

**Office of Field Placement/Certification**

Template for Basic Lesson Plan

Student Teacher: Sylwia Denko

School: Orchard Hill Elementary School

Date: 2-28-14

Period/Time: Math – 10:15-11:10

Grade: 2nd

Subject/Topic/Activity: Measuring in Inches

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 inches.

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

4. Procedures:

**Teach/Learn**

* + Have page 111 (volume 2) to go over objectives and vocabulary.
  + Talk about how we use inches to measure smaller things as compared to feet when we measure bigger things.
  + “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, meters, feet). Show me how big a centimeter is, show me how big a meter is, show me how big a foot is. Yes! So we have been learning how to use the metric system and we introduced the U.S. Customary System. Could someone please read the WALT for me?”
  + “Show me how big an inch is.”
  + Go over the vocabulary. Talk about the abbreviation.
  + Turn to page 112 and have students read the blurbs.
* **Gradual Release: (8-9 minutes)**
  + Turn to page 113 and do #1 and 2. Have a student come up and do number 3.
  + Turn to page 115 and have students read the blurbs. Do #6.
  + Have students get their whiteboards to do #7. Create a line for the students to do #8. Go to page 117 and have students do #6.
  + “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 about inches.
  + “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.
  + “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 one inch.”
  + “Now boys and girls, let’s think if we can find something in the room that is less than one inch?
  + Discuss what they found.
* **Independent Practice: (20 minutes)** 
  + “Boys and girls I am going to give you a bag and 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?”
  + Ask students to meet their partner somewhere to estimate together. Ask them to leave their rulers with me until they are ready to measure.
  + While the students are estimating and measuring I will be going around the classroom checking on progress and helping if needed.
* **Closure: (10 minutes)**
  + Compliment students and have students come back to the rug with their worksheets.
  + Have students turn and talk about the difference measurements they found and their estimations.
  + Then, talk about the different things that they have noticed when measuring. Have a few students stand up and share their findings.
  + “Also, can I have a few volunteers tell me different objects that I would probably measure in inches?” 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 have planned partners for the students.
  + Enrichment worksheet for differentiation.

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

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

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

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

Estimating and Measuring in Inches

Directions:

1. First, estimate the 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 inches. They may be in between. Think about how we have been writing that!

Let’s Measure the… My Estimation Actual Measurement

|  |  |  |
| --- | --- | --- |
| Pencil |  |  |
| Eraser |  |  |
| Index card |  |  |
| Straw |  |  |
| Paper clip |  |  |
| Lollipop ☺ |  |  |

Bonus Box!

|  |
| --- |
| List three other items you could and should measure in inches rather than using another unit of measurement. |