

Name Amari Turner

Lesson Plan Template

Lesson Segment Focus Measurement and Data Lesson _____ of _____

Course & topic addressed Math/Measure and estimate lengths in standard units

Student Outcomes

Specific learning objectives for this lesson.	The student will measure and compare objects of different units using a ruler. The student will add and subtract numbers less than 100. The student will analyze information presented in charts and graphs.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	From first grade, the students have already learned how to answer questions about the totals and how many more or less in graphs. This lesson will review and build on that knowledge. Also, the students already know how to use a ruler to measure objects. They can add and subtract to compare numbers.
Knowledge of students background (personal, cultural, or community assets)	The students are acquainted with the terms “inches” and “centimeters” at school, home, and locally. They know how to measure objects using these terms and how to add/subtract 2 digit numbers.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR.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 AR.Math.Content.2.MD.A.2 Measure the length of an object twice with two different length units AR.Math.Content.2.MD.D.10 Solve simple put-together, take-apart, and compare problems using information presented in a bar graph
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	The students will be provided with a conversion of inches to centimeters for them to refer to throughout this lesson. We will also discuss inches and units and the properties of a ruler.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Inches, Centimeters, Measure, Comparison
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Materials

Materials needed by teacher for this lesson.	Microsoft Excel, Ruler, Whiteboard, Smart Board
Materials needed by students for this lesson.	Ruler, Pencils, Book, Toy, Desk, Paper

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	<u>Introduction:</u> Review Questions & Conversion written on board for reference	While passing out materials to each group, I will ask students the following questions: What is a ruler? What is it used for? What units does your ruler have? After these questions, I will ask if anyone knows how many centimeters are in an inch? After explaining the answer, I will have students raise their hands to volunteer to write the conversion chart on the white board and I will pick someone. It will read: 1 inch = 2.5 CM
	<u>Instruction:</u> I will explain to students that they are to measure the objects on their desk (in both cm and in) and to write down their measurements on a separate sheet of a paper. I will pick one student from	

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	each group to be the designated “writer.” I will then provide an example. Afterwards, I will tell them to take time to measure their objects in groups. Each group has different objects and completely different measurements for each. (20 minutes) After the students have completed the assignment, I will have them raise their hands and tell me their groups’ answers for each of the objects. We will then analyze the results all together as a class. (30 minutes)	I will use my ruler to measure different objects, and then write my measurements down on the whiteboard in centimeters and in inches for the class to see. I will choose some students to help me. I will walk around to ensure that all students are staying on task. I will use Excel to record their answers for each object using charts and then create graphs to compare all of the groups’ information on the Smartboard. To do so, I will ask questions such as: From looking at the chart, how long would all of the pencils be if we stacked them on top of each other? *The answer would be listed under the “Total” column in cm and in From looking at the graph, which group had the longest pencil? (in cm and inches) Shortest pencil? (in cm and inches) *The answers are listed under the longest pencil and shortest pencil columns What is the difference between the longest and shortest pencil? (in cm and inches) What Is the Sum? *Answer is listed under the difference and sum columns We will do the same for books and toys. Students will answer by raising their hands. If they are called on, they will be allowed to come to the Smartboard and circle the answer. A second student will be chosen to come up behind them and prove their work using addition and subtraction for “longest and shortest” problems.
	<u>Closure:</u> To assess that students fully understand, I will have them answer questions for the comparison graphs individually on a separate sheet of paper. I will walk around and check	Questions for comparison graphs: Which group had the longest object overall? What was the object? Which group had the shortest object overall? What was the object? How much longer was group 1’s book than group 3’s toy?

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
	their answers afterwards we will answer aloud. (12 minutes)	These questions must be answered in cm and inches.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could give these students the graph 2 weeks in advanced along with worksheets that practice analyzing data and are very similar to our assignment. I could also provide them with shorter and more condensed graphs with less objects and calculators.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	For students who have problems seeing the board, I could have them sit at the front of the classroom. When it is time for the lesson, I could strategically place them with other students who best benefit them in learning effectively that way no one gets less behind.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	☐ Formative / ☐ Summative	
	☐ Formative / ☐ Summative	
	☐ Formative / ☐ Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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