

# Lesson Plan Format

## (an optional resource)

In the context of the *PPAT*® Assessment, this lesson plan format is a template provided for teacher candidates to use as they develop well-planned and structured lessons. This resource also can help a teacher candidate better understand and design meaningful daily lessons that will positively enhance instructional practice and student learning. It is intended for use in conjunction with Tasks 2, 3, and 4. You have the option of using your own lesson plan format.

### Standards/Performance Indicators/Skills

Identify the state and national standards, performance indicators, and skills addressed by the lesson.

3.GM.2.5 Choose an appropriate measurement instrument and measure the length of objects to the nearest whole centimeter or whole meter.

Verb- Choose (Level 2)

3.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing

Verb- Organize (Level 4)

### Learning Objectives/Goals

Describe the lesson's objectives and the learning outcomes that are appropriate for meeting curricular/classroom needs.

Students will choose an appropriate measurement instrument and explore through a scavenger hunt to measure the length of objects to the nearest whole centimeter or whole meter.

Verb- Choose (Level 2)

Students will use the recursive process to explain objects from the scavenger hunt. Explanation is clear and detailed.

Verb- Use (Level 2), Explain (Level 3)

Assessment (the type[s] of assessment used throughout the lesson)

Identify the assessment that occurred before, during, and after the lesson.

**Before:** For formative assessment, students will fill the “Know” portion from the KWL chart about measurement. Furthermore, ask students questions about centimeters.

**During:** While exploring the online simulator, probe students with questions about the objects from the simulator. Have students fill out the “wonder” portion of their KWL chart. Ask students to estimate the unit of measurement for the given object to the nearest centimeter. During the scavenger hunt, complete a checklist for each student.

**After:** for summative assessment, students will complete the ‘learned’ portion of their KWL charts.

Rubric: [Measurement Scavenger Hunt Rubric](#)

Pre-Test Questions:

1. Students Full Name.
2. Define what a centimeter is?
3. Identify how long a one dollar bill is. (insert a picture of a dollar bill and ruler)
4. Estimate the length of a soda can in centimeters.
5. Determine which object is a centimeter. (insert four different pictures)
6. Arrange the objects from least to greatest based on their length in centimeters. (pop can, dollar bill, quarter, notebook paper, credit card.)
7. Measure how many centimeters is in a light switch. (insert a picture of a ruler and light switch)
8. Examine how many centimeters is in a cup. (insert a ruler and cup)
9. Predict what object will have more centimeters in it. (insert four pictures)
10. Choose the difference between centimeter and inch. (Insert ruler)
11. Tell how many centimeters is in an inch.

### Lesson Structure and Procedures

Describe the sequence of events of the lesson elements, including the before, during, and after of the lesson (i.e., the engagement/opening, the procedures used, the activities for guided practice, and the conclusion).

This lesson will fit into the overarching concept of cross-curricular teaching by combining Math with English Language Arts. The combination will be presented through students experientially engaging in measuring objects using centimeters during the measurement scavenger hunt. English language arts will be implemented into the lesson by students using the recursive process to explain objects that were found during the scavenger hunt.

Engage: Students will fill the “Know” portion from the KWL chart about measurement. Use the [simulator](#) to engage in a discussion to estimate the item's measurements; focus on centimeters as the unit of measurement. Have students fill out the “wonder” portion of their KWL chart.

Explore: Students participate in a scavenger hunt to discover the simulator items in real life and obtain the actual measurements to compare to their estimations.

Explain: Have a discussion with the class about their findings. Compare the process of estimating an object's measurement and unit to the actual data.

Elaborate: Discuss how items that may be found could relate to meters. Expand on the concepts of meters for future lessons.

Evaluate: Students will complete the ‘learned’ portion of their KWL charts.

### Instructional Strategies (Teaching Strategy – what teachers do)

Describe the teacher's approach to achieving the learning objectives and meeting the students' needs.

The teacher will use interactive instruction to engage the students in interacting with the simulator. While the students are participating in using the simulator, the teacher will engage the class in a discussion about estimating the different lengths of the items from the simulator. The lesson will then move into experiential learning. The teacher will have the students participate in a scavenger hunt. The instructor should stay around the students participating in the scavenger hunt, allowing the instructor to check for understanding during the exploration.

### Learning Activities

Describe the opportunities provided for the students to develop the skills of the objective.

Students will first use the online simulator to estimate the length of certain items using centimeters. Students will then participate in a scavenger hunt to find the items that were represented on the simulator in real life. Throughout the hunt, students will compare estimations with the actual measurement of objects. When students are participating in measuring the objects, they will be using the “Measure” app on their devices. Each student should be using both centimeters and meters.

### Resources and Materials

List the materials used to plan and deliver the lesson.

- Credit Card
- Pack of playing cards
- Penny & quarter
- Paper
- Soda can
- KWL chart
- [Scavenger hunt worksheet](#)
- Mobile device (preferably Apple)
- Online simulator

--

### Technology

Describe the instructional and/or assistive technology that was incorporated into the lesson to enhance instruction and student learning.

- Simulator
- Measure App by Apple

### Differentiation/Accommodations/Modifications/Increases in Rigor

Describe the modifications made to meet the needs of all learners and to accommodate differences in students' learning, culture, language, etc.

Students who are having trouble with using their devices to measure objects can use a regular ruler/meter stick. Students who are lower level will only have to find one object of each given measurement, and they will only use centimeters. Students who are on level will continue to find two objects that meet the requirements during the scavenger hunt. They will mostly find items to measure with centimeters, but they will have to measure a couple of items with meters. Students who are above level will find items that can be measured with meters instead of centimeters.

Focus Student #1: Focus student #1 scored near the bottom on the pretest and has little confidence in her abilities with this subject. An activity that would help boost her

confidence would be working one-on-one with the teacher to measure objects the teacher picked out. The teacher would use guided practice to help her measure the objects and encourage her.

Focus Student #2: Focus student #2 is an ESL student. He understands spoken English better than reading the textbook. One thing that will help this student succeed in completing this lesson, is him doing the KWL chart in his own language than having him use google translate to translate it into English, or he could have a conversation with the teacher about what he knows, wants to know, and what he learned after the lesson.

### Classroom Management

Identify the strategies used that are consistent with the learning objectives of the lesson and that also meet student behavior needs to help keep the students on task and actively engaged.

### Extensions

Describe the activities for early finishers that extended the students' understanding of and thinking about the learning objectives/goals by having them apply their new knowledge in a different way.

**Follow-Up Activity to the Lesson**

Describe a quick activity for review or for building on the lesson that will deepen student understanding and interconnect concepts. (The activity may be incorporated in class the next day or throughout the unit.)

**Additional Information**

Identify any area or lesson component that was not covered by this lesson plan format but that you feel is vital to include in a description of the lesson.