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| Subject/Grade: Grade 2/ Math: Measurement Lesson Title: Measuring large objects with 1 non-standard unitDate: March 18th, 2021 Teacher: 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 |
| **Key Understandings: (‘I Can’ statements)**I can measure a large item using 1 unitI can measure an object on the ground and on the board with it staying the same measurement | **Essential Questions:**How do I measure a large item if I only have 1 unit?How do I choose the correct non-standard unit?Does the orientation of the object change the measurement? |
| Prerequisite Learning:* Students will know the rules to measuring with non-standard units
* Students will be able to record their measurement
* Students will know how to count
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| Instructional Strategies:* Interactive Instruction
* Direct Instruction
* Independent Study
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| Stage 2: Determine Evidence for Assessing Learning |
| * Observing
* Questioning
* Discussion
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| Stage 3: Build Learning Plan |
| **Set (Engagement):** [**Non-Standard Measurement Poem**](https://docs.google.com/presentation/d/1hKuCoVlq78mMuqMviFatpRT6CTCaBOU0u-T3GYQnn9w/edit#slide=id.p)  **Length of Time: 10-12 mins*** Have the broom set up on a hook on the board so the students can see how long and big it is
* Start by reading the poem with the class aloud
* Ask them to look around the classroom to find non-standard units that could be used to measure the broom
* Teacher pulls out wand (explain to the class that you only have one though… will this work Gr. 2?)
* Flip to second slide, ask the class how we will measure the long broom if I only have 1 wand?
* Get the class to brain storm ways (finger, pencil, etc).
* Write ideas on board
* Flip to next slide
* Now start to measure the broom using the 1 wand, use a white board marker to make ticks to tell where you left off and can go back to that spot with the wand next. Count each want and write down #
* After you have measured broom with the wand, ask the class if the broom was on the floor, would the measurement change?
* Do it together, use fingers this time
* Explain to class that just because the orientation of the object changed, doesn’t mean the measurement changed \*\*

Explain their task* Working as a row (5 different rows)

If you’re in \_\_\_\_ row, take out 1 \_\_\_\_ from your personal measurement toolbag:Everyone needs to take out 1 white board markerMathias’ row will use paperclips (1 only), 5 laminated backpack sheets handed out to this row (1 for each student)Sophie’s row will use pom poms (1 only), 5 laminated bus sheets Michael’s row will use counters (1 only), 5 laminated glue bottlesLandon’s row will use popsicle sticks (1 only), 5 laminated dragonfliesChristopher’s row will use counters too (1 only), 5 laminated Willow’s row will use cubes (1 only), 5 laminated caterpillars * As a class, we will do this activity together
* Once the students have their 1 unit and 1 laminated sheet and their white board marker, get them to start measuring,
* Remind them the rules
* Have a classroom data sheet, each row will say how many units it took to measure their picture, teacher will record
* Once done, get students to erase and sanitize and wipe laminated page.
* And pass to their right, continue 4x, until each student has done them all
* Teacher will record all data on the board for the students to visually see

**Development: 1 Unit to measure 1 object** **Time: 30 – 40mins*** Do activity as together as a class
* Record Data on chart paper

**Closure: Data Observation Time: 5 mins ish** * Why did the numbers change?
* Explain to class that this is why it is important that always use the same unit when measuring so we get accurate results
 | **Materials/Resources:*** **Laminated large pictures to measure**
* **White board markers**
* **Personal measurement tool bag**
* [**Google Slides**](https://docs.google.com/presentation/d/1hKuCoVlq78mMuqMviFatpRT6CTCaBOU0u-T3GYQnn9w/edit#slide=id.p)

**Possible Adaptations/****Differentiation:*** **Provide more than 1 unit if students are not able to use just one**
* **Allow students to measure**

**Management Strategies:****Safety Considerations:*** Covid Regulations (sanitize laminated sheets before switching)
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| **Stage 4: Reflection** |
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