

Envisions Mathematics 3rd Grade Lesson Plan

Topic 14: Solve Time, Capacity and Mass Problems

Lesson 14-1: Time to the Minute

Essential Question: How do you tell time to the nearest minute?

Objective: Students will be able to show and tell times in the nearest minute using analog and digital clocks

Look Back and This Lesson: In grade 2, you learned to tell times in the nearest 5 minutes and you learned about patterns with five as a factor in topic two. Today we will apply our knowledge of counting by 5s (and 1s) to tell time to the nearest minute.

CCSS STATE CONTENT

3.MD.A.1 – Solve Problems Involving Measurement and Estimation of Intervals of Time, Liquid Volumes, and Masses of Objects

Vocabulary

Solve and Share

- To introduce the skill, as a whole class, engage in workbook page
- Have students read the problem and tell the times shown on each of 4 clocks
- Remind students to use structure by recalling that each green tick mark on a clock represents a unit of one minute
- Have students explain how they solved

Model: Visual Learning Bridge

Teacher will say out loud and “think” aloud the steps being taken to solve the problem

- Teacher reads problem aloud
- Teacher models using the example provided, “think” aloud explaining how I can tell time to the nearest minute, highlighting the difference between analog and digital clocks

Convince Me!

Have students read the problem and show how they tell time on digital for and two other ways

Guided Practice

- Guide students in the activity
- Have students solve problems 1-4 by solving clock problems and writing time in different way
- Have students explain how they solved

Independent Practice

- Students will work individually to show and tell times to the nearest minute using analog and digital clocks

Differentiation

Intervention

1. **Color the Clock Face** – Give students clock templates where they color-code the hour and minute hands in different colors to reinforce their roles.
2. **Time Showrunner** – Post different times around the room showing various times to the minute. Students walk around and record 5 digital time they see.
3. **Verbal Time Builders** – Use sentence frames like “The time is ___ because the minute hand is on ___ and the hour hand is on ___ and ___” to build confidence in telling time.
4. **Intervention Activity in Workbook:** “Counting Minutes”

Enrichment

1. **Time Riddle Creation** – Students write riddles like “I am a time with the minute hand on 6 and the hour hand just past 2. What time am I?”
2. **Clock Design Project** – Let students design their own clocks (paper or digital) with times labeled and decorative themes. They can quiz each other using their custom clocks.
3. **Explain It! Videos** – Have students record short clips explaining how to tell time to the minute on both analog and digital clocks, encouraging precision and mathematical language.

Differentiated Lesson Plans For Third Grade Math

David Baud



Differentiated Lesson Plans For Third Grade Math:

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, K-8 William N. Bender, 2013-09-10 Real time strategies for real life results Are you struggling to balance your students learning needs with their learning styles William Bender s new edition of this teacher favorite is like no other His is the only book that takes differentiated math instruction well into the twenty first century successfully blending the best of what technology has to offer with guidelines for meeting the objectives set forth by the Common Core Every innovation in math instruction is addressed Flipping math instruction Project based learning Using Khan Academy in the classroom Educational gaming Teaching for deeper conceptual understanding The Best of Corwin: Differentiated Instruction in Literacy, Math, and Science Leslie Laud, 2011-09-28 Content specific DI guidance from the best minds in education In this collection current research on the most effective differentiation practices for differentiating instruction in literacy mathematics and science is brought alive through the many strategies and examples Topics covered include Reading and writing A comprehensive array of models for differentiating reading instruction gradual release of responsibility to accelerate progress and multi tiered writing instruction Mathematics Support for both low and high achieving students including interventions and challenges and the implementation of RTI in math instruction Science Models and methods for increasing student achievement through differentiated science inquiry The Differentiated Math Classroom Miki Murray, 2007 In every mathematics classroom the need for differentiated instruction is present in many it s acute Students learn at different rates in different ways with different successes and different challenges Instruction must be flexible enough to meet everyone s needs and nurturing enough to not only support growth but also address the frustration that often leads to mathphobia The Differentiated Math Classroom can help make high quality differentiated instruction a classroom reality It s the usable comprehensive resource teachers need to help students of all levels and abilities succeed with math Whether you teach math sixty minutes a day or six periods a day The Differentiated Math Classroom describes both the big ideas of differentiation and the day to day teaching that makes it work Miki Murray and Jenny Jorgensen present

everything you need to get started and to help all students meet national standards including ideas for Setting up a classroom to maximize opportunities for differentiation and establish community Getting to know students strengths and needs through high quality assessments Devising anchor activities that help students work independently with meaningful math content while you free up time for individual instruction Creating tiered lessons that scaffold content and provide the flexibility to challenge some students and offer assistance to others Murray and Jorgensen offer practical ideas for planning and designing units that engage students and facilitate learning about important math concepts as well as teaching tools questions for professional reflection and answers to teachers most frequently asked questions about differentiation Discover that differentiated instruction is a flexible framework that supports all math learners Filled with examples from real classes and samples of student work The Differentiated Math Classroom will help every child learn more effectively by showing you how to think about students mathematics and your teaching in powerful new ways Math for All Linda Schulman Dacey, Jayne Bamford Lynch, 2007 Math for All Differentiating Instruction Grades 3 5 is a must read for teachers administrators math coaches special education staff and any other educator who wishes to ensure that all children are successful learners of mathematics This practical research based guide helps teachers understand how decisions to differentiate math instruction are made and how to use pre assessment data to inform their instruction pub desc

