

## Lesson Plan

**Learning Segment Focus** Measuring Heights Lesson   34   of   165  

**Course & topic addressed**           measurable attributes           **Date**   8-23-2020   **Grade**   1<sup>st</sup>  

### Student Outcomes

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| Specific learning <b>objectives</b> for this lesson.   | The students will be measuring their peers to make a spreadsheet  |
| Justify how learning tasks are appropriate using examples of <b>students' prior academic learning.</b>                             | The students will have already learned this lesson in kindergarten this will just be a fun review before starting the measurement and data unit |
| Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets.</b> |   |

### State Academic Content Standards

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| List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s). | AR.Math.Content.K.MD. A.1- Describe several measurable attributes of a single object, including but not limited to length, weight, height, and temperature |
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### Key Vocabulary

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| What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content? | <b>Tape measure, height, inches, sum, addition, feet, and spreadsheet</b> |
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### Academic Language Support

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| <p>What are the <b>Academic Language Function(as)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p> |  |
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### Materials

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| Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.) | Tape measure, pencil, paper, computer, google spreadsheets |
| Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)                                     | Tape measure, pencil and paper                             |

**Lesson Timeline with Instructional Strategies & Learning Tasks**

| Amount of Time | Teaching & Learning Activities<br>(This should be a BULLETED LIST)   | Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)   |
|----------------|--|---|
| 5-10 mins      | <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• <u>Get out tape measures</u></li> <li>• <u>Open google sheets</u></li> <li>• <u>Explain the activity</u></li> </ul>   | <p>I will start by asking the students if they remember measuring things in kindergarten. I will then hold up tape measure and see if any of them know the name of it and what it is used for. I will then tell them they are right if they guessed correctly and if not I will explain to them what it is and how it is used. I will explain that we are going to be measuring each other to find out how tall each student is!</p>  |
| 30-45 mins     | <p><b>Instruction:</b></p> <ul style="list-style-type: none"> <li>• Measure each student from toe to head</li> <li>• Record the data on paper</li> <li>• Enter the data on google spread sheets</li> <li>• Make a graph</li> <li>• See who is the shortest and who is the tallest</li> </ul> | <p>I would pair the students up and have them measure each other. We would be going toe to head because it is easier that way with a tape measure. After each group is done measuring we will go to the carpet in front of the smartboard and record the data they took into google sheets. It will then add up the sum of all the heights and give a number. After that we will make a graph and compare the heights of the students. Who is the shortest? Who is the tallest?</p> |
| 3-6 mins       | <p><b>Closure:</b></p> <ul style="list-style-type: none"> <li>• Put up supplies</li> <li>• Clean up area</li> <li>• Return to desk</li> </ul>  | <p>I will be supervising as they return all supplies to the supplies bucket and clean up their area. They will then return to their desk for independent reading while I prepare for the next thing.</p>  |

**Accommodations/Modifications**

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| <p>How might I <b>modify</b> instruction for:<br/><i>Remediation?</i><br/><i>Intervention?</i></p> | <p>.This is a remedial activity. This is an activity to get us ready for our next unit for measurement and data. This was a kindergarten lesson just with more advanced tools.</p> |
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| <p><i>IEP/504?</i><br/> <i>LEP/ESL?</i><br/>                 (All students who have plans mandated by federal and state law.)</p> |  |
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**Differentiation**

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| <p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b><br/>                 (All students who are not on specific plans mandated by federal and state law.)</p> | <p><b>I will walk around and scaffold as needed, making sure all students needs are met.</b></p> |
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**Assessments: Formative and/or Summative**

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| <p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p> | <p><input type="checkbox"/> Formative /<input checked="" type="checkbox"/> Summative</p> |  |
|  | <p><input type="checkbox"/> Formative /<input checked="" type="checkbox"/> Summative</p> |  |
|  | <p><input type="checkbox"/> Formative /<input checked="" type="checkbox"/> Summative</p> |  |

**Research/Theory**

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| <p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p> | <p>This is a hands on activity and it so proven that young children learn better with all different forms of learning.</p> |
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**Lesson Reflection/Evaluation**

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| <p>What went <b>well</b>?<br/>                 What <b>changes</b> should be made?<br/>                 How will I <b>use assessment data</b> for next steps?</p> | <p><i>TO BE FILLED IN AFTER TEACHING</i></p> |
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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>;  
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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>