**Section 1: Lesson Preparation**

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| **Teacher Candidate Name:**  |  |
| **Grade Level:** | Grade 1 |
| **Date:** | Grade 1 |
| **Unit/Subject:** |  |
| **Instructional Plan Title:** | Measurement Data |
| **Lesson Summary and Focus:** | *Students will use non-standard tools to measure various objects and record their data. This is a hands-on activity for beginners.* |
| **Classroom and Student Factors/Grouping:** | *Classroom areas to consider are the socio-economic class, the background of race, and the English language understanding. The key consideration is the level of English language in the activities, developing accessibility to material and demonstration for follow-up at home.*  |
| **National/State Learning Standards:** | *CCSS.MATH.CONTENT.1.MD.A.1**Order three objects by length; compare the lengths of two objects indirectly by using a third object.**CCSS.MATH.CONTENT.1.MD.A.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 (CCS, 2021).* |
| **Specific Learning Target(s)/Objectives:** | *Students will use non-standard measuring tools to measure various items and express the length of the units.* |
| **Academic Language** | * *Data collection is determining and recording variables*
* *Measurement is determining the unit of an item*
* *Objects are the items of study*
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| **Resources, Materials, Equipment, and Technology:** | *A white board for recording student answers, a worksheet for recording student findings, base 10 blocks to assist in understanding place value and addition aspects.* |

**Section 2: Instructional Planning**

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| **Anticipatory Set*** *The teacher will begin with asking students to compare the height of short and tall pupil. The answers will be recorded and used to build the concept of measurement to the students.*
 | **Time Needed****5mins** |
| **Multiple Means of Representation*** English language learners (ELL):

*Illustrations and examples will be included on major assignments and activities**Advanced organizers will be used to show essential concepts.** Students with special needs:

*Visual, auditory, graphic, and verbal formats will be used to present the course content**Accessibility to the course content will allow better accessibility to documents and websites** Students with gifted abilities:

*Captioned videos will offer more insight into the learning process.** Early finishers (those students who finish early and may need additional resources/support):

*Course content will be delivered with textbooks with e-book options* | **Time Needed****5mins** |
| **Multiple Means of Engagement*** English language learners (ELL):

Format choices that include oral, written, visual, and classroom assignments will be used.A safe learning environment free of prejudice to encourage sharing of intercultural experiences * Students with special needs:

Use of video, audio, and written answers will be used for self-reflection exercises and classworkIndividual response systems including clickers and response cards will be usedScaffolding exercises will be used to engage novice learners* Students with gifted abilities:

Partnering and group activities will be used to pair children with gifted abilities with slow-learners and novice students to allow supporting.* Early finishers (those students who finish early and may need additional resources/support):

Fun books will be used to integrate lesson objectives to the societal issue. | **Time Needed****5mins** |
| **Multiple Means of Expression***Students will be engaged to identify* ***the place value*** *of various numbers provided and add the numbers with similar place values. Formative assessments will be used to monitor progress with each student having individual portfolios to monitor their progress.**Explain how you will differentiate assessments for each of the following groups:* * English language learners (ELL):

Students will have multiple ways for demonstrating knowledge and demonstrating native language in the classroom.* Students with special needs:

Students will have different options for responses. This will encourage use of different technologies to meet assessments and needs.* Students with gifted abilities:

Students will have various ways for establishing their framework for planning and detailing the descriptions of their assignments.* Early finishers (those students who finish early and may need additional resources/support):

Students will have additional assessment exercises to gain extra points.  | **Time Needed****5mins** |
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| **Extension Activity and/or Homework***The students will be required to measure and record key items in the home setting under supervision of their guardians or parents. The items will be recorded in a worksheet and results used to find their understanding.* | **Time Needed****5mins** |

References

CCS. (Common Core Standards). (2021. *Grade 1 » Measurement & Data*. Retrieved from http://www.corestandards.org/Math/Content/1/MD/