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2nd grade math lesson plans using manipulatives

For students, learning to tell the time can be difficult. But you can teach students how to tell the time in hours and half hours by following this step-by-step procedure. Depending on when you teach mathematics during the day, it would be helpful to have a digital clock sound an alarm when the math class begins. If your math class starts on time or half an hour, even better! If you know that your students are shaky about the concepts of time, it is best to start this lesson with a discussion in the morning, afternoon and night. When do you get up? When do you brush your teeth? When do you get on the bus to school? When do we do our reading lessons? Students place them in the appropriate categories of morning, afternoon and night. Tell the students that we will then be a little more specific. There are special moments of the day that we do things, and the clock shows us when. Show them the analog clock (the toy or the classroom clock) and the digital clock. Set the time on the analog clock for 3:00. First, draw their attention to the digital clock. The number (s) before the colon (:) describe the hours, and the numbers after: describe the minutes. So for 3:00, the time is exactly 3 hours and no extra minutes. Then draw their attention to the analog clock. Tell them that this clock can also show the time. The short hand shows the same thing as the number (s) before: on the digital clock—the hours. Show them how the long hand of the analog clock moves faster than the short hand, it moves per minute. When it's 0 minutes away, it'll be right at the top, by the 12th. This is a difficult concept for children to understand, just as students come and move the long hand quickly around the circle to reach 12 minutes and zero several times. Let the students get up and use their arms as hands on a clock. Let them use an arm to show where the long clock needle will be when it is at zero minutes. Their hands should be straight above their heads. Just as they did in step 5, they quickly move that hand around an imaginary circle to represent what the minute hand does. While they imitate the short hand of 3 p.m. Using their unused arm, they put this on the side so that they mimic the hands of the clock. Repeat with 6:00 (make the analog clock first) then 9:00, then 12:00. Both arms must be directly above their heads for 12:00. Change the digital clock to be 3:30. Show what it looks like on the analog clock. Ask students their bodies to imitate 3:30, then 6:30, then 9:30. For the rest of the class period, or at the introduction of the next class period, ask the volunteers to come to the front of the class and do a time with their bodies for the other students to guess. Let students go home and talk with their parents about the time (at the nearest hour and a half) that they do at least three important things during the day. They should be on paper in the right digital format. Parents should sign the document indicating that they have had these discussions with their child. Take anecdotal notes on students as they complete Stage 9 of the lesson. Students who are still struggling with the representation of hours and a half can receive an additional practice with another student or with you. Two class periods, each 30 to 45 minutes. Analog toy clock The switch between the perfect present and the simple past is one of the most difficult aspects for English learners. There are a few reasons for this: students use a language — such as German, French or Italian — that uses its version of the simple past and the present interchangeably. Students find it difficult to distinguish between specific past experience (simple past) and general (current perfect) experience. Students speak a language in which the tense use is much more loose than Japanese. This lesson focuses on the switch by first narrowing the choices down either the perfect present or the simple past. He asks students to first ask questions about the general experience with never, then dig down for details with question words such as where, when, why, etc. Becoming more proficient in the transition from the perfect present to the simple past Number 1 Asking questions about experiences - 2 Writing about experiences from low intermediate to intermediate Start lessons by talking about your own experiences in general. Be careful not to give details of these experiences. In other words, keep the present perfect. I find that topics such as travel, education and hobbies work well. For example: I have been to many countries in my life. I travelled to Europe and visited France, Germany, Italy and Switzerland. I also drove a lot to the United States. In fact, I have crossed nearly 45 states. Ask students to ask you about the details of some of your adventures. You may need to model this. However, we hope that students will be able to catch quickly and keep the past simple. On set, create a timeline showing past now with some of your adventures. Place question marks above general statements, specific dates above specific statements. Make the difference between the two. You can also use the tense time charts on this site. Introduce the question Have you ever ... for the overall experience. Examine information questions in the past that are simple to focus on specific experiences. Model a few exchanges of with students who go from Have you ever... followed by information questions When did you ..., Where did you ..., etc. when students answered in the affirmative. Whether students complete exercise one with partners or in small groups. As you move through the classroom, listen to these conversations help if necessary. In ask students to fill out the worksheet based on the example provided. Move around the room making sure students go from the perfect present to just a written past. Use the perfect present with 'Have you already...' to ask your classmates questions. When your partner answers yes, follow up with information questions in the past simple. For example: Student 1: Have you ever been to China? Student 2: Yes, I did. Student 1: When did you go? Student 2: I went there in 2005. Student 1: Which cities did you visit? Student 2: I visited Beijing and Shanghai. buy a new car travel in a foreign country play/football/tennis/golf football in a big company fly on the ocean eat something that made you sick study a foreign language lose your money, wallet, or purse eat snails play instrument Write a few sentences on each of these topics. First, start with a sentence using the perfect present. Then write a sentence or two giving specific details. For example: I have learned three languages in my life. I studied German and Italian when I was at university. I also French when I visited the country for a three-month French program in 1998. Pastime I learned Places I visited crazy food I ate The people I met Stupid things I bought Subjects I studied the writing lesson plans ensures that you meet the requirements of the curriculum, effectively planning teaching time, and using the best strategies to meet the needs of students. Your school district may already have a template, or you can use a general lesson plan template while you work on creating your lesson plans. Start with the end in mind. Ask the following questions: What do you want students to learn from this lesson? What national states or standards do you meet? What does your state or district's curriculum need? What are the needs of your students to meet the requirements of the curriculum? Once you have determined this, write a quick description and list your goals for the assignment. Be sure to provide additional support to students who do not have the skills to achieve the goal.

