LESSON PLAN (modified from *Creating the Dynamic Classroom*, *Revised Edition*, 2012, Pearson.

Part 1: PLANNING THE LESSON/SUBTASK

Date: Thursday, November 14th 2013 | Grade: 3 | Timeframe (time available): 3 x 40 Mins

Curriculum Area: Math | Title of Unit (if appropriate): Linear Measurement – Relationships

Context: *Where does this lesson fit into your overall unit planning — introductory, middle, culminating? How have you or will you activate your students' prior knowledge?*

- This lesson will be the 3rd lesson of the students' measurement unit. Students will already have been previously exposed to estimating, measuring and recording the length of various objects. Students will also be familiar with selecting and justifying appropriate standard units to measure length.
- Students will have *some* experience comparing and ordering objects on the basis of linear measurement.

Curriculum Expectations:

Academic:

OVERALL:

• estimate, measure and record length, perimeter, area, mass, capacity, time, and temperature, using standard units;

• compare, describe, and order objects, using attributes measured in standard units.

SPECIFIC:

– estimate, measure, and record length, height, and distance, using standard units (i.e., centimetre, metre, kilometre)

– compare standard units of length (i.e., centimetre, metre, kilometre) (e.g., cen- timetres are smaller than metres), and select and justify the most appropriate standard unit to measure length;

– compare and order objects on the basis of linear measurements in centimetres and/or metres (e.g., compare a 3 cm object with a 5 cm object; compare a 50 cm object with a 1 m object) in problem-solving contexts;

Social: Collaboration, On-Task, Communication

Big Ideas:

- Using measuring tools correctly, understanding the relationship between standard units of measurement

Cross Curricular Connections

The Crime Scene Activity has been used throughout the week in a cross-curricular basis:

- **Language Arts:** Students will be asked to write a recount based on the crime scene. The crime scene was also used to teach students about making inferences.
- **Media/Visual Art:** Students will be required to create a "Wanted" poster for Sadie & Schroeder, practicing portraiture.

Connections to Students' lives: (local/global)

- Students have experienced this lived experience together.
- Placing themselves in the role of a detective is something that they have connected with because of media/other social exposure to the role.

Assessment: *How will you know that your students have achieved the expectations? What evidence of learning will you have collected? What will achievement look like?*

Assessment ***for*** learning ___ (Diagnostic)	Assessment ***for/as*** learning ____ *(Formative)*	Assessment ***of*** learning ___ *(Summative)*
	Observation	Published Work
	Anecdotal notes	Performance
	Work samples	Oral Report
	Interview/Conference	Other
	Oral Reports	

Differentiated Instruction – Accommodations and/or Modifications

Instructional	Environmental	Assessment
Provide visual aids, models, calculators, manipulatives, real objects, graphic organizers.	Change space, seating,	Scribe for the student.
Provide direct teacher assistance.	Provide a quiet area.	Have an interview or conference..
Introduce and explain new vocabulary.	Change grouping.	
Use simplified language.	Select specific group members.	
Adapt teaching materials.		
Repeat and reword instructions.		
Check for understanding often.		
Peer-tutoring.		
Use technology or media.		

Modifications for:

Materials/Resources:

Teacher Resources	Student Materials	Equipment	Human Resources
Prezi	Clip Board	Evidence	
	New Evidence Worksheet	Numbered Tags for Centers	
	Pencil	Computer	
	1 Tape Measure/Student	Projector	
	Rule/M Stick		

