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| Subject/Grade: Grade 2, Math: MeasurementLesson Title: Measuring Mass (How a Balanced Scale Works)Date: March 23rd, 2021 @ 10:45-11:30Teacher: 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** | |
| **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 | |
| Instructional Strategies:  * Direct Instruction * Interactive Instruction * Independent Study | |
| Stage 2: Determine Evidence for Assessing Learning | |
| * Observation * Questions * Discussion * Assignment (Worksheet) | |
| 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** |
| **Stage 4: Reflection** | |
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