Keep a vocabulary list that uses academic vocabulary words that you can access when you write your lesson plan procedure. Also, decide what content vocabulary students will need as well. This will help you remember the terms you need to make sure students understand while they are working during the lesson. Create a list of documents and add to you write down your procedure so you know exactly what you'll need, including audiovisual equipment, the number of copies you'll need, other documents required, and even the page numbers of the books you plan to cover. Determine if the lesson is a new learning or exam. Decide how you will start the lesson. For example, deciding whether to use a simple oral explanation or a pre-activity to determine what students know. Decide which method you will use to teach the content of your lesson. For example, is it suitable for reading, conferencing or independent group discussion? Do you target the teaching of some students by grouping them together? Sometimes it is best to use a combination of these methods, different teaching techniques: starting with a few minutes of lecture, such as five minutes, followed by an activity in which students apply what you taught or a short group discussion to make sure students understand what you taught them. Decide how students will practice the skills and information you have just taught them. For example, if you taught them how to use a map in a particular country or city, consider how you will ask them to practice this information to really better understand the material. You could have them complete an independent practice, use an entire group simulation, or allow students to work collaboratively on a project. The key is to get students to put the information you presented into practice. Once you have determined how students will practice the skills you have taught them, decide how you will know that they have understood what has been taught. This could be a simple hand game or something more formal like a 3-2-1 output slip. Sometimes a gaming activity can be an effective way to examine, or if the technology is available, a kahoot! Quiz. Review the draft lesson plan to determine what accommodations you need to make for your class, including accommodations for English language learners and special education students. Once you have completed your lesson plan, include all details such as homework. Make copies of the necessary documents and gather material for the lesson. Always start with the final assessment, showing that students understand the material you have submitted. Knowing the evaluations will allow you to better focus the lesson on what is essential. In addition: Refer regularly to curriculum documents and rhythm guides. Try not only to rely on your lesson manual, but be sure to evaluate any other sources you might use like other books, other teachers, written resources and web pages. Some school districts require that standards be included in lesson plans, while others do not. Be sure to check with your school district. Always too much It is much easier to cut things off a plan or continue it the next day than to fill an extra 15 or 20 minutes. If possible, connect homework to real life. This will help strengthen what students should learn. Learning. Learning.

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