

Integrated Lesson Plan

Goal of the Activity:

The students will learn and use the concepts *shorter than* and *taller than* by measuring and comparing the height of buildings.

Task Used to Measure Mastery:

The students will complete a worksheet. The worksheet will have one building, which the students will compare to many other buildings. The students will use blocks to measure the building. They will then measure other buildings on the sheet. For each building they will be asked to circle the building blue if it is *shorter than* the main building or red if it is *taller than* the main building.

Steps in the Learning Process:

1. The teacher will introduce the concepts *shorter than* and *longer than* by comparing the height of two students. He/ she will ask the students who she thinks is shorter and who is taller. Then the teacher will explain that when you compare two objects you say they are *shorter than* or *taller than* the other object. He/ she will model how to make the comparison by stating, "Susie is *taller than* Andrew" or "Andrew is *shorter than* Susie." The teacher will then call two new students up and ask the rest of the class to compare the student's height by stating if one student is *shorter or taller than* the other student.
2. The teacher will teach the students that building around us are all different heights. Some buildings are *shorter than* other buildings and others are *taller than* other buildings. She will show pictures of one building in New York City. The teacher will measure the height of the building using blocks. He/she will then show another building that is *shorter than* the first building. One student will come up and use the blocks to measure the building. The teacher will ask the class if the first building is *shorter or taller than* the second. The teacher will take a blue crayon and circle the building. Then the teacher will show a third building that is *taller than* the first building. Another student will measure that building with the blocks. The teacher will ask again if the first building is *shorter or taller than* the third. He/ she will then circle the third building red.
3. The teacher will then show the worksheet that each student will be completing independently. He/ she will explain that they will be doing the same thing that we did as a class. The teacher will show the students the building that they will be comparing to all the other buildings. The students will then go back to their seats to complete the worksheet.