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| Subject/Grade: Grade 2, Math: Measurement Lesson Title: Comparing & Estimating Mass, Using balance scales (DIY)Date: March 24th,2021 @ 10:45-11:45 AM Teacher: Ms. Haley Miller  |
| Stage 1: Identify Desired Results |
| **Outcome(s)/Indicator(s):**[**SS2.2:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=146&oc=78376) **Demonstrate understanding of non-standard units for measurement of mass by:** * **Describing the choice and appropriate use of non-standard units**
* **Estimating**
* **Measuring**
* **Comparing and analyzing measurements**
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| **Key Understandings: (‘I Can’ statements)**I can measure mass using non-standard unitsI can make my own balanced scale I can record which is heavier or lighterI can follow the rules to measure mass | **Essential Questions:**How do you know which side is heavier or lighter?How do you get an equal/levelled balanced scale? |
| Prerequisite Learning:* Students will know how to measure mass using non-standard units
* Students will know how to record their data
* The students will know how to count
* The students will know the difference between light and heavy
* The students will be familiar with how a balanced scale works
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| Instructional Strategies:* Direct Instruction
* Interactive Instruction
* Independent Study
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| Stage 2: Determine Evidence for Assessing Learning |
| * Observation
* Questions
* Discussion
* Assignment (Worksheet)
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| Stage 3: Build Learning Plan |
| **Set (Engagement): Re-Introduce Pan Scales AKA Balance Scales and DIY scales** **Length of Time: 10 mins 10:45-10:55 AM*** Start by reading “Balancing Act” By Ellen Walsh

Explain to the students that we are going to make our own balance scales like they did in the book (similar to the teeter-totter or see-saw)Begin by asking the students to remind you what it means if the 1 side is lower and if the 1 side is higher (heavy and light)* Show them an example of what they will be making/using for this lesson (coat hanger balance scales)
* Use [Slide 4](https://docs.google.com/presentation/d/1-VKGsH8pLiqSb0i86aKrIH0frPXY1ZgZm9UmFOl54VU/edit#slide=id.gc9b8c526d7_0_13) as an example to show them what they are expected to do
* Show students what the scale will look like when it is EQUAL or level

Before Handing out scales and worksheets * Walk students through what is expected and what they need to have out with them
* Pencil, Eraser, Blue and Yellow Crayon, and their unit bags

**Development:** **Time: 45 mins 10:55-11:40** * Students will independently work on their scales and worksheets
* Teacher will observe and assist where needed

**Closure: Students will share their learnings Time: 5 mins 10:40-10:45 AM*** Students can verbally share with the class their learnings or findings after this lesson

What was interesting about the scales?What was difficult?What was fun?What else could you measure? | **Materials/Resources:*** **Balancing Act by Ellen Walsh**
* [**Google Slides**](https://docs.google.com/presentation/d/1-VKGsH8pLiqSb0i86aKrIH0frPXY1ZgZm9UmFOl54VU/edit#slide=id.gc9b8c526d7_0_13)
* **Unit Bags**
* **Pencil and Eraser**
* **Crayons**
* **DIY Balance Scale**
* **Actual Balance Scales**

**Possible Adaptations/****Differentiation:*** **Students can have the option to use real version of the Pan Scale if the DIY one is too finicky**
* **Students can explore their own learnings if the work sheet is too much**
* **Students can work on an additional worksheet once completed the first**

**Management Strategies:*** **Timer for time management**
* **5 min. warnings**
* **Classroom management (reminders about volume and being on task)**

**Safety Considerations:*** **COVID-19 restrictions**
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| **Stage 4: Reflection** |
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