

Rider University Lesson Plan Rubric Template

Preliminary Information	
Candidate Name: Juliana Alusik	Date: April 5, 2019
Subject: <i>Select ELA, Math, SS, Sci, Art, PE/Movement , Health</i>	Lesson Title: Measure It!
Grade: First Grade Number of Students: ___9___ male ___11___ female ___1___ Students with IEP/504 ___2___ ELL	
Structure or Grouping included in this lesson (select all that apply): <div style="display: flex; justify-content: space-around; align-items: center;"> Whole group <i>Small group</i> <i>One-to-one</i> <i>Other (explain)</i> </div>	

Lesson Component	Highly Effective	Effective	Developing	Ineffective
Development, Learning, and Motivation Through Content Knowledge				
1) Central Focus/ Big Idea. Provide rationale that shows content knowledge. ACEI 1.0 CAEP 1.1 NJPST 4, 7 InTASC 4, 7	The rationale explains the relationship between the central focus of the lesson and the big idea(s) in the broader content/discipline.	The rationale identifies the central focus of the lesson and identifies the big idea(s) in the broader content/discipline.	The rationale identifies either the central focus of the lesson or the big idea(s) in the broader content/discipline, but not both.	The rationale identifies neither the central focus of the lesson nor the big idea(s) in the broader content/discipline.

Place this portion of your plan in the box that follows:

In this lesson, students will be working with measuring objects based on non-standard units, such as connecting cubes. As they express sizes in non-standard units, they are able to begin understanding the use of units to describe length and distance which will benefit them with conceptualizing size for storage needs, travel, and use. Further, the understanding of units being used to describe size or distance leads into comprehension of measurement with set standards in the future grades. Knowledge of units representing size and distance in non-standard use provides a foundation for when students begin to use rulers and measure in inches, feet, etc. In addition, understanding measurement builds useful data recording skills that provide a foundation for understanding how to record and analyze data for comparisons. Finally, an end of lesson discussion can provide students with an opportunity to observe other students thinking, procedure and success in their measurements.

<p>2)</p> <p>References/Supporting Research Cite resources used to research and support the instructional planning.</p> <p>ACEI 1.0 CAEP 1.2 NJPST 9 InTASC 9</p>	<p>The plan provides accurate and complete list of references for all cited work.</p>	<p>The plan provides a complete list of references for all cited work. Citations have some inaccuracies.</p>	<p>The plan provides inaccurate and incomplete list of references for cited work.</p>	<p>The plan does not list references.</p>
Place this portion of your plan in the box that follows:				
<p>3) Curriculum/Content Standards NJ Student Learning Standards (NJSLS) align with central focus and learning objective(s).</p> <p>ACEI 2.1-2.7 CAEP 1.1, 1.4 NJPST4 InTASC 4</p>	<p>The full NJSLS is/are listed and aligned with the central focus and learning targets/ objectives.</p>	<p>The NJSLS is/are partially listed and aligned with the central focus and learning targets/ objectives.</p>	<p>The NJSLS is/are not accurately presented or is/are misaligned with the central focus and learning target/objective(s).</p>	<p>The NJSLS are either not accurately presented or missing.</p>
<p>Place this portion of your plan in the box that follows:</p> <p>1.MD.A.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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>				
<p>4) Learning Target(s)/Objectives: List appropriate, observable, and measurable objective(s) describing what learners are expected to be able to do at the end of the lesson.</p> <p>ACEI 3.1 CAEP 1.1 NJPST 4, 7 InTASC 4, 7</p>	<p>The objective(s) include a clear description of what learners will be able to do at the end of the lesson. Objective(s) are appropriate, observable, and measurable.</p>	<p>The objective(s) are generally appropriate, but not necessarily observable.</p>	<p>The objective(s) are listed but unrelated to standards or inappropriate.</p>	<p>The objective(s) are missing from the lesson plan.</p>
<p>1. Students will be able to use non-standard units to express the length of several objects length by measuring and recording their units with 90% accuracy.</p>				

