TP2 Lesson Outline: 20 minutes

Date: March 24, 2016 Time: 7:15-8:10	Subject: math Grade:4	Topic: measurement units of the length	Name: Hajood Abdulwahed 20145082
Context: *Place your lesson in the context of what has been taught in previous lessons, and in context of the structure of the class in which this lesson takes place*	Students previously learned about the different measurement units in the second and third grades. They also learned how to measure things using their ruler.		
Objective *Specific, appropriate…..*	By the end of this 20 minute lesson, students will be able to determine the suitable measurement unit to measure different lengths and measure them.		
Summary *what will happen within the 20 minute time*	There will be a presentation in the e-class about the different length measurement units and then there would be a group activity where students measure different things in the class using their rulers and metric tapes I will be giving them.		
Materials *Pictures, items, books…*	Smart Notebook presentation, smart board, rulers, different shapes, metric tapes, group activities.		
TEACHER actions and words *Statements of exactly the actions.* *Write the exact sentences and questions that will be used to motivate, teach, respond, and assess understanding.*		STUDENT expected actions and possible responses *Describe exactly what you expect the students to do.* *Write the possible responses to prompts and questions.*	
● Now, we will begin with the lesson! ● Our lesson is about the length measurement units. ● You previously learned about the measurement units, **who can give me an example of a measurement unit?** I will be taking answers randomly from different students. ● If I get a right answer I will reinforce and move to the next student and if it is a wrong answer or a measurement unit for something other than the length I will ask: **Are you sure that (--------) is a**		“Millimeter, centimeter, meter, kilometer, decimeter, mile...” “No. mass, volume,etc”	

length measurement unit? If not what do we use it for? ● In our lesson we will be focusing only on the millimeter, centimeter, meter and the kilometer. ● I will present 2 consecutive slides with a ruler in each and I will ask the students: **on the ruler, can someone show us what a millimeter represent?** And repeat the same question for the centimeter slide. (Correct answers will be reinforced and incorrect answers will be corrected by choosing another students to answer). ● I will then say: **from the ruler, who can count and tell us how many millimeters in one centimeter?** I will take random answers from the students and will pick one who answered 9 millimeters and ask him to show us how he got 9 millimeters and will ask the students who got 10 millimeters to show us how he got that. If no one answered 10 millimeters, I will take the same previous process and then will tell them that unfortunately no one answered correctly but you were close to the answer and will show them how to count them correctly. ● I will ask for examples of things that can be measured by millimeter and centimeter. ● I will ask: **can we measure a car with centimeters?** Then follow it up by: **then what unit can we use to measure cars?** Then I will turn to the meters slide. ● I will take out a metric tape and show them how long a meter is in reality. ● **What are different things that could be measured by meter?** ● I will then say that a meter consist of 100 centimeters.	Other students than the one who answered wrong are welcomed to answer. A student will come on the board and show the others what a millimeter represents in the ruler and another for the centimeter. “9 millimeters, 10 millimeters” “Millimeter: ants, bugs ...etc. / centimeter: their math book, their table and their chair, pen, pencils, etc.…” “No” All the class at once “meter” “Clothes, our height, the board, the door, houses, cars ...etc.”

● I will ask: **what unit can we use to measure a road?** If the students answered meter, I will ask holding the metric tape: **is it reasonable to measure roads with this short tape? Wouldn't it take so much time to do so?** ● **Then there must be a unit that we can use to easily measure long distances, who can tell me what is it?** ● Then I will give every group a different activity with different shapes that could be found in the classroom and I will give each group a metric tape and a ruler and they have to go around the class to measure their assigned things in 5 minute and I will go around and check what they do and help them with the process.	"Meter, kilometer" "No, it would" "kilometer"