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| Subject/Grade: Grade 2, HealthLesson Title: Friends are Friends, whether they are SHORT or TALLDate: March 22th, 2021Teacher: Ms. Haley Miller | |
| Stage 1: Identify Desired Results | |
| **Outcome(s)/Indicator(s):**  [USC2.6:](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=46&oc=76127) Examine how communities benefit from the diversity of their individual community members[**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 | |
| **Key Understandings: (‘I Can’ statements)**  I can measure my friend  I can use non-standard units to measure my friend  I can notice that my classmates are different heights which makes them unique  I can understand that people are born tall or short and they did not choose to be  I can understand that being different does not mean “better” or “worse” | **Essential Questions:**  Why does our classroom benefit from having diverse classmates?  How do I measure my friend using non-standard units? |
| Prerequisite Learning:  * Students will know how to measure their friend with yarn and then use cubes to record * Students will know how to count * Students will know that their classroom is filled with unique friends | |
| Instructional Strategies:  * Direct Instruction * Interactive Instruction * Experiential Instruction | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observing * Questions * Discussion * Assignment: Worksheet | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement): “Short or Tall, it doesn’t matter at All” Book**  **Length of Time: 10 mins**  Youtube Read Aloud of “Short or Tall, it doesn’t matter at all”   * Explain to class the importance of being unique and how everyone in the classroom is special * Just because someone is taller or shorter doesn’t mean they are better or worse, it means they are unique and just perfect the way they are * Explain to students that people do not choose the way they identify, we are born with those characteristics   Explain to the class that we are going to do an activity where we are going to see how all individual classmates are unique in the height they are. We appreciated all classmates for the way they are.  Explain “Measure A Friend” worksheet using the data projector  - Fill in worksheet  -- Name  -- Friends Name  -- Tools being used (yarn & feet)  -- Measurement tool  -- Estimate (explain)  -- Actual Measurement   * Hand Sanitize before getting with a partner * You will have Yarn and feet * Decide who will go first, measure first person with yarn and then measure yarn with feet * Then repeat for partner   **\*Teacher will demonstrate what is asked to be done using Mrs. Flamman- Drumm as a “friend”**  **Development: “Measure A Friend” Worksheet Time: 15 mins**   * Students with their partner will work on worksheet * If finished early, students can answer question on bottom of page “What did you learn about measurement today?”   **Closure: Yarn on Page**  **Time: 5-10 mins**   * Have a large page of colorful paper with “friends are friends; whether you’re big or small” sheet * Have the students give you their yarn measurement and display all the student’s heights * Explain how everyone’s heights are different which makes out classroom unique! | **Materials/Resources:**   * [Book & Google Slide](https://docs.google.com/presentation/d/19wTO3208DQT8YM9wKvA9nNMl8ptqURevEg3zlCGcQf4/edit#slide=id.gc77e5f1c22_0_7) * Measure A Friend worksheet * Yarn & Scissors * Pencil * Hand sanitizer * Tape and Large sheet of rolled paper on board for “Friends are Friends; whether you are big or small”   **Possible Adaptations/**  **Differentiation:**   * Students can just measure with yarn (no extra measuring) * Students can verbally tell teacher their measurements if unable to measure   **Management Strategies:**   * Remind students to keep track of their yarn measurement as we will be using it at the end!! * Set timer to keep track of time   **Safety Considerations:**   * Covid Restrictions * Scissors |
| **Stage 4: Reflection** | |
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