

Math Lesson

Lesson Title: Measurement Grade: First Graders
Content Standard: 1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.
Materials: Investigations Perch Fish (Kim's Fish M5), colored tiles, pencil, sticky note, 5-step process sheet,
Shared Experience and procedure details: Set up: Set out at tables colored tiles and a perch fish at each child's seat. Teacher says to the students: "When you go back to your seats, measure the fish." Walk around and observe students placing colored tiles on their fish. "Use the sticky note to write down how many tiles (squares) you used to measure your fish." Have students draw what their fish looks like with the tiles on it on the 5-step process paper. Allow time for a gallery walk. Remind students not to touch or move theirs or anyone else's tiles on their fish. What to say during gallery walk: "As you're walking around, look and see what your friends did. What do you notice?" After the gallery walk: "Write about what you did and saw."
Possible Picture: Fill in the whole fish (area), perimeter, vertical alignment, horizontal alignment, no gaps between the tiles, gaps between the tiles,
Possible People Talk: What do you notice that is similar about the pictures?
Feature Talk: Squares/Tiles, Fish, Count , Tall, Long, Measure, How many , How long, more, less, same, fins, tail, eyes, mouth, compare, gap/space, in a line, straight, around, curved, numbers
Possible Symbolic Representation: Picture of fish = number of tiles (Ultimate goal),
Written By: Date: 2/17/16

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