

**Office of Field Placement/Certification**

Template for Basic Lesson Plan

Student Teacher: Sylwia Denko

School: Orchard Hill Elementary School

Date: 2-17-14

Period/Time: Math 10:15-11:10

Grade: 2nd

Subject/Topic/Activity: Comparing Lengths in Feet

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 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 feet. I know you all know how to measure things in feet because you all did a great job of that yesterday, but today we will be learning to compare objects in feet. Does this seem familiar to anyone? (we did this with meters and centimeters as well).
		- Use page 107 in ThinkCentral and go over vocabulary. Read the cartoon and model the first comparison. Have the children think about and figure out how long the second measurement. Then have the students share their differences and when they do, write the difference next to the objects. They will do this through subtraction.
		- “So let’s quickly review what we did yesterday. Turn and talk, what did we do yesterday?”
		- Talk about how we will be using the skills we learned last week and the subtraction piece from last week’s lesson to do what we need to do today.
		- Go to page 108 in ThinkCentral and do #1.
* **Gradual Release**
	+ - Have the students go get their whiteboards.
		- Do number #2-4 together.
		- Have students solve for the difference and go over that.
* **Independent Practice**
	+ - Students will work independently on pages 77-78 in their workbooks and check their work at the end.
* **Closure:**
	+ - 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.
	+ Differentiation: Enrichment Packet.

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