

**Office of Field Placement/Certification**

Template for Basic Lesson Plan

Student Teacher: Sylwia Denko

School: Orchard Hill Elementary School

Date: 2-25-14

Period/Time: Math – 10:15-11:10

Grade: 2nd

Subject/Topic/Activity: Measuring 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.3](http://www.corestandards.org/Math/Content/2/MD/A/3) Estimate lengths using units of inches, feet, centimeters, and meters.

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

2. **Objectives**: We are learning to (WALT) estimate and measure objects in feet.

3. **Materials**: ThinkCentral, whiteboards, rulers, worksheet

4. Procedures:

**Teach/Learn**

* + Have page 100 (volume 2) to go over what we will be doing this chapter.
  + Have page 103 (volume 2) pulled up in ThinkCental.
  + “Boys and girls, we have been learning how to measure objects using different units of length. Could anyone tell me by looking up here (have posters up), which units of length we have used to measure in? (centimeters and meters). Show me how big a centimeter is, show me how big a meter is. Yes! So we have been learning how to use the metric system. Today we will be learning to measure objects using the U.S. Customary System! Could someone please read the WALT for me?”
  + “Show me how big a foot is.” Make sure that all the hands are accurately showing how big a foot is.
  + Go over the vocabulary (foot, ft, unit). Talk about the abbreviation and how we don’t say “foots” we say “feet” when something is more than one foot.
  + Turn to page 104 just to talk about the width and height.
* **Gradual Release: (8-9 minutes)**
  + “Now I am going to give you something that might look familiar to you.” Give everyone a ruler and have them observe it. Discuss observations. Explain that we will be learning more about the inches later.
  + “Boys and girls, I know that you all know what we are supposed to do when we are measuring things but let’s refresh our memory. Turn and talk to a partner about what we need to do when we are measuring.”
  + After turn and talk, express what you heard and have a few students share their thoughts.
  + Talk again about how sometimes there is a zero and sometimes there is not.
  + Explain how to measure something when it is more than one foot.
  + “I will need to mark where the first foot ended and begin measuring from there again”. (model this). “This is why you are working in pairs, to help each other out!”.
  + “Now boys and girls, remember how we have been doing a lot of estimation? We are now expert estimators so we will be still doing more of that.”
  + “I want you to take a moment and look around the classroom and tell me something’s length that is more than a foot.”
  + “Now boys and girls, let’s think if we can find something in the room that is less than one foot?
  + Discuss what they found.
* **Independent Practice: (20 minutes)** 
  + “Boys and girls I am going to give you a worksheet so that you have the opportunity to do some more estimating and then more measuring!
  + “Because we have already seen this worksheet twice, I will not be going over the directions but they are there for you to refer to. Please remember everything that we have been working on when measuring. Could someone give us a few reminders of what we should be doing?”
  + “After you have done your estimations, work with your partners to measure the objects.”
  + Model the first measurement.
  + While the students are estimating and measuring I will be going around the classroom checking on progress and helping if needed.
* **Closure: (10 minutes)**
  + When children are starting to finish up: “Okay boys and girls, I have been seeing a lot of great measuring! The one that you are on now will be your last one. When you are finished please make your way back to the rug with your worksheets.”
  + “Great job today boys and girls. I think you all have done so well with using rulers to measure the objects around the classroom (compliment what they did, helping each other, great estimating, lining the ruler up, following direction, etc.). Let’s first talk about how your estimations were compared to the actual measurements.”
  + Then, talk about the different things that they have noticed when measuring. Have a few students stand up and share their findings.
  + “Turn and tell your partner two things we need to remember when measuring in feet.”
  + “Also, have I have a few volunteers tell me different objects that I would probably measure in feet?” Nice work today! You may all head back to your seats for snack.

5. **Assessment**:

* Worksheet and class discussions

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

* + “1, 2, 3 all eyes on me, 1, 2 all eyes on you.”
  + “Stop look and listen, okay.”
  + I will make sure that while the students are on the rug and not using the meter stick, it will be in front of them.
  + I will explain that while measuring, there may already a pair at the object that they will want to measure. I will say that if that is the case they may either wait or go find something else to measure.
  + I will have planned partners for the students.

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:\_\_\_\_\_\_\_\_\_\_\_

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Partner’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Estimating and Measuring in Feet

Directions:

1. First, estimate height and length of the objects below.
2. Then, start measuring the objects with your partner.
3. If you finish measuring, please do the bonus box which is on the back.
4. Don’t forget labels!

TIP- The items you measure may not be exactly a certain amount of feet. They may be in between. Think about how we have been writing that!

Let’s Measure the… My Estimation Actual Measurement

|  |  |  |
| --- | --- | --- |
| Height of your desk |  |  |
| Length of your desk |  |  |
| Height of the rainbow shelves |  |  |
| Length of the rainbow shelves |  |  |
| Length of the calendar |  |  |
| Height of the back computer table |  |  |

Bonus Box!

|  |
| --- |
| List the items you have measured from biggest to smallest and then from smallest to biggest. |