**Christine Maynor**

**Elementary Education Lesson Plan**

**Content Area:** Math-Measurement

**Grade Level:** 5th grade

**Evaluation / Assessments:**

Formative:

Take notes of the students’ leaping technique and how the students measure how far their exact leap was.

Summative:

The students can turn in their measurements for a grade, and use this information to study for a chapter test.

**Technology:**

[www.pecentral.com](http://www.pecentral.com)

[www.clmaynormultimedia.weebly.com](http://www.clmaynormultimedia.weebly.com)

**Materials & Literature:**

“How Tall How Short How Faraway” by David Adler

Classroom Math book

[www.pecentral.com](http://www.pecentral.com)

**Standards / Objectives:**

5. MDA. 1 : Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.

Students will be able to covert measurements within a single system of measurement.

**Strategies / Procedures:**

Motivation: Read the book by David Adler aloud to the class, and review the instructions of the upcoming event. The teacher should split the groups into two teams to make it a game.

During: The teacher will place two pieces of tape on either side of the classroom. Each piece of tape should be at least three feet long. Line both teams up behind their piece of tape. Practice how to properly leap with the students. Review how you start on one foot and hop landing on the opposite foot. Have the students’ line up within their groups behind the line. Taking turns, allow each student one to leap from the beginning of the line as far as they can. Once they land, have a team member measure the distance from the beginning of the line to the end of the students’ shoe. The students’ will need to measure the length in inches. The students will then compare their distances between each other within their group. once they compare their distances, the students’ will need to convert their measurements to feet, centimeters, and millimeters.

Closure: The students will present their conversions to the class and compare the distances of the entire class.

**Reflection Questions:**

1. How many inches are in a feet?
2. How many feet are in a yard?
3. How many centimeters are in a meter?

**Critical Thinking:**

Can you elaborate on how to convert inches to feet?

**Real World Application:**

Students will need to know who to convert inches to feet when measuring their feet for shoe sizes and when look to see how much rope they need to build a swing.

**Differentiation (as applicable to your students):**

IEP Accommodations: follow instructions in the IEP agreement

Differentiation by Learning Style: Have the definitions and instructions posted on the board for the visual learners. Allow the students to listen to the read aloud for the auditory learners. The activity itself will allow the kinesthetic learners to improve on their own skills, while leaping and participating in group collaboration.

Gifted and Talented and/or High Performing Students: Allow these students to work in groups on collaboration and extend this activity into jumping and skipping if the finish early.

Low Performing Students: Allow these students to work in groups on collaboration and pull them for small group instruction.

English Language Learners: Provide these students with the main vocabulary in their first language and pull them for small group instruction.

Low SES Considerations: Provide all the materials for theses students and pull them for small group instruction.