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| Subject/Grade: Grade Two, Math & MeasurementLesson Title: Using non-standard units to measure (following the rules)Date: March 17th, 2021Teacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):** [**SS2.1:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=146)Demonstrate understanding of non-standard units for linear measurement by: describing the choice and appropriate use on non-standard units, estimating, measuring, comparing and analyzing measurements  c. Compare estimates of the same length made by different units and provide reasons for different values being stated for the measurements  e. Device and apply strategies for determining estimates for linear and non-linear lengths using non-standard units  f. Explain why overlapping or leaving gaps does not result in accurate measurements  g. Explain why the same non-standard unit should be used to determine length measurement that are to be compared | |
| **Key Understandings: (‘I Can’ statements)**  I can follow the rules (no gaps, no overlapping, not crooked, used the same unit, starting from one end, etc.) to measure something with non-standard units  I can use a variety of different non-standard units  I can compare lengths using different units  I can record my measurements | **Essential Questions:**  Why don’t we leave gaps or overlap our units when we measure something?  Why do we have to use the same unit when we measure something?  How do our measurements change when we use different units? |
| Prerequisite Learning:  * The students will be familiar with the term “measure” * The students will know how to count. | |
| Instructional Strategies:  * Interactive instructional approach * Experiential Learning * Direct instructional approach * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observation (throughout the entire lesson the teacher will be observing students while they engage in the activity and worksheet) * Questioning (during the activity, the teacher will ask a variety of students questions about the content being taught for understanding and clarification) * Assignment (the worksheet can be considered an assignment, which the teacher can use to assess where the students are at which will help with future planning) | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement):** [**“How can you measure without a ruler”**](https://docs.google.com/presentation/d/1UZK1HV5QYvVUMWkg2XZWdYfEXnPc520ohwzcn4bUeKE/edit#slide=id.p)**?**  **Length of Time: 10-15 minutes**   * **Before the video, connect back with the book “Peg and Cat: The Puddle”, and ask the students what the characters used to measure the puddle.**   Watch YouTube Video until 3:48  After video switch to slide 2, go through Measurement with Non-standard unit “rules”. Explain to the class that when measuring using non-standard units we have to follow these rules to get an accurate (real) measurement   * Start from one end and go to the other * No crooked lines with the units * Use the same unit the whole time * Do no overlap * Do not leave any gaps   Use slide 3 as an example, start with rainbow, take markers (with sticky tack on the side so they stick to board), and start from one end and work your way over (leave a large gap after the second marker) ask the class if this is right? Fix your error and count how many markers it took to measure the rainbow.   * Repeat for Horseshoe, pot of gold, four leaf clover and Leprechaun (if enough time) * Use different units (markers, cubes, blocks, paper clips, popsicle sticks)   Express again that you can measure with any type of unit if you follow the rules but it is important to use these rules because if you don’t, you will not get an accurate (true or real) measurement reading  Put Leprechaun on projector. Walk students through steps   * Name * Use cubes first, measure and then record in the \_\_ * Then try with paper clips, blocks, popsicle sticks, and last pom-poms * Remind students not to share their manipulatives/units * Remind them to reference the anchor chart “rules” when measuring   **Development: Leprechaun Measuring and Non-standard Measurements**  **Time: 35-40 mins**   * Students will independently work on their work sheets using their non-standard units to measure and record * Teacher will observe and assist where necessary   **Closure: Students share their findings**  **Time: 5 mins**   * Students will have time to share how long their Leprechaun was or something from the other worksheet * Get the students to leave their worksheets on their desk to get collected by teacher to use for assessment | **Materials/Resources:**   * Non-standard units: cubes, paper clips, blocks, popsicle sticks, pom-poms, counters * Pencil Eraser * Worksheets (Leprechaun and Non-Standard Measurements) * Anchor Chart with “rules” * Key Words on board (length, long, measure, measurement, unit, compare, order, height, etc.)   **Possible Adaptations/**  **Differentiation:**   * Add physical item next to non-standard measurement unit to help students who do not know how to read yet * Provide additional worksheet for students to do if they finish early   **Management Strategies:**   * Time management: set timer for students to be aware how much time is left to finish task   **Safety Considerations:**   * Some of these units can be small, make sure the students are not putting them in their mouths… * COVID – sanitize all manipulatives after use |
| **Stage 4: Reflection** | |
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