

Learning Plan: ELEMENTARY

Student Teacher	Meghan Hutt		Associate Teacher(s)	Vanessa Champagne	
Date	March 13 th , 2023	Start/End Time	8:45 – 9:15 Around half an hour	Room	

Title of lesson	Can you measure this?	Grade level	Grade 4 (Cycle 2)
Subject	Math	Topic	Measurements
Relevance			
Materials/Resources Required	• <i>Rulers</i> • <i>Meter Sticks</i> • <i>Worksheet/ Activity Sheet (x20) – Extra copies and some for teachers</i>		
QEP Subject Area Competencies	Competency 2 – To reason using mathematical concepts and processes. Key feature: To apply mathematical processes appropriate to the given situation. By applying their measurement skills, they will understand how to use different measurements in every day situations. How will students develop this competency? This competency will be developed through the students measuring different objects around the classroom. The students will understand that the objects can be seen as a unit of measurement. They will have the opportunity to measure with milometers, centimeters, decimeters, and meters. “Lengths – Estimates relationship between units of measurements for length (Milometer, centimeter, decimeter, meter)”		
Learning Objectives			

Guiding Inquiry Question(s) for Lesson	<i>How can we use Milometers, centimeters, decimeters, meters in everyday life?</i> <i>What is the purpose of measuring the objects in the classroom?</i> <i>Did you learn anything about the differences of the measurements?</i>
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Lesson Timing 5 – 10 Minutes
Introduction (hook): Step 0: Have the students sit on the carpet in the front of the classroom. Step 1: Ask how everyone is doing, give each student a chance to answer. Step 2: Have a few pictures on the board of random objects like: A paper, a book, a ant, a dog, etc. Ask the students for each picture what the best unit of measurement would be. Step 3: Explain the activity that will be done. Show the worksheet and explain where to put the answers. Step 4: While the students go to their tables to get a pencil, take out the meter sticks and extra rulers if needed. Put calm music on and tell the students that we should be able to hear the music all the time, if not than the volume is too loud.

Development (Learning activities – step by step sequential procedure): 20 Minutes

Step 0: Allow everyone to grab a pencil and a worksheet. Tell the students that they have 20 minutes to fill out the page and measure the objects.

Step 1: Take all the students to one object in the room, do an example with a ruler on a object that all students can see, so there is no confusion on what the instructions are. Let the students know they do not have to start at the same place, but must fill out all of the required boxes.

Step 2: Allow the students to begin going around the room to start measuring different objects, walk around and see if any students are struggling. Or if everyone is staying on task.

Step 3: If some students finish before others, they may go on prodigy or another math tool to keep busy until the rest of the class is finished.

Step 4: When everyone is finished, they should come sit back on the carpet.

Closure (transition):

- Step 0: Once the students come back and sit on the carpet, begin to ask a few questions.
- Step 1: Ask the students “What was your favourite object to measure?” “What is the easiest measurement to use?” and lastly, “if there was one thing you could change about this activity what would it be?”
- Step 2: Let the students go back to their seats.
- Step 3: End of lesson

Student will know:

- How to measure objects around the classroom
- How to choose the appropriate application of the chosen processes
- Appropriate analysis of a situation involving applications

Students will understand:

- How to measure and estimate lengths of objects
- How to measure the area of objects

- Objects in the classroom can be seen as units of measurements (Chairs, desk, water bottle, books, etc.).

Students will do:

- Use correct application of the required concepts and processes.
- Use relevant mathematical concepts and processes.
- Use appropriate mathematical language.

Cross Curricular Competencies:

Competency 3 – To exercise critical judgement.

Students will develop this cross curricular competency through the exercise of measuring objects around the classroom. By doing this, they will have to use their critical judgement to determine which measurement tool they should use for the different objects, and what is the best and most efficient way to measure it. They will have to take context into account and use their math skills along with their critical judgement.

Broad Areas of Learning: “Personal and Career Planning”

This relates to the broad area of learning because it helps the students develop their potential in mathematics, and in every day life. Giving the students the ability to practicing measuring objects, it is a great practice for their future, and it helps integrate the students into society.

The focus of development: Familiarity with the world of work, social roles, and trades and occupations. This can be shown through the awareness of how certain occupations and ways of life are directly related to different school subjects, or their immediate community.

Universal Design for Learning/ Differentiation

- Being aware of who the students are working close to – to ensure the best learning environment possible.
- There will be a TA available during the assignment, if help is needed. Although the students are encouraged to try this activity on their own. (Some students may have a scribe to help them)

- The volume of the class may vary depending on how excited the students get during the activity. Calm music may be put on to let the students know they should not be louder than the music.

FORMATIVE - Assessment FOR learning:

Students will be assessed on their participation and willingness to try and measure the different objects with the different tools given to them.

FORMATIVE - Assessment AS learning:

Students will reflect orally on their learning, and express how it made them feel during the activity.

SUMMATIVE - Assessment OF learning:

The worksheet that the students will fill out during the activity will be looked over after the activity is done by the teacher but will not be used for marks. (It could be)

Reflection:

Students would have added.

- More time for the main activity
- More rulers/meter sticks
- More lines to the worksheet, for more space to add objects of their choice.

It would be a good idea for students to work in pairs, or teams due to lack of measurement tools, but it would also be more engaging and fun with a partner.

Assessments:

- The **formative assessment for** learning went very well, all students participated in the activity, and were eager to do it.

- The **formative assessment as learning** went well as well, most students expressed how they felt, allowing me to understand their likes and dislikes about the lesson.
- Lastly, the **summative assessment of learning**, mostly every student was able to finish it, and add their own objects to measure, and they did a good job at filling it out.

Closure questions

- Their favorite object to measure: The teacher, classroom, white board, glue stick
- What was the easiest object to measure: Glue stick, and pencil
- If they could change anything, what would it be: more time, more room for chosen objects, and more rulers and meter sticks.

Professional Competencies:

Competency 3: Plan teaching and learning situations.

“Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.”

Key Element:

- Develops teaching and learning sequences and situations that consider the organizational logic of the curriculum content and students’ prior knowledge and preconceptions to plan learning in the short, medium, and long term.

How it is linked:

- This key element is linked to this lesson plan because the students will learn how to measure objects with the different measurements. Not only will this help them understand how to use these certain measurements better, but it will help them understand in the long term that it is important to know how to measure objects that surround us. Whether it be for an occupation in the future, or if you need to measure something to see if it will fit somewhere else, etc. By using the curriculum content, the students will be able to use their prior knowledge to better understand their new knowledge.

Name: _____

Have a look at the list of objects. Estimate the length of the objects in millimetres, centimetres, decimeters, or meters. Then find the object in the classroom and measure it using a ruler or meter stick. Add some of your own objects to measure at the bottom on the sheet.

[illegible]