Differentiating Math Instruction William N. Bender, 2005-05-18 This exciting and unique book presents practical immediately applicable ideas for differentiating instruction in maths in the elementary classroom It explains in detail the process of differentiation in maths 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 *Think Math! Plane Figures and Spatial Sense, Grade 2* Harcourt School Publishers, 2005-11 Guided Math Lessons in Third Grade Nicki Newton, 2021-11-29 Guided Math Lessons in Third Grade provides detailed lessons to help you bring guided math groups to life Based on the bestselling Guided Math in Action this practical book offers 16 lessons taught in a round of 3 concrete pictorial and abstract The lessons are based on the priority standards and cover fluency word problems fractions and place value Author Dr Nicki Newton shows you the content as well as the practices and processes that should be worked on in the lessons so that students not only learn the content but also how to solve problems reason communicate their thinking model use tools use precise language and see structure and patterns Throughout the book you ll find tools templates and blackline masters so that you can instantly adapt the lesson to your specific needs and use it right away With the easy to follow plans in this book students can work more effectively in small guided math groups and have loads of fun along the way Remember that guided math groups are about doing the math So throughout these lessons you will see students working with

manipulatives to make meaning doing mathematical sketches to show what they understand and can make sense of the abstract numbers When students are given the opportunities to make sense of the math in hands on and visual ways then the math begins to make sense to them *Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 5* University of Chicago. School Mathematics Project,2007 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

Everyday Mathematics Jean F. Bell,University of Chicago. School Mathematics Project,2007 The core of the Everyday Mathematics program for Grades 1 6 the Teacher s Lesson Guide provides teachers with easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips as well as multilevel differentiation strategies to support all learners Everyday Mathematics Teacher Lesson Guide Volume 1 Grade 4 Edm,University of Chicago. School Mathematics Project,2008 The Teacher s Lesson Guide provides easy to follow lessons organized by instructional unit as well as built in mathematical content support Lessons include planning and assessment tips and multilevel differentiation strategies for all learners This English Spanish Edition provides dual language support

Teaching Language Arts, Math, & Science to Students with Significant Cognitive Disabilities Diane M. Browder,Fred Spooner,2006 Going beyond functional and access skills this groundbreaking text shows educators how to make the general curriculum accessible and help students progress in academic content areas Scott Foresman-Addison Wesley Mathematics ,2008 Differentiated Literacy and Language Arts Strategies for the Elementary Classroom Shellie Hipsky,2011 The Fall 2011 issue of the Kappa Delta Pi Record includes a review of Differentiated Literacy and Language Arts Strategies for the Elementary Classroom From the review In today s inclusive classrooms this book will be an excellent resource from which teachers can draw advice and find teaching resources that will assist them in designing effective instruction Click here to read the book review on page 47 For courses in Methods of Reading for Elementary or Early Childhood Methods of Language Arts for Elementary or Early Childhood Differentiated Instruction in the Classroom or Special Education and Language Arts Although it can seem a daunting task to individualize learning for all students this book provides specific how to techniques to make it happen equipping pre service teachers with the tools they need to differentiate instruction for all students general education gifted and talented challenged or English Language Learners ELL This new text is much like a how to guide for differentiating instruction in for today s educators with a diverse population of students to serve Seasoned with authentic examples from elementary teachers and their real classrooms the text offers a plethora of advice for implementing strategies in literacy based classrooms creative ways to create effective learning environments appropriate instructional techniques based on students abilities learning profiles and interests and strategies to differentiate in the reading areas of emerging literacy skills vocabulary comprehension fluency writing speaking listening

and content area reading Every chapter in the book includes specific illuminating classroom examples questions for reflecting on the reading active engagement ideas for further exploration of the topic and conclusions Unique to this text is the inclusion of a journal kept by an elementary teacher whose classroom is visited in the text demonstrating a year s worth of successful implementation of differentiation assessment and instruction Keenly focused on the needs of pre service teachers with ample strategies to positively impact the classrooms of current teachers Differentiated Literacy and Language Arts Strategies for the Elementary Classroom addresses the reader with an engaging personalized tone and demystifies the process of differentiated instruction for all teachers

A Study of the Influence of Recent Legislation on the Behavior of Schools and Elementary School Teachers Christopher Cooper,2004 **Teaching Children Mathematics** ,2009-08

Economics Gary E. Clayton,2008 *Math Expressions: Student activity book, vol. 1* ,2006 **Helping Children Learn Mathematics** Robert E. Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,2008-12-15 The ninth edition of this best selling elementary math methods textbook continues the rich history of this book with a dash of new breath and a new contemporary design It has been updated to reflect current recommendations readings and practices while maintaining the characteristics and features that have made it a popular choice of instructors This new edition remains an invaluable text for students who are being introduced to teaching elementary mathematics In addition its depth also makes it appropriate for teachers to use as they continue to learn about teaching mathematics Publsiher s website **Monographs of the Society for Research in Child Development** ,1935

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