

**Office of Field Placement/Certification**

Template for Basic Lesson Plan

Student Teacher: Sylwia Denko

School: Orchard Hill Elementary School

Date:

Period/Time:

Grade: 2nd

Subject/Topic/Activity: Comparing Lengths in Centimeters

1. **Standards:**

* [CCSS.Math.Content.2.MD.A.1](http://www.corestandards.org/Math/Content/2/MD/A/1) Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
* [CCSS.Math.Content.2.MD.A.4](http://www.corestandards.org/Math/Content/2/MD/A/4) Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.
* [CCSS.Math.Content.2.MD.B.5](http://www.corestandards.org/Math/Content/2/MD/B/5) Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.

# [CCSS.Math.Practice.MP5](http://www.corestandards.org/Math/Practice/MP5) **Use appropriate tools strategically.**

2. **Objectives**: We are learning to (WALT) use a centimeter ruler to measure and compare lengths of objects

3. **Materials**: ThinkCentral, whiteboards, workbooks

4. Procedures:

* **Teach/Learn**
  + - “Boys and girls, today in math we will continue to be working with centimeters. I know you all know how to measure things in centimeters because you all did a great job of that yesterday, but today we will be learning to compare objects in centimeters. Does this seem familiar to anyone? (we did this with meters as well).
    - Use page 211 in ThinkCentral and have the children think about and figure out how long the paperclip is, the ruler, and the marker. Then have the students share their measurements and when they do, write the measurements next to the objects.
    - “So let’s quickly review what we did yesterday. Turn and talk, what did we do yesterday?”
    - Have a student read the blurb
    - Talk about how we will be using the skills we learned on Tuesday and the subtraction piece from yesterday’s lesson to do what we need to do today.
    - Go back to ThinkCentral and Review the lengths.
    - Read the first one, and have the students turn and talk about how much bigger the eraser is.
    - Call on volunteers to do the math of the differences of lengths of the objects.
    - Have the students turn and talk about which object is the longest and which one is the shortest.
* **Gradual Release**
  + - Go to page 212 in ThinkCentral and do #1.
    - Have the students go get their whiteboards.
    - Do number #2 together. Talk about subtraction and talk about hops on the ruler. I will find the measurement of the notebook, have the students find the measurement of the pen.
    - Have students solve for the difference and go over that.
* **Independent Practice**
  + - Students will work independently on pages 176-178 in their workbooks and check their work at the end.
* **Closure:**
  + - Have students come to the rug and do the interactive comparing lengths in centimeters activity on the BrightLinks.
    - Revisit WALT by having the students tell you what they did today.

5. **Assessment**:

* + Class conversation, whiteboard work, and workbook pages.

6. **Management Issues, Transitions, and Differentiation:**

* + “1, 2, 3 all eyes on me, 1, 2 all eyes on you.”
  + “Stop look and listen, okay.”
  + Students will have their whiteboards on their desks after morning meeting so when they are ready to use them, they will be right there and limited instructional time will be lost.

7. **Self Reflection and Evaluation of Lesson**: (Attached)

8. **Comments on Lesson by Cooperating Teacher:**

Signature of Student Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_

Signature of Cooperating Teacher\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_