<p>2. Students will be able to discuss their thinking throughout the projects in small groups by cooperating to record their data with 100% accuracy.</p>				
<p>5) Academic Language and Supports - Teacher and student discourse uses the <u>vocabulary</u>, syntax, and representations specific to the content area to support student learning.</p> <p>ACEI 2.1-2.7 CAEP 1.1 NJPST 4, 5, 7 InTASC 4, 5, 7</p>	<p>The plan richly describes anticipated use and application of vocabulary, syntax, and representations specific to the content area to support student learning. The lesson provides multiple opportunities for classroom discourse.</p>	<p>The plan describes anticipated use and application of vocabulary, syntax, and representations specific to the content area to support student learning. The lesson provides opportunities for classroom discourse.</p>	<p>The plan describes limited use and application of vocabulary, syntax, and representations specific to the content area to support student learning although the lesson has few opportunities for classroom discourse.</p>	<p>The plan does not describe the use and application of vocabulary, syntax, and representations specific to the content area to support student learning and provides no opportunity for classroom discourse.</p>
<p>Place this portion of your plan in the box that follows:</p>				
<p>This should be incorporated throughout your procedure for this plan</p>				
<p>6) Materials- List appropriate resources used to engage learners.</p> <p>ACEI 2.1-2.7 CAEP 1.1 NJPST 5 InTASC 5</p>	<p>The plan lists all materials that connect to the learning targets/objectives. The materials are developmentally appropriate, and will engage learners.</p>	<p>The plan includes appropriate materials that connect to the learning targets/ objectives. The materials are developmentally appropriate <u>or</u> they will engage learners but not both. The list may be incomplete.</p>	<p>The plan lists materials that are not developmentally appropriate, nor will they engage learners.</p>	<p>The plan does not list materials.</p>
<p>1. Classroom set of connecting cubes in buckets 2. Measurement objects (glue stick, student desk top, book, pencil, folder, shoe) 3. Data recording table graphic organizer 4. White board 5. Dry erase marker and eraser 6. Pencils</p>				
<p>7) Technology Describe how technology was considered for promoting learner engagement.</p>	<p>The plan fully explains how technology will be accessed and utilized to facilitate digital learning, as well as how technology will subsequently be used to track student performance data.</p>	<p>The plan either explains how technology will be accessed and utilized to facilitate digital learning or how technology will be used to track student performance data, leaving out one of the two items.</p>	<p>The plan lists the use of technology but it may not be used appropriately to enhance or track student learning.</p>	<p>The plan does not consider the use of technology.</p>

ACEI 3.1-3.5 CAEP 1.5 NJPST 8 InTASC 8				
Place this portion of your plan in the box that follows:				
8) Prior Knowledge Identify the knowledge, skills, and/or academic language necessary to prepare learners for this lesson. ACEI 3.1-3.5 CAEP 1.1 NJPST 7 InTASC 7	The plan explicitly identifies necessary knowledge, skills, and/or academic language (addressed throughout the lesson) to prepare learners for this lesson.	The plan explicitly identifies necessary knowledge, skills, and/or academic language to prepare learners for this lesson.	The plan does not explicitly identify prior knowledge but it is incorporated through it.	The plan does not identify necessary knowledge, skills, and/or academic language necessary to prepare learners for this lesson.
Place this portion of your plan in the box that follows: <p>Prior to the beginning of this lesson, students must have mastered the one-to-one counting strategy for the basic premise of the record keeping. Skip counting by 2s, 5s, or 10s, may provide quicker success. Overall, students must be able to count the number of connecting cubes that are used to measure the various objects and correctly represent this number in numeric form in their table. Without this skill, students will not be able to collect their data in order to understand the units represent a number to describe the size or distance that they are measuring. Further, students must be able to communicate in a kind and thoughtful manner in order to cooperate in small groups so that all students have a role in their learning and in the assignment. With these skills, students can successful work through the measurement project and record data to express the length of various objects with one non-standard but constant object for measurement.</p>				
9) Student Development, engagement, and content description Indicate relevance of content concepts through pedagogy appropriate for content as well as student development and engagement ACEI 1.0, 3.4 CAEP 1.1 NJPST 5 InTASC 5	The plan indicates relevance of content concepts through pedagogy appropriate for content as well as student development and engagement.	The plan indicates content concepts through pedagogy appropriate for content as well as student development and engagement.	The plan may indicate content concepts, but the pedagogy is inappropriate for the content and/or student development.	The plan is loosely related to content concepts, and the plan for pedagogy is missing and/or inappropriate for the content and/or student development.
Place this portion of your plan in the box that follows:				
This should be incorporated throughout your procedure for this plan				

