**Grade Level:** 2nd Grade

**Subject(s) Area:** Math

**Materials Needed:**

* Rulers
* Yardsticks
* Tape measures
* Graph Paper
* Smart Board
* Colored Pencils/Markers
* Objects to measure around classroom/school

**Standards:**

* 2.MD.1- (Measure and Estimate Lengths in Standard Units)

 Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.

* 2.MD.10- (Represent and Interpret Data)

 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

**Objectives:**

* Students will collect measurements of objects for comparison on a graph.
* Students will correctly use rulers, yardsticks, and tape measures to measure objects in inches.
* Students will interpret the data from the graph.
* Students will compare measurements as a large group with the teacher.

**Learning Activities:**

* Students will have learned how to correctly use the tools to measure objects previous to this lesson.
* Students will partner up and choose 5 objects to measure in the classroom. Place Allen with a student who works well with him, or in a group of 3.
* Each group will use the ruler, yardstick, or tape measure to measure their 5 objects. Let Allen know that these objects can be anything. If there are objects or even toys in the classroom that interest him initially, allow for those to be measured.
* The students will work as a group to measure and record each measurement, in inches, in a notebook. This allows for movement around the classroom, and in Allen’s group, his job could be the measurer, and his partner records the numbers in the book.
* After the 5 measurements are recorded, they will return to their desks to record the data on a bar graph.
* Each student will create his or her own graph, and bring to the large group at the smart board. Walking around the classroom, especially helping with redirection if needed while creating graph.
* Each group will share the object and the measurement with the teacher, who will graph it on the board. Have students help you while you create the graph on the smart board. Allow Allen to come up and participate as well.
* The students will be able to compare their graphs to the teacher’s graph for self-checking skills. Use a pair and share technique as a break, especially for Allen, and then continue on with the lesson plan.

**Assessment:**

* The graphs of each student will be reviewed for correct knowledge of the material presented.
* A large graph will be placed as an example in the classroom for re-teaching purposes if necessary.
* Observation of groups during the measurement process around the classroom.

**Reflection:**

These scenarios were presented to us in class. This lesson was never actually carried out, it was just an opportunity for us to practice creating lesson plans with accommodations and modifications for students with intellectual, physical, or emotional disabilities.