

MANCHESTER COLLEGE

Education Department

LESSON PLAN by Lauren Bailey

Lesson: The Changing Me Length One Hour

Age or Grade Intended Third Grade

**Academic Standard(s):**

English 3.2.7 – follow simple multiple-step written instructions.

English 3.4.4 – Uses various reference materials (such as a dictionary, thesaurus, atlas, **encyclopedia**, and online resource).

Science 3.2.1 – Add and subtract whole numbers mentally, on paper, and with a calculator.

Science 3.6.4 – Take, record, and display counts and measurements of things over time, such as plant or student growth. – Main Standard to be covered

**Performance Objectives:** The third grade students will record measurements of their different body parts on the first school day of every month given a tape measure and journal worksheets with one hundred percent accuracy.

**Advanced Preparation by the Teacher:**

- Create a packet with ten identical worksheets with a blank picture of a body.
- Create directions on the worksheet that state to write their name, write the date, record the measurements of their body in centimeters, and color the body according to how they presently look.
- Create spaces on the worksheet to record measurements of the length of their body, the length of their left leg, the length of their right leg, the length of their left arm, the length of their right arm, the length of their left foot, the length of their right foot, the length of their left hand, and the length of their right hand.
- Create a worksheet with preview and follow-up questions.
- Obtain tape measures with centimeter markings for half the number of students in the class.
- Make sure each student is equipped with a pencil, colored pencils, and assign each of them a partner.

**Procedure:**

**Introduction/Motivation:**

Sing (Tune of “We Will Rock You”) “We are – we are growing. (Clap, clap, clap, clap). We are – we are growing. (Clap, clap, clap, clap). We are – we are growing. (Clap, clap, clap, clap). We are – Growing.”

**Step-by-Step Plan:**

Tell students that everyone’s body is growing.

Explain that we will keep track of how much their body parts will grow during this school year.

Explain to students how to use a centimeter ruler.

Go through example problems on the board. Draw 18 centimeters and have the class tell you how long it is. (Do the same thing with 20 centimeters, 54 centimeters, and 77 centimeters).

Pass out the packets.

Read through the directions together with the class.

First, using a tape measure, have your partner measure the following parts of your body and record the measurements in centimeters on this worksheet (body, left leg, right leg, left arm, right arm, left foot, right foot, left hand, right hand).

Then, using your colored pencils, color the body below to make it look like you are at this minute.

Finally complete the attached worksheet with questions about this activity.

Using the information you have just collected with The Changing Me worksheet, complete the following questions by yourself.

1. Miss Bailey's body is 171 centimeters long. Compare how long Miss Bailey's body is to how long your body is.
2. Compare the length of your legs. Is one of your legs longer than the other one? If so, which one? Or are they the same length? Why do you think this is?
3. Compare the length of your arms. Is one of your arms longer than the other one? If so, which one? Or are they the same length? Why do you think this is?
4. Calculate how long your body and each of your body parts have grown within the last month in centimeters (Body, left leg, right leg, left arm, right arm, left foot, right foot, left hand, right hand).
5. Predict how much your body will grow in the next month. Do you think it will grow at all? Why do you think it will grow this much?
6. Look in the encyclopedias and find out how long different peoples body height are (for example the Presidents of the United States, famous musicians, famous athletes – you may use others as well). List their body heights below and compare them to your body height.

Remind students where the encyclopedias are and how to look up information.  
Make sure that each student group has two packets, two pencils, one colored pencils package, and one tape measure.

Answer any questions the students may have.

Tell students whom their partners are to do the measuring with.

Remind students to do their worksheet on their own.

Tell students when they are finished to read their reading books.

Walk around the room and help students that may have questions.

**Bloom's Taxonomy:**

**Knowledge:** Listing their measurements

**Comprehension:** Illustrating their body makeup

**Application:** Calculating how much they have grown within the past month

**Analysis:** Comparing their arm length, comparing their leg length, comparing their height to Miss Bailey's height and to famous people's heights.

**Synthesis:** Predicting how much their body will grow in the next month.

**Evaluation:** No

**Howard Garden's Theory:**

**Verbal-Linguistic Intelligence:** Working with their partner and class discussion

**Mathematical-Logical Intelligence:** Comparing lengths of their body parts

**Musical Intelligence:** Singing the song at the beginning

**Visual Spatial Intelligence:** Drawing their body makeup

**Bodily-Kinesthetic Intelligence:** Controlling their body and using the tape measure.

**Interpersonal Intelligence:** Working with their partner and class discussion

**Intrapersonal Intelligence:** Answering questions on their own

**Naturalist Intelligence:** No

**Existential Intelligence:** No

**Closure:** Have a class discussion on their findings (allow as many students answer as needed) and remind students that they will be able to do this several times throughout the year to see how much they have grown. Sing song again.

**Adaptations/Enrichment:**

- The students work together to help each other with questions that may arise.
- The last question on the worksheet (look in the encyclopedia) will be answered numerous times for the students who need enrichment and will be answered a few times for students who need adaptation.

**Self-Reflection:** None