the year that is before and after when you landed on.”
		- Model using one of the spinners.
	+ “You may use the calendar, or the posters hanging on the door for help.”

Conclusion:

* “Just like a clock, we use a calendar to understand time. We use calendars to plan out our days, weeks, and months. Who can tell me:
	+ How many months are in 1 year?
	+ How many days are in 1 week?”
* Give students their homework for the night.

**Differentiation**:

* I will be working with a small group of 2 students for this lesson. With the time unit, the second graders should already understand days of the week and the months of the year so I will be working with the first graders.
* Using a variety of materials to show the days of the week and the months of the year will give a lot of reinforcement and offer a variety of support.
	+ Calendar, planner, posters.
* Having the students tell me what they know about the calendar will allow me to assess what they know and how the lesson will progress.

**Assessment**:

Students will be assessed by the answers they give during the brainstorm and the answers they give when we do the spinner activity. The brainstorm will allow me to understand what they already know about calendars and how to proceed with the lesson. The spinner will allow me to assess what they understood from the lesson and if they understand that there is a sequential order for days of the week and months of the year. Lastly, I will use the homework to assess if students have an understanding that there are 7 days in a week and 12 months in a year.