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| Subject/Grade: Grade Two MathLesson Title: Using Unifix cubes to measure an imageDate: March 16th, 2021 @10:45-11:30Teacher: 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.  e. Device and apply strategies for determining estimates for linear and non-linear lengths using non-standard units | |
| **Key Understandings: (‘I Can’ statements)**   * I can measure to the nearest non-standard unit using multiple copies of the same unit * I can use Unifix cubes to measure a picture * I can count the number of cubes and record the answer | **Essential Questions:**  How can I measure something using Unifix cubes?  How do I know the correct length of an image when I use cubes? |
| Prerequisite Learning:  * Students will know how to count * Students will be familiar with the term “measure”, “Unit”, and “length” | |
| Instructional Strategies:  * Interactive instructional approach * Experiential Learning * Direct instructional approach * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observation (throughout the entire lesson teacher will be observing students while they engage in activity and worksheet) * Questioning (during the activity, teacher will ask many of the students questions about the content being taught) * 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):** [**“Non-Standard Measurement”**](https://docs.google.com/presentation/d/1gbtFYNq5MvFYFCfmzrArxz8i2WMw2nLkXGS5U9JAx0o/edit#slide=id.gc74770691d_0_0) **Activity (interactive Google Slides)**  **Length of Time: 10 minutes (10:45-10:55 ish)**  \*Start by showing the students the “Key Words” Anchor chart  - Point to UNIT, LENGTH, MEASURE  - Refer to previous Phys Ed lesson where they MEASURED the LENGTH of the gym using hula hoops as a UNIT  - Tell the class that now, we are going to use CUBES as a UNIT to MEASURE the LENGTH of a picture  Ask the students to help you measure the “pencil” on the screen using cubes as a unit to measure.   * Explain to students that we are going to measure the length of the pencil using Unifix cubes as our unit.   Remind students:  When we measure, we cannot overlap, have crooked lines, or leave gaps because that will not give us an accurate (real) measurement.   * Refer back to “RULES” anchor chart * Put cubes randomly (with spaces/ gaps, crooked, and overlapped) and ask the class if I measured it correctly? NO… how can Ms. Miller fix this so it will tell us the accurate length? * Teacher fills in 8 blue cubes into the slots, use pointer to count each cube together (students count aloud with teacher- while pointing to each cube). * Copy for hot dog, caterpillar and car.   \*Ask a variety of students to interact in this activity (hand sanitize and come up to computer?, or come up to the board and count the amount of cubes for each image)  Display “Measure and Record” worksheet on board using projector   * Explain to students that this will be the work sheet they will work on * Slowly and clearly explain the steps: name at top, then color in the number of cubes used for each image, number them 1, 2, 3, 4, 5… color in 5 cubes for the tooth brush and record 5 in blank space. * Explain to students what is expected of them after they are done their work sheet (use their physical unifix cubes to measure objects in their desks- give example of their toolbox being \_\_\_ cubes long) * Hand out work sheets for students to work on.   \*\* Set timer  **Development: “Measure & Record”**  **Time: 25 mins (10:55-11:25 ish)**   * Students will work independently on their Measurement work sheet * Teacher observes and walks through desks to help where needed * If finished early, have the students fill in “How Long is Your Shoe?” sheet, provide them physical Unifix cubes for students to measure their shoe. * On the back of this sheet, let the students explore how to measure using the cubes. The students can start to measure other things in their desk and “record” it on the back of the “Shoe” sheet.   **Closure: Physical demonstration of Unifix cube measuring a school supplies item Time: 3-5 mins (11:25-11:30 AM)**   * Show the students an example of a physical object being measured with Unifix cubes * Ask the students to see if they can find anything outside that may be (estimated) about 7 cubes long, share after recess * Get the students to leave their worksheets on their desks, and I will pick them up to use as an assessment * Get them to put all toolboxes away. * Get students to sit quietly for Mrs. Flamman-Drumm | **Materials/Resources:**   * **Unifix cube measuring worksheets** * **Pencil, pencil crayons and erasers** * [**Good slides Interactive activity**](https://docs.google.com/presentation/d/1gbtFYNq5MvFYFCfmzrArxz8i2WMw2nLkXGS5U9JAx0o/edit#slide=id.gc74770691d_0_0) * **Unifix cubes** * **Key Words Anchor Chart** * **Rules Anchor Chart**   **Possible Adaptations/**  **Differentiation:**   * Once students are done, provide physical Unifix cubes for them to measure their own supplies * If students are struggling to count/measure the Unifix cubes, have teacher highlight the ones the be counted. * Some students may find reading the instructions difficult so use the diagrams as clues. Read instructions aloud to class. * Provide Anchor Chart with key words and rules when measuring with Non-standard units   **Management Strategies:**   * Set classroom timer to give students a visual of how much time is left to complete the task * Give 5-minute warning   **Safety Considerations:**   * Pencils can be considered a sharp object, be aware of how the students are using their tools. * Sanitizing Unifix Cubes |
| **Stage 4: Reflection** | |
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