

K.9 Measurement: Time – A Co-Teaching Lesson Plan

Co-Teaching Approaches

A “(Y)” in front of the following list items indicates the approach is outlined in the lesson. An “(N)” in front of the following list items indicates the approach is not outlined in the lesson.

- (Y) Parallel Teaching
- (Y) Team Teaching
- (N) Station Teaching
- (N) One Teach/One Observe
- (N) Alternative Teaching
- (N) One Teach/One Assist

Subject

Kindergarten Mathematics

Strand

Measurement

Topic

Direct comparison of time/lesson 1

SOL

K.9 The student will compare two objects or events, using direct comparisons, according to one or more of the following attributes: length (longer, shorter), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder), volume (more, less), and time (longer, shorter).

Outcomes

Students will be able to compare and describe the amount of time spent on two events, each from its beginning to its end, as longer or shorter than, using direct comparison.

Materials

- Paper
- Markers
- Lowercase alphabet stamps

- Stamps
- Easel
- Mathematics manipulatives of stacking cubes
- Mathematics manipulatives of plastic links
- Mathematics manipulatives of stringing beads with strings
- Standard playing cards with red and black numbers

Vocabulary

compare, longer, shorter, time

Co-Teacher Actions

Lesson Component	Co-Teaching Approach(es)	General Educator (GE)	Special Educator (SE)
Anticipatory Set	Team Teaching	<p>Whole-group Setting</p> <p>Teachers will begin a class discussion with the students regarding what events take longer or shorter to do at home. Compare activities such as, “What takes longer: brushing your teeth or cleaning your room?” “What takes a shorter amount of time: making a peanut butter and jelly sandwich or making macaroni and cheese?” Create as many examples as necessary to get a baseline of previous knowledge.</p>	<p>Whole-group setting: Co-lead the discussion about the length of events that are shorter or longer amounts of time.</p>
Lesson Activities/ Procedures	Team Teaching	<p>Whole-group Setting</p> <p>1. (Teachers will demonstrate the direct comparison of time in the following manner: GE will be writing a color</p>	<p>Whole-group Setting</p> <p>2. The SE will select two students to come to the front of the class to model a direct comparison of time. One</p>

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		<p>word (i.e., blue) while the SE will be using stamps to stamp the same color word. Teachers will choral count to three and then begin their designated activity. Students must be directed to sit, listen, and watch to see which teacher completes their activity first. Repeat using a second color word (i.e., green). After these two demonstrations, students will be asked to compare and describe the two events using the words, “longer, shorter” when speaking of the amount of the time the event lasted. Enrich conversation by using higher-level thinking questions, such as, “Why did it take longer or shorter for Mr./Ms. to complete the stamping than Mr./Ms. to write the word?” etc.</p>	<p>student will be directed to stack 10 cubes together, while the other student is directed to link 10 plastic links. Have the whole class choral count to three. One the count of three, students will begin the activity. It is important to explain that the students must fully complete the activity from beginning to end. After the students have completed their activity, the class will compare the amount of time it took the students to complete their activity using comparative words “longer, shorter.” Discuss which activity was completed quicker, in the shortest amount of time. Discuss which activity took the longest amount of time to complete.</p>
Guided/Independent Practice	Parallel Teaching	<p>The GE will randomly divide students into two groups, to be led by each teacher.</p> <p>Divide this group again into two groups. One group will string 10 beads. The other group will stack 10 cubes. The teacher will direct the students to begin at the same time. The teacher and students will count to three and begin the process of stringing 10 beads or stacking 10 cubes.</p>	<p>The SE will divide students into two groups.</p> <p>One group will be sorting playing cards according to their color (red in one pile, black in another). The other group will be hopping 10 times. The SE will say, “On your mark, get set, go” and students will race to complete their tasks.</p> <p>Students will compare the activities that</p>

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		<p>After this process is completed, discuss which event took longer or shorter. The two teachers will then switch students and repeat the whole activity again.</p>	<p>they have just completed. After this process is completed, discuss which event took longer or shorter.</p> <p>The two teachers will then switch students and repeat the whole activity again.</p>
Closure	Parallel Team Teaching	<p>Teachers will take the class outside to the school's playground. Randomly divide the class in half.</p> <p>Take one half of the students. This half will form a line on the ground and take turns climbing the slide and sliding down, one person at a time. The first student will climb the steps and slide down. Once their feet have touched the ground, the next person in line will repeat the action until all students have finished. When all students have completed the activity, yell "Done!" to the other team. (If the other team finishes first, continue going until your group has finished the activity).</p> <p>Once both groups have finished the activity, bring the whole class together to compare the amount of time it took the teams to complete their task. Ask questions like, "Which group took the longest amount of time to complete the task? Which group took the least amount of time to complete the task? Explain how</p>	<p>The SE will take the other half of the class and complete a relay race (line students up in a line, have them run a certain distance, tag the teacher's hand and run back to the line. The next person in line repeats the activity until all students have finished.). When all students have completed the activity, yell "Done!" to the other team. (If the other team finishes first, continue going until your group has finished the activity).</p> <p>Once both groups have finished the activity, bring the whole class together to compare the amount of time it took the teams to complete their task. Ask questions like, "Which group took the longest amount of time to complete the task? Which group took the least amount of time to complete the task? Explain how you know? Why?"</p>

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		you know? Why?"	
Formative Assessment Strategies	Team Teaching	<ol style="list-style-type: none"> 1. Given a paper divided in half, ask students to pick two of the team activities to illustrate. Students will then communicate to the teachers which activity was longer and which was shorter. 2. Given a paper divided in half, ask students to think of two activities they do at home and describe which activity takes longer time and which takes shorter time to complete. 	Same as GE teacher, or tasks could be modified with pre-illustrated pictures.
Homework	Team Teaching	Families will be encouraged to complete activities at home and discuss which activity takes a longer amount of time and which one takes a shorter amount of time to complete.	Same as GE teacher

Specially Designed Instruction

- Some students may need to be instructed in a smaller setting with less students to limit distractions and noise-level. One teacher may take this group and complete the activities in a more deliberate manner.

Accommodations

- Flexible seating for students (some use rocking chairs, some sit in bean bags or on a wobble seat to promote attention).
- For students who struggle with understanding the concept of “longer” or “shorter,” provide them with a visual cue that demonstrates these concepts.

- Fidgets, chewy tubes, snuggie vests.
- Pre-illustrated event pictures can be used for the formative assessment choices.

Modifications

- For students who need a modified curriculum, reduce the number of comparative attributes. For example compare only length and height, or temperature and time.

Notes

- “Special educator” as noted in this lesson plan might be an EL teacher, speech pathologist, or other specialist co-teaching with a general educator.
- If you do not have access to a playground for the closing activity, the lesson can be modified as following: Students complete two relays indoors, such as one team stacks a pile of blocks and the other has to stack a pile of chairs (one item per student).
- Instead of using the easel for demonstrating the lesson, a document camera and digital display may be used.