ECE 6391 MATH LESSON PLAN

| Lesson Description | |
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| Title: How big is a Foot? | Names: Sandra Romero |
| Central Focus of the Learning Segment:<br>*(What would be the big mathematical concepts of the entire learning segment in which this lesson would take place?)*<br><br>*In this learning plan, students will reason about using standard units for measuring length. They will select appropriate tools to measure items in inches, feet, and yards.* | |
| Georgia State Standard(s) Addressed:<br>Measurement | |
| Materials/Instructional Resources:<br>Learning targets on the screen<br>Opening - Display on the screen slides with images of places for students measure estimation<br>Small groups - Measurement tools (ruler, tiles and yardstick) | |
| Objectives | Assessment |
| Learning Objective #1:<br>(*What will the students know and be able to do by the end of this lesson? Each objective should have a related assessment. Aim for 3 objectives.)*<br><br>I can measure length with appropriate tools. | Assessment Strategy #1:<br>*(How will you assess the identified objectives? Include formal and informal measures.*<br><br>*Informal*<br>Students are going to measure items and compare the differences in length. Using rulers, paper inch tiles and paper yardsticks, need to be used as the expected norm (start on the left side of the tool/ small numbers) |
| Learning Objective #2:.<br><br>• I can estimate length to the nearest inch, foot, and yard. | Assessment Strategy #2:<br><br>*Informal*<br>The teacher would show images of different objects and ask students to estimate inches, feet and yards |
| Learning Objective #3: | Assessment Strategy #3: |

| Instructional Strategies and Learning Tasks | |
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| *Write a detailed outline of your class session including instructional strategies, learning tasks, key questions, key transitions, student supports (instructional and language), assessment strategies, and closure. Include a few key time guidelines.* ***Include at least 2 scripted questions you might ask in each of the 3 lesson phases below.*** *Feel free to add extra "rows" to organize your lesson in a helpful structure for you.* | |
| Time | Lesson Introduction – *Before*<br>*(How will you set the stage, activate and assess necessary prior knowledge, and introduce/explain the task for today? How will you set clear expectations and make sure the task is understood?)* |

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| | The teacher would explain learning targets and read the first 4 pages of the story Historia Caracoles y Lagartijas by Susan Hightower, then I would show images of different objects and ask students to estimate inches, feet and yards, students are going to use the sentence strips to share their responses.<br><br>A brief review about measurement units and tools is going to be done and will show measurement tools to students on the carpet. |
| Time | Learning Tasks/Activities – *During*<br>*(How will you engage students in mathematical sense-making? Make reference to checks for that occur in the lesson. Include planned supports you will use for the whole class, individuals, and/or students with specific learning needs. Include an extension question for early finishers)*<br><br>Teacher is going to explain rotations and start a 3-minute timer (shown on the screen) then, go around and explain instructions for independent rotations, and hand out materials.<br>Teacher is going to place 15 minutes timer on the screen<br><br>Students are going to find their labeled tables to work in groups or bring chrome books during transitions.<br>Students need to organize what they need for the rotation<br>Students are aware of their working time.<br><br>There are 4 independent rotations:<br><br>Group # is going to be working in Happy Numbers<br>Group # is going to be using the following measuring tools : yardstick, ruler and tiles, to measure objects around the class.<br>Group # is going to be using the following measuring tools: ruler and inch tiles to measure objects around the class.<br><br>Group # is going to be with the teacher and they are going to estimate and compare length between selected objects. |
| Time | Closure – *After*<br>*(How will you use student ideas to summarize key points, address misconceptions, formalize key points, and extend ideas?)*<br><br>Teacher is going to close the math session when time goes off. Students need to come to the carpet and we are going to complete our exit ticket displayed on the board. |

| Summary of Planned Supports<br>*Below are three short scenarios about a fictional "student" in the class for which you are planning. For each scenario, describe how you could attempt to address their needs in the context of your specific lesson.* | |
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| There are 2 ELL students in your class (Spanish). They speak conversational English well but are not very familiar with "academic" math language, and have difficulty reading long passages of text. | Mi clase de matemáticas es en español, el enfoque no es únicamente que entiendan el idioma, sino que utilicen vocabulario académico para interpretar el contenido. |
| There is a gifted female student in class who often finishes work very quickly. She is usually very shy about contributing and enjoys challenges. | Estudiantes con habilidades excepcionales tienen acceso a material para practicar las estrategias de operaciones matemáticas, como reagrupar, descomponer y comparar números del 0-120 |
| There are 3 students in the clas who have difficulty with auditory processing. Visuals ar very important for them. Following a long set of directions can be challenging. | En mi salón de clases hay material de apoyo con imágenes, vocabulario, cognados y carteles. Las rotaciones de los grupos pequeños de trabajo siguen un horario. El uso de la plataforma Happy Numbers también es una herramienta que se usa 2 veces a la semana y es individualizada de acuerdo a las habilidades de cada estudiante. |