**Maddie Bopp’s Math Lesson Plan**

**Age Level:** 1st Grade

**Subject Area:** Math

**Materials Needed:**

* SMART board/ Projector
* Equal number of square and rectangle blocks
* Pencil

**Standards:**

1.MD.1 Order three objects by length. ; compare the lengths of two objects indirectly by using a third object.

1.MD.2 Demonstrate understanding that the length measurement of an object is the number of same-size length units that span the object with no gaps or overlaps.

Measure and express the length of an object using whole non-standards units

**Objectives:**

* Students will be able to identify at least 3 objects by length
* Students will be able to differentiate three objects of different length
* Students will also be able to compare and contrast the lengths of two objects by using a third object. (If A is longer than B, and B is longer than C, than A is also longer than C)

**Learning Activities:**

* At the beginning of the lesson on a table there will be various lengths of blocks (square, rectangle)
* The students will then be taken to the SMART board to begin the lesson
* On the SMART board The students will be shown three lines of different lengths
	+ After the students have seen all the lines, the lines will be on one slide in which compares all of the lines lengths with the standard 1.MD.1 at the top of the slide
	+ The teacher will then informally assess the students what is the difference between the different lines
		- Ask the students if they know what the difference is put your head down and raise your thumb up or down if you understand the difference
* The teacher will then demonstrate the difference between the lines of different length
	+ The teacher will mention that the lines are of different lengths (How long and object is)
* The teacher will then ask the students which of the lines is the longest, shortest, mid-length
* Once the students have given the teacher their answers the teacher will then measure out (figure out, using a unit of measurement) the length of one of the lines once with the square block, and once again with the rectangle block.
	+ These measurements will be recorded on the SMART board in there respectable terms (squares, rectangles)
* The teacher will then choose one student to come up to the SMART board and repeat the action with a square block (with the teacher and class identifying and the number of squares the line takes up with the student)
	+ At the end the student will right the number of squares the line was made up of and then return to their spot
* The teacher will then ask another student to repeat the same sequence but with a rectangle block
	+ At the end the student will right the number of squares the line was made up of and then return to their spot
* At the end of both of the board measurements the students will be dismissed by line to go to the back table to grab one of the different sized blocks
* Once the students have returned back to the carpet in their rows, the teacher will then pair off the students to groups of two students who have different sized blocks
* Once the students are paired off the teacher will then hand out a sheet of paper in which will had pictures and words of various objects in the room (this can also be adapted to an outdoor activity as well)
* Once each student has a worksheet they will be dismissed from the back in their groups to the different numbered areas/ stations that contain the object on the sheet
* Once all of the groups of students are at the stations, the teacher will then describe that each member of the group will measure out the object with their objective block and write down the measurement or number of blocks that, that object takes up
	+ Students will be at the station for 5-7 minutes to measure each object and write down the measurement
	+ At the end of each 5-7 minutes a timer will ring out to signal the end of the time at that station
	+ Student will then rotate to the next numbered station (1,2,3,etc.)
* After the instructions have been given, the teacher will informally assess the students by have the students put their head down and give a thumbs up or down, if they understand the instructions.
* After all of the students have understood the assignment the students will then be given 5-7 minutes at each station to measure each object
* Once each student group has rotated to each station the class will then be dismissed by station back to the SMART board
* The teacher will then write down under the object picture and word, each groups measurement of each object (both square and rectangle)
* The teacher will then wrap up the activity with a review of the students findings and the similarities between their measurements and allow a quick turn and talk and then review with the teacher afterwards
	+ The students will explain the problem and what their findings meant
* The teacher will explain the connection between the length of both blocks (two square lengths= 1 rectangle’s length)
	+ Demonstrate that the measurement of an object is the same the length of a number of different sized objects (1.MD.2)
* The teacher will then instruct the students to pass their sheets with their answer to the end of their row, where the teacher will then collect them
* This activity can also be completed at a later time as well with rulers, measuring tape, etc.

**Assessment:**

**Informal:**

* The students will assessed throughout the activity (raising hands, yes or no)
* The teacher will observe and check for understanding throughout the activity

**Formal:**

* The sheets collected at the end of the activity. The teacher will then compare the sheets to measure how well a student is able to understand and remember the content that was taught.

**Reflection:**

* What did I do well?
* What would I keep the same?
* What would I do differently?