

Lesson Plan

Grade/Subject: 3/4 Math

Lesson Duration: 30min

OUTCOMES FROM BC CURRICULUM	
<p>Grade 3 Big Idea: Standard units are used to describe, measure, and compare attributes of objects' shapes.</p>	<p>Grade 4 Big Idea: Polygons are closed shapes with similar attributes that can be described, measured, and compared.</p>
<p>Grade 3 Curricular Competencies: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p>	<p>Grade 4 Curricular Competencies: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving</p>
LEARNING OBJECTIVES	
<p><i>Students will:</i> Operate measuring instruments outdoors and record results</p>	
ASSESSMENTS	
<p>Observations: Brainstorm of measurement tools Watching students as they measure things</p>	<p>Key Questions: What are some things you could measure with each of these tools? Outside?</p>
<p>Written: Record sheet with measurements on it</p>	
MATERIALS AND EQUIPMENT	
<ul style="list-style-type: none"> - Measurement tools (TBD) - Recording sheets (separate doc) - Sheet on USB for projector 	
PROCEDURE	
Introduction (10 min.):	
<p>Brainstorm measuring tools spoken about earlier in the day ---write on board</p> <p>What are some things you could measure with each of these tools? Outside? ---write on board near/beneath tool</p>	
Body (17min.):	
<p>So, we're going to be measuring things outside here at the school. --show sheet--</p> <p>You will need to write the name of what you are measuring. The number from what you measured. The unit of that number. You can find this on the tool you are using.</p> <p>---show different tools and where the units are/what they are---</p> <p>And then here you draw a picture of how you measured it. Did you measure across it? the length? The height?</p> <p>---go through an example---</p> <p>You will have a popsicle partner, you each will be in charge of one of the tools, but you both have to have everything you measured on both of your sheets.</p> <p>---choose partners---</p> <p>Can someone remind me what we're going to write on this sheet?</p> <p>When I say "Go" you're going to get on your jackets, and change into your outside shoes, find a partner and a pencil, then line up with them at the door. I'll know you're ready to get your recording sheet and tool when you're all quiet.</p> <p>What are you going to do when I say "Go?"</p>	

How will I know you're ready to get your sheets?

Students in line:

Do you all have a pencil? Hold them up

Do you all have a partner?

We're going to stay on the back hill behind the school. And when I blow the whistle, I need you to come back to the classroom door.

Hand out bag of tools.

Remind me, what do you write on the record sheets?

Where are we going to stay?

What are you going to do when I blow my whistle?

Your ticket to go outside is that I have to see that your name on your record sheet.

--check maps and item lists as they exit--

Roam about and check in with students.

Closure (3 min.):

What did you find?

Your ticket to go inside is your paper on your clipboard.

When you go inside put your clipboard in the box by the door, put your pencil away, hang up your jacket, and get started on your classroom job. You can leave your outside shoes on.

What are you going to do when you go inside? (4 things)

Reflection

What went well? What didn't? How can you improve for next time?

- DO NOT RUSH, we were running short on time and I wanted to make sure they had time outside, but it felt like herding cats and I should have kept my energy stable, not raise it to get through everything, and used the time to go over the instructions because I got a lot of questions about things I explained because they weren't listening.

- Once they eventually got all the instructions all of them seemed to have gotten the task and enthusiastically measured stuff, using different tools. The example on the board also went well and they seemed to get it, it was useful that the activity was very similar to the one done in the morning.
- **NEED TO GO OVER:** Units are words not numbers