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| Subject/Grade: Grade 2/ Math: MeasurementLesson Title: Measuring large objects with 1 non-standard unitDate: March 18th, 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 | |
| **Key Understandings: (‘I Can’ statements)**  I can measure a large item using 1 unit  I 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 | |
| Instructional Strategies:  * Interactive Instruction * Direct Instruction * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observing * Questioning * Discussion | |
| 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 marker  Mathias’ 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 bottles  Landon’s row will use popsicle sticks (1 only), 5 laminated dragonflies  Christopher’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) |
| **Stage 4: Reflection** | |
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