

South Oceanside Elementary Lesson Plans
Week 3

1. Math

Name: Malini Asher

Grade Level: 1st

Content Area: Math

Date for Implementation: May 13, 2014

Lesson Title: Measuring Everything!

Small Group/Whole Class: Whole Class

•Standards

Measure lengths indirectly and by iterating length units.

1.MD.1 - Order three objects by length; compare the lengths of two objects indirectly by using a third object.

1.MD.2 - Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

•Content Objective/Learning Outcome

Students will:

- Understand how to measure using nonstandard.
- Measure with multiple copies of units of the same size such as cubes, paper clips or yarn laid end to end or top to bottom
- Use repetition of a single unit to measure something larger than the unit.
- Use tools of measure
- Select an appropriate unit and tool for the attribute being measured
- Students will be able to measure objects using non standard units of measurement

•Language Objective/Language Learning Outcome

Students will use language to describe 'how long' using non standard unit of measurement their foot print is

Students will describe using sentence frames provided.

Sentence frames:

My foot print is ____ cubes long

My foot print is ____ paper clips long

My foot print is ____ tiles long

My foot print is ____ units long

My foot print is longer than ____ foot print

My friends foot print is shorter than my foot print

•Assessment

Formative Assessment Tasks

During exploration, I will walk around to listen in on student talk on how they are measuring using units of their choice

Summative Assessment Tasks

Students write up will be my guide that will inform me if the children were able to understand unit of measurement differs based on type of unit used. It will also inform me what my next steps will be.

•Materials Needed

30 plain sheet of paper
30 half sheets of paper for students to record their findings
Markers
8 trays of cubes for the tables
8 trays of paper clips for the tables
15 non standard rulers for each of the pairs

•Differentiation:

For students who need the extra challenge, I will have them cut their foot print and measure furniture around the room - table, white board, their Anthology text, height of their chair
For students who need extra support with the activity I will partner them strategically so they are supported

•Instructional Sequence:

Introduction

1. Will read the text - *Super Sand Castle Saturday* by Stuart J. Murphy
2. Ask an open-ended question: what does it mean to measure
3. Write down student responses
4. Introduce the activity by explicitly modeling using one student as my partner
 - Show them the different units of measurement available on their tables
 - Point to the recording sheet to be filled as they are measuring
5. Dismiss to their desks

Body

6. Students begin by first outlining their foot print
7. Students first measure their foot print using the cubes

8. Next using paper clips
9. Then using non standard rulers
10. Record as they go along
11. Next, students compare their foot print with their partners using sentence frames provided
12. Students complete a d/s worksheet given (If there is time) for more practice

Closure

13. Have students come up and share what they wrote
14. Connect lesson objective - Measurement is a repeated placing of the same unit to measure something that is larger than 1 unit