10) Classroom Learning Environment and Differentiation Creates a classroom environment that promotes learning for diverse learners. ACEI 3.2, 3.4 CAEP 1.1, 1.4 NJPST 3, 6 InTASC 3, 6	The plan details and justifies differentiation of instruction and/or assessment variation(s) to support a range of learners. The plan promotes diversity through cross-disciplinary methods and collaboration.	The plan details differentiation of instruction and/or assessment variations to support a range of learners. No rationale for variation(s) or differentiation is provided. The plan promotes diversity through either cross-disciplinary methods or collaboration.	The plan provides insufficient and/or inappropriate variation(s) and differentiation to support a range of learners. No collaboration or cross-disciplinary methods are incorporated in the plan.	The plan does not make provisions for instructional differentiation or assessment variations to support a range of learners.
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Place this portion of your plan in the box that follows:

Students will be grouped in heterogeneous groups to provide all students of all levels to work together and build their knowledge. By mixing student levels, scaffolding can occur from the higher-level students and deeper understanding ascertained but the help of peers. Further, new ideas and alternate thinking strategies and procedures can be discussed amongst the students working by the mixing of levels.

For students with more specific needs, fewer and larger objects may be used to focus on counting skills and accuracy. Further, varying the amounts and sizes can provide these students more specific focus on the concept of measuring with units to represent a size or distance, rather than focus on counting to build conceptual math learning.

Planning and Instruction

11) Lesson Beginning How will the lesson start and engage learners? ACEI 3.1-3.5 CAEP 1.1 NJPST 1, 2, 3, 7, 8 InTASC 1, 2, 3, 7, 8	The plan includes a detailed description of the lesson start and indicates how learners will be engaged through questions, action, and content.	The plan includes a brief description of the lesson start and indicates how learners will be engaged through questions, action, and content.	The plan includes a description of the lesson start and minimally indicates how learners will be engaged.	The plan includes minimal and/or no description of the lesson start and minimal and/or no indication of how learners will be engaged.
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Place this portion of your plan in the box that follows:

1. Teacher will call the students to the carpet by table group and have them bring a pencil and have students sit quietly and beautifully with legs crossed and hands on their knees in a circle.
2. The teacher will begin a small discussion. "Today we are going to measure the length of different objects in our classroom. I want you to take a moment and think what "measure" and "length" might mean."
3. Teacher writes "measure" and "length" on the board.
4. Teacher asks, "raise your hand if you would like to share your thoughts on what it means to "measure" something." Call on 2-3 students.
5. Building off student responses, teacher continues, "To measure means to find out how big or long something is by using certain tools." This definition is written on the white board.
6. Teacher continues, "You could measure how many steps it takes to get to school, or how many students can lie up against a wall. You can also use specific tools like rulers to measure. So, to measure is to figure out how big or long something is by using a specific unit, like steps or students or rulers. Now that we know what it means to measure, how can we describe the word "length." Turn and talk to a partner."

7. Teacher brings attention back to self and calls on 2-3 other students to answer, "what do we think "length" means?" Building off responses, teacher explains, "length means how long something is from one end to the other" and writes this on the board.

8. Teacher says, "so you could want to find out the length of your desk, how long it is from one end to the other, to figure out how many papers could fit on it. Or, what the length of your foot is to figure out what size shoe would fit. Now, to figure out length, we have to measure how far one end is from the other. Today, we are going to measure how long a bunch of different objects are using our connecting cubes."

9. Teacher pulls out a few connecting cubes to show the students the manipulatives.

10. Teacher explains, "for math today, we are going to measure the length of two classroom objects together and then you will work in your math groups to measure a few more objects. I am going to pass around our math table for today. Please take one and pass it to the friend next to you. Then, write your name at the top."

11. Teacher passes out graphic organizer. Takes an organizer, cube manipulatives, glue stick, folder, and pencil. Sits with materials in part of circle for all students to see.

12. Teacher says, "after you have written your name please put your pencil on the floor and your hands on your knees. We are going to start measuring together so you don't need your pencil right now."

13. To begin modeling, "Students, look on your table, you will see two columns," point to columns, "where one says object, and another says number of connecting cubes. Thumbs on your knee if you see the columns."

14. Teacher checks students' responses, "now use your finger to point to object one, the glue stick" Teacher takes out glue stick and several connecting cubes. "We are first going to measure a glue stick using our connecting cubes. We have to measure from top to bottom without any gaps. Let's start."

15. Teacher models connecting cubes along the tall edge of the glue stick by connecting cubes from bottom to top. No gaps and the entire glue stick size shown equal to the cubes.

16. Teacher explains, "our connecting cubes start at the very bottom of our glue stick and go all the way to the top without any gaps. Now, we have to count how many cubes it takes to make our glue stick. We are using the cubes as the way for us to measure the length of our object, the glue stick."

