Math				
TEAM 4	**April 22-26**			**Unit: Measurement**
MONDAY- April 22nd	**TUESDAY- April 23rd**	**WEDNESDAY- April 24th**	**THURSDAY- April 25th**	**FRIDAY- April 26th**
SOL & Student Objective: 4.6 The student will a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and b) identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).	SOL & Student Objective: 4.6 The student will a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and b) identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).	SOL & Student Objective: 4.6 The student will a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and b) identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).	SOL & Student Objective: 4.6 The student will a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and b) identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).	SOL & Student Objective: 4.6 The student will a) estimate and measure weight/mass and describe the results in U.S. Customary and metric units as appropriate; and b) identify equivalent measurements between units within the U.S. Customary system (ounces, pounds, and tons) and between units within the metric system (grams and kilograms).
Evaluation/Assessment S- F- Student participation	Evaluation/Assessment S- F- Student participation	Evaluation/Assessment S- F- book pages	Evaluation/Assessment S- F- Student participation	Evaluation/Assessment S- F- quiz
Essential Vocabulary: Ounces, pounds, tons, weight, grams, kilograms	**Essential Vocabulary:** Ounces, pounds, tons, weight, grams, kilograms	**Essential Vocabulary:** Ounces, pounds, tons, weight, grams, kilograms	**Essential Vocabulary:** Ounces, pounds, tons, weight, grams, kilograms	**Essential Vocabulary:** Ounces, pounds, tons, weight, grams, kilograms
Materials: Ounce, pound, gram, kilogram	**Materials:** Ounce, pound, gram, kilogram	**Materials:** Ounce, pound, gram, kilogram	**Materials:** Ounce, pound, gram, kilogram	**Materials:** Ounce, pound, gram, kilogram
Lesson Outline/Notes:	***Lesson Outline/Notes:***	***Lesson Outline/Notes:***	***Lesson Outline/Notes:***	***Lesson Outline/Notes:***
Whole Group Instruction: **Introduction:** Activate prior knowledge by having students create a brainstorm in their	**Whole Group Lesson:** **Introduction** Teacher will introduce the lesson today by asking students first to discuss the	**Whole Group:** Introduce the concept of how to convert between US Customary units.	**Stations** Teacher station: Using a whiteboard, the teacher will introduce converting between	**Quiz** Students will complete a quiz on weight.

groups units of measuring weight. Ask them to consider U.S. customary and Metric when brainstorming Fill in missing information and order it into a T-Chart from least to greatest with metric Units aligned with their US customary units of corresponding size. in order to help students, compare the weight of the different measures to objects(gram paper clip, kilogram text book, ounce pencil and pound is a loaf of bread, a ton is about the weight of a car.) Pass these objects around the room(except the car). **Practice:** Next, pass out the weights from the math closet for gram, kilogram, ounce, and pound. Compare the objects we listed with the weights passed around. Give the students a chance to feel the weight between the two and compare to each other. Let the students match the objects	measurements we talked about from the day before. They will report back to the front of the class. Next show a brainpop on Measuring Us and Metric. Around the room, there will be pieces of paper with the words pound, ounce, Killogram, gram, and ton. Students will be asked circulate around the room and under each of these write something that we would measure with each of these units. For going over this chart, be sure to have the weights ready in order to correct student misunderstanding. **HW:** Back of Check up SOL	Be sure to emphasize the rules. **Question:** What can we think of as rules for converting.(they are things you just have to know like whether to multiply or divide, how many of one unit does it take to make another) Teacher will provide a number of examples and walk the kids through them. For practice, students will complete and hand in Book pages 631 1-8 Teacher may work one on one or in small groups with certain students to ensure they have the concept. **HW**: Super teacher WKS US customary	metric. stress that just like we had rules for US customary, we also have rules for metric. (1000 grams in a kilogram) **Group one**: students will completes versatiles page 7 and 10. if finished early they will complete make 24 **Group 2** Students will complete a measurement chart sort by sorting pictures of objects into the columns that we would best measure them with. **Group 3** Students will practice individualized math skill using success maker. Make sure students are not randomly clicking(Chance) **HW**: HW Super teacher on grams and kilograms	**Whole Group**: If there is time after the quiz the teacher will begin to work on capacity. **Questions:** can anyone tell me what capacity means?(how much you can fit in something) Introduce the word capacity, have the kids make a bubble map. Show the Brainpop video on capacity, have kids add to their bubble map during the video. Hand out the chart on capacity and go over it. Ask students which units are bigger by giving examples. (If you love chocolate milk, would you rather have a pint or a quart? an ounce or a gallon)

with the weight to draw their own conclusions. at their table groups. **HW**: front of check up SOL				
My Changes to the Lesson: I will not make any changes to this lesson since I think it is important to give students tangible objects to feel.	**My Changes to the Lesson:** I will not make any changes to this lesson. However, I will review what we learned yesterday.	**My Changes to the Lesson:** I will keep most of the lesson the same. I will review with students how to convert. We will write down the rules in their journals. We will review a few problems and have those problems with their math journals. Before I assign the book work, I will play a game with the students. I will have students participate in a conversion race. I will have simple conversions written on note cards. Students will then have to convert and place those conversions in order from least to greatest. The slowest team will be out and the last team standing wins.	**My Changes to the Lesson:** I will not make any changes to the structure if the lesson since I believe that at this point students need to work in small groups. I will allow students to work in partners for the versatile and for the sort. I will also add problems of the day to the computer station.	**My Changes to the Lesson:** My students will start by taking their timed fast fact quiz. Next they will take their weight quiz. After that I will show the Brainpop to switch up the testing atmosphere. After the Brainpop, we can then discuss what they know and they can brainstorm what they know about capacity in their math journals.