**CONT933 Common Tech Lesson Template**

Make a copy (File→ Make a Copy) of this document. Rename it “CONT933 Common Tech Lesson Firstname Lastname.” Be sure to save it in your CONT933 course folder. Fill in the template for your lesson on new ways to use commonly available technology in a meaningful way (refer back to the [SAMR](http://www.schrockguide.net/samr.html) model if needed). Refer back to the [curriculum](https://curriculum.gov.bc.ca/curriculum/) to fill in the table, then delete this paragraph.

*Name: Amanda Younger*

*Date:*

*Title of Lesson:*

|  | **Mathematics** | **Applied Design, Skills, and Technologies** |
| --- | --- | --- |
| **Grade Level:** | 4 | 4 |
| **Core Competencies:**  |  |
| **Big Idea(s):** | Polygons are closed shapes with similar [attributes](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core) that can be described, measured, and compared. | The choice of technology and tools depends on the task. |
| **Curricular Competencies:** | **Understanding and solving*** Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Develop and use [multiple strategies](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core) to engage in problem solving

**Communicating and representing*** [Communicate](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core) mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* Represent mathematical ideas in [concrete, pictorial, and symbolic forms](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core)

**Connecting and reflecting*** [Reflect](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core) on mathematical thinking
* Connect mathematical concepts to each other and to [other areas and personal interests](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core)
 | **Applied Skills*** Use materials, tools, and [technologies](https://curriculum.gov.bc.ca/curriculum/adst/4/core) in a safe manner, and with an awareness of the safety of others, in both physical and digital environments
* Identify the skills required for a task and develop those skills as needed

**Applied Technologies*** Use familiar tools and technologies to extend their capabilities when completing a task
* Choose appropriate technologies to use for specific tasks
* Demonstrate a willingness to learn new technologies as needed
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| **Curriculum Content:** | * regular and irregular [polygons](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core)
* [perimeter](https://curriculum.gov.bc.ca/curriculum/mathematics/4/core) of regular and irregular shapes
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| --- | --- |
| **Purpose:** | To practice measuring in cm using rulers sticks and calculating the perimeter of a shape. |
| **Description of Activity:** | Students will trace a variety of classroom objects onto 1cm graph paper. Using their rulers they will measure the length of each side, students will label each side with it’s length in centimeters then add up all of the sides to calculate perimeter.  |
| **Assessment Methods:** | Formative 🡪 student observations and discussions during the taskFormative 🡪 Student sketches of objects on 1cm graph paper check calculations are correct. |

| **Part of activity** | **Time** | **Students will be able to** | **Activity** | **Materials** | **Adaptations** |
| --- | --- | --- | --- | --- | --- |
| Number sense routine | 10 minutes | Verbally explain the differences between images | Which One Doesn’t Belong Shapes 1 <https://wodb.ca/shapes.html>  | WODB imageStudent white boardsSmart board | Physical cut out of objects as neededPrinted own copy of image |
| Review | 10 minutes | Review measuring length with rulers and a variety of objects | In groups of 3 ( 9 groups) pick up your basket of objects from the rainbow tableMeasure each object to come up with the longest and shortest side – record on your vertical non-permeant surface | RulersClassroom objects in baskets | Use objects with fewer sidesUse objects with equal sides or smaller numbers |
| Introduction | 5 minutes | Measure perimeter using cm rulers | Gather groups back at the carpetExplain that today we need to know how far it is around the outside of each objectAsk students how we would determine the perimeter of an objectModel with grid on smart board | RulersClassroom objects in baskets |
| Work time | 30 minutes | Trios spread out to work at different spots around the roomTrace objects onto grid paperMeasure side length in cm using ruler Record each side lengthAdd up the side lengths to come up with the perimeter | RulersClassroom objects in baskets1cm grid paper |
| Debrief | 10 minutes | Discuss the objects we measuredShare observationsLargest, smallest, strangest shape | Student drawings on graph paper | Sentence stems |