

- I. Topic
 - A. Students will be able to use proper tools of measurement and verify the accuracy of their predictions
- II. Objective and Standards
 - A. Using independent practice and activities will guide students to be able to measure accurately and with predictability. They will be able to understand this concept with a 90% or higher accuracy through assessment
 - B. Standard CC.2.4.2.A.1 Measure and estimate lengths in standard units using appropriate tools
- III. Teaching Procedure
 - A. Anticipatory set
 - 1. Introduce the lesson by having the students gather in the form of a circle so they can all see you
 - 2. Hold up a ruler and ask if they know what it is or what it is used for, show that you can measure different things using this object (the ruler) and that it is useful for accuracy in doing different projects.
 - 3. Tell them how different jobs use measuring. You can ask them if any of their parents work in constructing, hair stylists, work in offices, bakery ect. and explain that those occupations use measuring every day
 - 4. Explain the activity that you will be doing next before the students get up from the circle. Maintain their attention.
 - B. Development 1
 - 1. Transition into the activity by explaining that you are working on a special project, you are building a fence around your garden where you grow carrots and peas. Ask if they like peas or carrots
 - 2. In order to know how much fence to buy you need to know how big your garden is. This is where measuring comes in hand
 - 3. Hand out the worksheet of the garden with fence and rulers
 - C. Guided practice
 - 1. Ask the students to first predict how long each side of the fence will be and write it down in their journal
 - 2. Talk with their friends about what they predicted
 - 3. Ask the students to then measure the sides of the fence on their worksheet using their rulers
 - 4. Write down what you measured and compare that to your prediction
 - 5. Ask the students if they were accurate, a little bit off, or not very close
 - 6. Walk around as they need help

7. Kids can work on coloring their garden as other students are finishing

D. Independent practice

1. As the students are still at their desk explain the next lesson
2. There are different objects at each table- a piece of string, a square block, a glue stick, a pencil, and a large book
3. Explain that you will measure the objects from the bottom and write down as a group what you think each objects measurement is

E. Development 3

1. Width versus height
2. Explain the concept of measuring from the bottom to the top is the height of an object because you are seeing how tall it is
3. If you were to measure the object from one side to the other you would be measuring its width
4. Holding up one of the objects and showing them an example could be useful for explanation
5. Have the students now create a second page in their journal to document the width of each object they measured the height of
6. Conclude the development by asking which objects they were the most surprised with and why

IV. Materials

- A. Link to garden/fence activity (had to pay for on TPT so i did not print it out)
<https://www.teacherspayteachers.com/Product/Measure-the-Garden-Gate-nonstandard-measurement-plants-insects-642611>
- B. Rulers
- C. Crayons and markers
- D. Various objects for students to measure
- E. Math journals
- F. Homework worksheet

V. Adaptations

- A. Students who have hearing disabilities will still follow along through group activities and visual learning. There will also be an interpreter signing everything I say instruction wise

VI. Evaluations

- A. Formative– Use questioning, call and response, think/pair/share, writing problem answers (guesses) on whiteboards to demonstrate understanding throughout the lesson. Student's journals will also be collected and viewed
- B. Summative– I will grade the worksheet in class/homework for next class out of a possible 5 points and there will be similar questions on a test later

in the week of learning this. I will also assign a worksheet for them to take home and we will grade in class the next day together.

VII. Reflection

- A. Student: Were the students comfortable answering questions? Did everyone participate in think, pair, share? Did anyone struggle with the math concept or worksheet?
- B. Self-Evaluation: Was I successful in transitioning from one section to another? Did I give enough time for students to think through the information? Was I fair in choosing students to answer questions? What could be done differently to improve this lesson?