17. Teacher points to bottom cube, "count with me." Students and teacher count the number of cubes used to measure the glue stick aloud.

18. Teacher continues, "now that we have counted the cubes, we will write the total on the table. We are recording, writing, our number of cubes because we are going to use the cubes to measure different things. Then we can see what we notice about all measurements and lengths. Please write the number we counted, [say number], in the box next to the glue stick and in the number of connecting cubes column." Teacher looks over students' papers quickly to check everyone is following along.

19. Teacher instructs, "next we will move onto our second object. Who can raise their hand and tell me what the next object is?" You can look in our object column to see." Call on 1 student.

20. Teacher continues, "our next object is a folder." Teacher takes out folder and places cubes next to it.

21. "Teacher models, "so students, to measure my folder, I have to use my cubes from top to bottom." Place one cube on top and one cube on the bottom. "Is this right?" Call on 1-2 students.

22. Teacher builds off students answers to emphasize no gaps from top to bottom. Fill in a few with small gaps and ask class again if this is correct. Then do with all connected cubes and count just like with the glue stick (step17).

23. Teacher says, "now that we have correctly measured our folder and counted the cubes, let's write the number in the column of number of cubes next to our second object. Write the number [insert number]."

24. Teacher addresses the class, "now that we have measured two objects together, when I say go you will get into your math groups. One member of your group will grab a bucket of number cubes and the whole group can begin to gather the next object to measure. As a group, you will talk and work together to measure your next objects. I have a last challenge object if you finish before I call everyone back to the carpet. Go."

25. If any students need differentiated worksheets, students in this group will be called to remain at the carpet and can work with the teacher. These students may also be monitored more closely during the process.

12) Lesson Body
Instructional strategies outlined to facilitate student learning

ACEI 3.1-3.5
CAEP 1.1
NJPST 1, 2, 7, 8
InTASC 1, 2, 7, 8

The plan includes a detailed outline of how content is addressed (with a specific link to research), how learners are organized and working, questions used, anticipated misconceptions, and differentiated activities for diverse learners.

The plan includes a well developed outline of how content is addressed (with a general link to research), how learners are organized and working, questions used, and differentiated activities for diverse learners.

The plan provides an incomplete outline of how content is addressed (with no or inaccurate link to research), how learners are organized and working, questions used, response to struggling learners, and planned extensions for those finished early.

The plan does not include an outline of how the content is addressed.

Place this portion of your plan in the box that follows:

1. Students disperse into their math groups, gather cube manipulatives, and begin measuring objects on their worksheet.
2. Students begin with measuring a book, then a pencil, then a shoe, and if time, a student desk top. These objects are selected by the group to provide choice and varying measurements within the groups. However, it must be noted that the desk top will be the top, flat part of a student's desk thus these amounts should be relatively similar throughout the groups.
3. Teacher will monitor all groups and answer any questions to guide success in the lesson.
4. Students with higher needs can be guided through the process of another object to measure if extra assistance is needed.
5. Students may need reminders to ensure there are no gaps when measuring, thus the teacher must monitor throughout the assignment to see that all students measure with no gaps within the cubes. The connecting cubes may provide opportunities for less chance of gaps as the cubes are able to physically connect and stay together.
6. Students will be in heterogenous, predetermined math groups to increase math discussion and cooperation. Further, the groups having mixed levels provides students in need of more help and guidance to receive scaffolding from peers and not rely solely on the teacher.
7. Students will measure these objects in a 15-20-minute time span. If they finish all required objects and the challenge object (a student's desk) before other groups, they will be encouraged to measure other objects as a group to engage in further practice and more learning.
8. As all groups finish, a 5-minute warning will be issued to ensure all cubes are replaced in their bins and all amounts measured are recorded in the student data tables.

13) Lesson End/Closure
How will the lesson end to promote student learning and application?

ACEI 3.1-3.5
CAEP 1.1

The plan includes a detailed description of how the lesson will be concluded with reference to future content and skills as well as to their own learner context.

The plan includes a general description of how the lesson will be concluded with either a reference to future content and skills or their own learner context.

The plan includes a brief description of how the lesson will conclude with no reference to future content and/or skill and their own learner context.

The plan does not include a lesson conclusion.

NJPST 7, 8 InTASC 7, 8				
<p>Place this portion of your plan in the box that follows:</p> <ol style="list-style-type: none"> 1. At the end of the measurement period, the students will reconvene at the carpet with their data charts. 2. All students will sit properly with their paper on the floor in front of them. 3. Teacher will begin summation of lesson. "Now that we have written down all the amounts of the cubes used to measure the length of different objects, we will have a few groups come talk about how they measured the length of a few objects." 4. Teacher will start with, "Raise your hand for a group to come up and talk about how many cubes they measured and how they found the length of an object on their table." Call on one group. 5. The group will present how many cubes they measured for the book/pencil/shoe/student desk and how they figured it out. The teacher will be listening for all cubes used to measure, how long the object was, and that all the cubes were together to have no gaps. 6. As the group completes their presentation, the remaining class will clap as the group sits down. 7. Teacher will highlight things she liked in the presentation, such as if no gaps were discussed, how the group worked together, etc. 8. Steps 4 through 7 will be repeated for a second object chosen by a group to show another group's thinking and measuring. 9. Teacher directs conversation to students. "Now that we have practiced measuring different objects with cubes, I would like for you to look at your chart and tell me what you notice about the number of cubes for each object. Think about how the numbers change, how the objects size changes, other thoughts. When you have a thought to share, put a thumb on your knee." 10. Open a discussion with student thoughts on how the size of an object changes to alter the number of cubes needed to measure the length. May provide similar and new ideas discussed by the students. 11. Close discussion, "today we used cubes to measure the length of different objects. Measuring length helps us know how long or big something is so we can build things, like people who build roads or bridges. It is important to know how to measure length so that you can plan how much space things will take up. If you didn't measure long a bridge has to be, your bridge might stop in the middle of the river. Measuring helps make decisions for how many things are needed and how long things have to be. Also, measuring how long things are helps also when thinking about how far you might have to go. You could measure how far school is from your house to know how many steps it takes. Then you can decide if that's too far to walk or not. Can you think of anything else that would be important to measure?" Call on 1-2 students. 12. Transition from math discussion to next activity. 				
Assessment				
14) Assessment How will you know objective(s) were met? How will you analyze data? How will you provide information?	The plan thoroughly describes and includes all measures of progress appropriate to the lesson (such as formative, summative, individual, group, and alternate assessments) and reflects individual student needs. The plan specifically describes the feedback to be used with	The candidate generally describes and includes all forms of student learning measures appropriate to the lesson (such as formative, summative, individual, group, and alternate). The plan generally describes feedback to be used with students to acknowledge their success, need, and progress.	The candidate minimally describes some student learning measures (such as formative, summative, individual, group, and alternate). The plan minimally describes how feedback will be used with students to acknowledge their success, need, and progress.	The candidate does not describe any appropriate examples of student learning measures (such as formative, summative, individual, group, and alternate). The plan does not describe how feedback will be

ACEI 4.0 CAEP 1.1 NJPST 6 InTASC 6	students to acknowledge success, need, and progress.			used with learners to acknowledge their success, need, and progress.
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Place this portion of your plan in the box that follows:

Formative Assessment: participation in discussions of lesson-such as thumbs up, hand raised, openly speaking, turn and talk-provides the teacher with immediate feedback of who is actively participating the knowledge and which students need more direct communication.

Summative Assessment: Below Rubric used to measure success in completion of data chart.

Above and Beyond	On Target	Not There Yet
Extremely comfortable with the manipulatives. Guides the group through connecting cubes and counting as a whole. Always counts correctly and records the answer.	Able to use manipulatives to measure the object without gaps and correctly count and record the number of cubes that match length of object.	Confusion in connecting cubes; and/or, has gaps in measurements. Incorrectly counting and/or recording of cube amounts.
Leading the group in activity. Helping guide the group and scaffold peers that are confused.	Actively speaking with peers and has a role in the group during work.	Speaking little to none with peers.

In combination with the rubric, an overview of all findings can be used to observe if any groups struggled to find appropriate and likely measurements. If any outliers are observed, the group or groups may benefit from further instruction and practice as a following mini-lesson.

15) Reflection After the lesson, a reflection provides detailed insight about teaching, student learning, and re-teaching. ACEI 5.1 CAEP 1.1, 1.2 NJPST 9 InTASC 9	The lesson reflection provides detailed insight about effectiveness of teaching related to student learning and options for re-teaching.	The lesson reflection provides general insight about effectiveness of teaching related to student learning and options for re-teaching.	The lesson reflection merely summarizes the lesson plan and lacks insight about effectiveness of teaching related to student learning and options for re-teaching.	The lesson reflection is underdeveloped and fails to make any connection among teaching effectiveness, student learning, and options for re-teaching.
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Place this portion of your plan in the box that follows: