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| Subject/Grade: Grade 2, Math: MeasurementLesson Title: Measuring length by using a single copy of a non-standard unit, estimate & measure a length that is NOT straightDate: March 19th, 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 using non-standard units to measure a not-straight line  I can measure using 1 copy of a unit  I can measure length of a wavy object | **Essential Questions:**  Does orientation affect the length when measuring?  How can you measure something that is wavy and not straight in length? |
| Prerequisite Learning:  * Students will know how to measure using non-standard units * Students will know how to measure using 1 copy of a unit * Students will know how to record their data * Students will be able to count | |
| Instructional Strategies:  * Interactive Instruction * Direct Instruction * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observing * Questions * Assignment (“Curves Ahead!” Worksheet) | |
| Stage 3: Build Learning Plan | |
| **Set (Engagement):** [**Google Slides Curve Picture**](https://docs.google.com/presentation/d/14zJ3ew-I4ZgHMli09S4eQoThxU0Rd5CIBdi3qSj2Knc/edit#slide=id.gc777c5ddda_0_7)  **Length of Time: 7 mins**   * Walk the students through how we could measure something that is a curved line * Use the slide as an example of what the students will be trying today. Walk them through the step, first ESTIMATE, then: * Lay a piece of string on top of the line. Cut the string when you reach the end. Stretch the string into a straight line and then measure. * Then, record the accurate data in   Explain their assignment “Curves Ahead” Worksheet:   * First estimate * Lay a piece of string on top of the line. Cut the string when you reach the end. Stretch the string into a straight line and then measure. * Then record accurate data   **Development: “Curves Ahead” Worksheet Time: 20 Mins**   * Students will work independently on the worksheet, teacher will walk through rows to help where needed   **Closure: Play-Doh or Pipe Cleaner Snakes Time: 15 mins**   * Give a chunk of play- doh to the students to make a wavy snake with * Then allow them to use the string to measure the snake and then measure the yarn/string with cubes * See what other curved lines the students can make and measure * Allow time for students to share their play-doh snakes on the data projector * They can share the measurements too! | **Materials/Resources:**   * Yarn * Cubes * Work sheets (Curves Ahead) * Pencil & Eraser   **Possible Adaptations/**  **Differentiation:**   * Provide tape if the yarn moves on students * If the yarn is too tricky, students can use cubes and make ticks with their pencils (same as yesterday’s lesson   **Management Strategies:**   * Set timer for students to keep track of how much time is left to work * Give 5 min warnings   **Safety Considerations:**   * Be cautious with how students are using material (yarn) |
| **Stage 4: Reflection** | |
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