Part 2: DELIVERING THE LESSON/SUBTASK					
**Grouping: W = Whole class; S = Small group; I = Independent/Individual*					
Timing	**Grouping**			**Mental Set** (hook):	**Materials/ Resources**
	W	S	I		
3- 5 Mins	✔			**Hook:** Grab students attention by explaining that there has been a break in the case (remain serious)! There has been new evidence collected over lunchtime that needs processing. Ask detectives if they are up to the challenge! **Activate Prior Knowledge:** Have students catch FA (faculty advisor) up to date with what has been happening in the classroom. **Prompts:** *Can anyone explain to FA what happened when you came into the class on Monday morning? What have we spent the last 2 days in math class doing with the evidence? What are the standard units of measurement we have been working with? What is the word we use when we make a math guess? What types of tools have we been using in class to make our measurements?*	
1 Min	✔			**Sharing the Purpose/Objectives/Success Criteria** *(in student language):* **I can:** understand the relationship between standard units **Looking for:** use of tools to measure the length of objects, compare standard units, record measurements	

2 Mins 5-7 Mins 25 Mins 15 Mins	✔ ✔ ✔ ✔		✔ ✔	**Body**: Input, Modeling, Check for Understanding, Guided Practice, Independent Practice **Input:** Before we can send all of the evidence to the lab, AT (Associate Teacher) and I only thought it was fair that you detectives got the chance to look at it. We are so happy that our class has been on this case with us because you have all taken it so seriously; we know that with your help we will get to the bottom of what happened. Review the benchmark anchor chart (original linear measurement anchor chart with the students). Demonstrate how you would measure something using mm/cm/m and how you would record this. **Model/Guided Practice:** Use prezi to introduce the students to the new piece of evidence that have just been recovered. Explain to the students that the stations will be set up around the classroom labeled #8-14 (because we have already processed the evidence #1-7). Move through the prezi presentation, speaking to students briefly about each piece of evidence and what they will be doing at each station. When you get to the last piece of evidence (#14) show the students the worksheet they will be getting. Explain to the students that we have provided them with the evidence number, the name of the piece of evidence and the unit they will be using to measure it in. **Reminder:** Hold up a photograph of a piece of evidence with an arrow on it. Clarify to students that they are not measuring the arrow but using that to put their ruler on as a guideline. **Check for Understanding:** Give students an opportunity to ask questions. Use TRIBES thumbs up/side/down to gage student understanding. **Independent Practice:** Explain to students that they will be moving through the 7 stations just as they have previously. Explain to the students that there will be 2-3 clip boards left at the stations and they must go stand behind an empty clipboard. Remind students that there will be only 2-3 students per station depending on how many empty chairs there are. Once a student leaves a station, another student can take their spot at that station. Students will use their measuring tapes to measure/rulers/meter sticks the evidence given the type of measurement provided for them on their sheet. **Assessment:** Take anecdotal notes regarding correct use of ruler/measure tools. **Prompts:** *How many students are allowed at each station at a time? What is your first job? What is your second job?* **(After Recess)** **Input x2:** Call students back to the meeting spot. Direct students to the new anchor chart. Model to students how to measure using mm/cm/m. Have students come up to the anchor chart and help you complete it. Complete the 2nd portion of the anchor chart with students. Model thinking out loud by asking students to consider how we will place objects in order from shortest to longest. Emphasize that even though there are more millimeters doesn't necessarily mean it is bigger (ie: 25mm vs. 3 cm). Hand students their TOTD (Ticket out the Door). **Independent Practice:** Students complete TOTD. Review measurement package (if time permits).	**Bloom's Taxonomy:** ✔Remembering ✔Understanding ✔Applying ✔Analyzing ✔Evaluating ✔Creating **Learning Styles:** ✔Visual ✔Auditory ✔Kinesthetic **Multiple Intelligences:** ✔Verbal/Linguistic ✔Logical/ Mathematical ✔Body/ Kinesthetic ✔Visual/ Spatial ✔Interpersonal ✔Intrapersonal
5-7 Mins			✔	**Closure** *(sharing the learning in some way)*: **TOTD:** Students will be required to order their measurements from the shortest to the longest. Students must give the measurements that they have recorded as well (to be completed after input #2).	

Reflections: *Ask yourself about your:*
Successes:

Challenges:

Changes:

Next steps: