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| **Subject/Skill Set** | | | **Maths/Social Science** | | | | |
| **State Standard** | | | [**CCSS.Math.Content.2.MD.A.1**](http://www.corestandards.org/Math/Content/2/MD/A/1)**Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.** | | | | |
| **30 Day Learning Target (s)** | | | **Calculate the perimeter of an object using standard and non-standard units of measurement.** | | | | |
| **Weekly Learning Target (s)** | | | **Identifies the length/width of an object using standard and non-standard units**  **Determine the length/width of an object using standard and non-standard units**  **Discriminate between objects that can and cannot be measured using width/length**  **Sketch a room determining the length/width of objects within the room using standard and non-standard units** | | | | |
|  | **Day 1** | | | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Daily**  **Learning Targets** | **Identifies the length/width of an object using standard units** | | | **Calculate the length/width of an object using non-standard units** | **Distinguishes objects that can and cannot be measured using width/length** | **Recognize practical applications of determining length/width** | **Illustarte the length/width of objects using non-standard units** |
| **Learning Tasks/Activities** | Teacher: Show students a ruler, yardstick tape measure. Ask students if they have seen these objects before and what they might be used for.  Teacher: Explain to students that the ruler, tape measure, and yardstick are tools for measuring the length,/width, and height of an object.  Teacher: Model how to use these tools by lining up the end of an object with the end of the tool and identifying the nearest inch as the length  Teacher: Place several classroom objects and the ruler, tape measure, and yardstick at the station.  Have pairs of students take turns using the measuring tools to find the length of each object and record their measurements on a chart.  Once the students have had time to practice, ask them to work with a buddy and walk around the room to find the length of other objects and record their findings in their math journals.  At the end of the class, ask students to share their findings. Write the correct answers on the blackboard and ask students to follow along and self-correct their journals. | | | Teacher : Recall measuring length.  Teacher: Explain the length is one way we measure objects and that we can measure objects using various things such as pencils, books and footsteps.  Direct students' attention to the whiteboard in the classroom.  Ask students to suggest different ways to measure the length/width.  Teacher: Model how to measure the length/width of the white-board and carpet using non-standard units such as a book, pencil, footsteps, body or parts and record the results on the board.  Ask students to think pair share what they should use to measure the length/width of objects in the room such as their desk, the bookcase Why, for example, would you and blackboard.  Group students into teams of two. Provide students with non-standard measuring tools, such as pencils, , tape books, eraser or other self selected objects.  Distribute the Classroom Activity Sheet: Width Measurement Hunt to each student.  Have students work in pairs to measure the width of objects in the room using non-standard units. .  Have students work in pairs to record how many pencils, books or other non-standard units long the blackboard, desk and other objects in the room are.  At the end of the class, ask students to share their findings. For example: how many pencils long is the desk? Or, how many footsteps long is the carpet? | Teacher : Recall measuring width and length using both standard and non-standards units.  Teacher: Explain that not all objects can be measures using length/width. Demonstrate this by attempting to use a yardstick to measure a globe, a ruler to measure a coffee mug and an eraser to measure a basketball.  Ask students if they can think of a reason why these objects cannot be measures using length and if they notice anything about these objects.  Teacher: Explain that length/width is used to measure four-sided objects.  Ask students if they can ‘spy’ objects in the room that can be measured using length/width. Verbally confirm correct responses and record them on the blackboard under the title ‘can be measured’ (draw an image for visual learners and ESL students)  Ask students if they can ‘spy’ objects in the room that cannot be measured using length/width. Verbally confirm correct responses and record them on the blackboard under the title ‘cannot be measured’ (draw an image for visual learners and ESL students)  Give students a T-chart graphic organizer with the same titles.  Have students work in pairs to record items they believe can and cannot be measured using length/width as they walk around the school on a ‘school measurements walk’ with the teacher.  Have students return to the classroom after 15 minutes.  Ask students to share their ideas with other pairs  Teacher: distribute mini white-boards.  Using the ‘show-me-what-you-know’ strategy, ask students to write yes or no in response to questions such as, ‘can a stair be measured using length/width?’ or ‘can we use length/width to measure a plate in the cafeteria?’  Teacher: Use students’ responses to determine if they are reaching their learning target and if there are students who need additional learning opportunities. | Teacher : Recall measuring length/width using both standard and non-standards units and objects that can and cannot be measured using length/width.  Teacher: Tell students about a personal experience using length/width in a practical application such as when you bought a dresser for your bedroom or a carpet for your living room.  Ask students if they can recall a similar situation of their own experience and tell a partner about it.  Teacher: Explain that people use length/width in practical applications all the time. Provide examples of types of jobs such as carpenter, architect, engineers and fashion designers that use practical application of measurement using length/width every day.  Ask students if they can think of any other jobs that use practical application of measuring using length/width every day or if their parents might use this form of measurement in their job.  Have student get into pre-determined groups of four.  Give each group a mock job. (carpenter, rug-maker, draper/curtain maker, and interior designer)  Give each team a mission card. On each mission card there should be an assignment that corresponds for the job, such as: Carpenter: ‘find the length/width’ of the teacher’s desk using a non-standard unit of measurement.’ Or, Rug-maker: ‘find the length/width of the rug using a standard unit of measurement’.  Teacher: Ask students to share their findings with the class as well as what they used to measure their object.  Teacher: Illustrate an image of the classroom on a giant poster board and record the students’ responses on the poster board including the units of measurement. For example: Draw a picture of the desk and label it as twelve pencils long and six pencils wide. | Teacher : Recall measuring width and length using both standard and non-standards units of measurement and how this applies in daily life.  Teacher: Recall the previous lesson and refer to the classroom measurement ‘map’. Remind students of how to label objects using units of measurement.  Teacher: Explain that students will be making their own classroom map using both standard and non-standard units of measurement.  Ask students to select a piece of colored paper.  Have students select items to use for measurement.  Ask students to measure objects in the room and illustrate these objects on their paper.  Have students label the objects using units of measurement.  Teacher: rotate the room and ensure students are on task, assisting those that require guidance.  Ask students to work with a partner using the ‘Rate-My-Work’ Feedback strategy.  Once students have received a score and feedback from their partner, hang their completed maps on the classroom bulletin board. |
| **Formative Assessments (Feedback Strategies)** | Buddy system: Students produced complete charts, | | | Think-Pair-Share  Interactive teaching: Self correction | Show-me-what-you-know | Interactive teaching | Rate my work |
| **Summative Assessments for the Week** | | **Written assessment: Students will sketch an image of their bedroom determining the length/width of objects within the room and label the objects using standard and non-standard units of measurement** | | | | | |