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| Subject/Grade: Grade 2, Math: Measurement Lesson Title: Measuring Mass (How a Balanced Scale Works)Date: March 23rd, 2021 @ 10:45-11:30 Teacher: Ms. Haley Miller  |
| Stage 1: Identify Desired Results |
| **Outcome(s)/Indicator(s):**[**SS2.2:**](https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=146&oc=78376) **Demonstrate understanding of non-standard units for measurement of mass by:** * **Describing the choice and appropriate use of non-standard units**
* **Estimating**
* **Measuring**
* **Comparing and analyzing measurements**
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| **Key Understandings: (‘I Can’ statements)*** I can measure mass using non-standard units
* I can understand which side is heavy and which side is light
* I can follow the rules to measure mass

  | **Essential Questions:**Why is one side up and one side is down?How do I make both sides equal?Why can’t I use different non-standard units when measuring mass? |
| Prerequisite Learning:* Students will know how to measure using non-standard units
* Students will know how to record their data
* Students will know how to count
* Students will know the term heavy and light
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| Instructional Strategies:* Direct Instruction
* Interactive Instruction
* Independent Study
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| Stage 2: Determine Evidence for Assessing Learning |
| * Observation
* Questions
* Discussion
* Assignment (Worksheet)
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| Stage 3: Build Learning Plan |
| **Set (Engagement): Class Discussion About Heavy & Light** **Length of Time: 10 mins 10:45-10:55 ish*** See Google Slides

Ask the students to help you fill in the Heavy & Light Chart* Get them to share a few ideas first
* And then show them images and get them to tell you which side each image should go on (heavy or light) – you will need sticky tack to attach image to board
* Get them to tell you why they think something is light or heavy

Ask students to predict what item will be heavier (Google Slide #3)—connection to prediction lesson last week* Glue Stick Vs. Scissors
* White Board Marker VS. Pencil
* Pencil Crayon Vs. Crayon

Make prediction and then use the balanced scale to record real answer * Balance each item, show students which side is heavy and lighter
* How do we know? Refer to anchor chart

If time, students can share their own ideas for heavy vs. light* Explain Worksheets to students
1. A \_\_\_\_ is lighter than me (show them where they will draw themselves) and where they will cut out an image from a magazine for the other side (or draw themselves)
2. A \_\_\_\_\_ is heavier than me (explain how this one works similarly but placing ourselves on the other end)
* Brainstorm ideas that could be put on both ends

 If done early, students can work on “Heaviest to Lightest” worksheet* Explain this before handing out worksheets

**Development: Heavier and Lighter than me pages** **Time: 10:55-11:25 ish*** Students will work independently on their pages
* Teacher will observe and assist where needed
* Have a third additional page for students to work on if finished early

**Closure: Students sharing their learnings Time: 5 mins (11:25-11:30 AM)*** Students can bring their heavier or lighter than me pages to be displayed through the data projector
* Teacher will collect pages and use as assessment
* Students will put away all belongings
 | **Materials/Resources:*** [**Google Slides**](https://docs.google.com/presentation/d/1O20R-_-vT0sVsesHUQFc2-JacsnIkdf_1yUTbAtuH7E/edit#slide=id.gc926a791e7_0_1)
* **Measuring Mass Words Anchor Chart**
* **Balanced Scale Anchor Chart & Rules**
* **1 Balanced Scale for teachers use**
* **Crayons, pencil, eraser**
* **Heavy & Lighter than me pages**
* **EXTRA Worksheet (if finished early)**
* **Magazines (if available)**

**Possible Adaptations/****Differentiation:*** **Students can draw themselves if cutting and pasting from magazines is too much**
* **Students can verbally explain their thoughts if they are unable to print their thoughts**
* **Students can work on additional worksheet if completed the first two**
* **Ollie, Malaya, Atticus, and other students may want to work on Light or Heavy worksheet if they are unable to work independently**

**Management Strategies:*** **Classroom Timer for time management for both students and teacher**
* **Reminders about volume level and chatter**

**Safety Considerations:*** **COVID-19 restrictions**
* **Scissors can be considered a sharp object be aware of how students are using their tools**
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| **Stage 4: Reflection** |
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