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| Subject/Grade: Grade 2, Math: Measurement Lesson Title: Measuring length by using a single copy of a non-standard unit, estimate & measure a length that is NOT straightDate: March 19th, 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 using non-standard units to measure a not-straight lineI 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
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| Instructional Strategies:* Interactive Instruction
* Direct Instruction
* Independent Study
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| Stage 2: Determine Evidence for Assessing Learning |
| * Observing
* Questions
* Assignment (“Curves Ahead!” Worksheet)
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| 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)
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| **Stage 4: Reflection** |
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