Lesson Topic : Screencastify a Measurement DLO	
Year Group : Year 3-4	
Learning Outcome	• Use Screencastify to enhance a measurement DLO • Explore different ways to record yourself and your work
Links with the New Zealand Curriculum 	**Digital Technologies - Progress outcome 1** • In authentic contexts and taking account of end users, students participate in teacher-led activities to develop, manipulate, store, retrieve and share digital content in order to meet technological challenges. In doing so, they identify digital devices and their purposes and understand that humans make them. They know how to use some applications, they can identify the inputs and outputs of a system, and they understand that digital device. **Mathematics - Measurement** • Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time. • Partition and/or combine like measures and communicate them, using numbers and units.
Key Competencies 	**Thinking** Students are learning to think about their learning and how to portray this to others. Students need to think critically about what they are doing to clearly explain what they are doing and learning. **Relating to others** Students are relating to others and learning how to support each other in the process of learning this new skill. **Using language, symbols, and texts** Students use language and symbols to explain their thinking. They also have to use specific mathematical language to add meaning and context to their sharing. **Managing self** Students manage themselves to complete their work within the timeframe and also to know when and where to ask help. Students who are helping need to manage themselves so they can also get their own work completed. **Participating and contributing** Students participate and contribute to the learning and conversations around measurement as well as with regards to using the screencastify tool.
Prior knowledge 	Students have completed many hands on measurement activities throughout the week, and have had lots of time to discuss and practice the skills of measuring. Students know that Non-standard units can help them to measure length and height. They have had time to explore the fundamentals of this with regards to making sure they start in the right place, and that they measure with the same item each time to make it fair. Students have also become aware of how to make sure they leave no gaps when measuring to ensure accuracy.
Lesson Sequence	

Session Outline

This session begins with an introduction to 2 measurement DLO tasks for students (not included in movie). As Measurement and creating these sorts of DLO's are becoming common practice for our students this session focuses more on the introduction of Screencastify which will enable our students to take their DLO sharing to the next level.

The session shows students actively leading the learning, as well as actively supporting others in their learning.

Student Activity	Teacher Activity
Learn: Students will learn to use screencastify to record themselves Students will learn to use specific words and context based language (e.g. the language of measurement) to help them to share their learning and thinking. Students will learn about how screencastify can enhance the sharing of their DLO's on their blogs Students will learn to find opportunities to enhance their sharing using screencastify.	Session starts with a whole class discussion on what makes a good screencastify recording and gives students an idea of what is expected. This includes the use of specific mathematical language, key words, what to share and a time to aim for. A student then demonstrates how to use screencastify to the whole class. This student has already supported a couple of students within the class to do this so is confident and capable of doing this. Students then move off to work on their DLO's. When these are completed, students need to think about what they will say and what key words they will use. They then record themselves using the screencastify tool. Teacher and more experienced students (with screencastify) to support others who ask for support within the class. Students will need to move off into a variety of locations to ensure good recording quality. This includes a breakout space, outside and in the library.
Create: Create a Screencastify of Measurement DLO.	
Share Students will share their work with each other as they work and also with their peers back in class when they have finished creating their screencastify.. Students will also share their work on their blog.	

Resources	• Chromebooks

Reflection and Analysis

This was a powerful learning experience for our students. They were really confident about completing the Measurement DLO's but still needed support to use screencastify.

For many of our students this was their first attempt and many of them thought it would be easy and initially did not pre-think what they would say. They then realised why it was important to have done this pre-thinking as many realised they needed to re-record multiple times to make sure they shared their thinking accurately.

From a mathematical learning point of view this was a good way of stepping up students learning as it required students to discuss their thinking and explain rather than just supplying the answer. This also meant that all students had to be able to voice what they were doing rather than relying on others to do the thinking for them.

From the point of view of enhancing blog's and DLO's this was also fabulous as students now have an additional way to share what they are doing. The majority of students were able to quickly gain the skills to be able to do this again in the future. There are a small number who will also need to have further support in this.

A highlight of this was seeing students leading the learning and also supporting each other in the process. We had a number of TA's within our class during this session and they too sought the help of students to support them with using screencastify with the students they were working with.