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## Measuring Classroom Items Lesson Plan

Lesson Segment Focus: Measurement and Data in the Classroom

Lesson: 1 of 3

Course & topic addressed: Measuring Items and Collecting Data

Date: 11/18/19 Grade: 2nd

### Student Outcomes

Specific learning objectives for this lesson.	After finishing the lesson, students need to be able to take a classroom item and be able to weight and measure that item. Students also should be able to know the difference between the metric and imperial system.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to connect this lesson with previous math lessons.
Knowledge of students background (personal, cultural, or community assets)	Students should have some background knowledge on the difference between the metric system and the imperial system. If not, students will be able to understand and learn throughout this lesson.

### 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.	<b>Science - Structure and Properties of Matter</b> <b>2-PS1-1</b> : Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.  <b>Math - Measurement and Data</b> <b>AR.Math.Content.2.MD.A.1</b> : Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
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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?	Students will be able to understand the lesson through a variety of different ways: classroom discussion/investigation, iMovie presentation and hands on activity. Students will also have the chance to present their own findings on their own classroom item.
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### Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the lesson?</p>	<p><b>Balance Scale</b>  <b>Compact Digital Scale</b>  <b>Ruler</b>  <b>Metric System</b>  <b>Imperial System</b>  <b>Greater Than</b>  <b>Less Than</b>  <b>Equal To</b></p>
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**Materials**

<p>Materials needed by teacher for <b>this lesson.</b></p>	<p>Software to display iMovie, worksheet printed out, scales, rulers, enough classroom supplies for students to measure</p>
<p>Materials needed by students for <b>this lesson.</b></p>	<p>Possibly iPads, pencil</p>

**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.
<p>10</p>	<p><b><u>Introduction:</u></b></p>	<p>First off, gather materials together. Explain to the students that today we will be all about measuring classroom items. Have each table of students get their pencils out and observe the items about to be measured.</p> <p>Have them turn their worksheets over and answer the following questions:            -What are the following items you will be measuring?            -Order the items in rank of what you believe is shortest to longest.            -Order the items in rank of what you believe is lightest to heaviest.</p>
<p>15</p>	<p><b><u>Instruction:</u></b></p>	

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.
		<p><u>Information about the worksheet: Use the blank spaces for measurement with rulers and regular scale.</u></p> <p>Begin the lesson my playing the iMovie video. The video will take the students through weighing and measuring objects. Students need to be following along and doing their worksheets. The iMovie can be found on my website under the VPOD section under Technology.</p> <p>Once the video is over, have the students do their own measurement of their own chosen classroom item. Let them work with their tables to ask for help if they need it.</p>
5	<b><u>Closure:</u></b>	Have the students discuss what items they measured. Have 4 students share what they measured and weighted. Then have them get in order in rank of what is shortest to longest & lightest to heaviest.

**Accommodations/Modifications**

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>If a classroom does not have the ability to use scales, have students use their ipads for online scales. They will not be able to actually have the scale to use, but they will be able to determine different weights. Have the students lay with it a little bit. Make sure students are aware that they need to be watching and following along with the iMovie.</p>
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**Differentiation:**

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>Make sure to walk around during the iMovie to make sure students are weighing and measuring correctly. Test to see what students are following along to the video or if they would rather learn in a different way. Ask the students for future reference.</p>
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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).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> 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>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>