

MATHS PLAN for Softballers (COA)	September 2016
Level: 2	
<p>Achievement Objective: Create and use appropriate units and devices to measure length, area, volume and capacity, weight (mass), turn (angle), temperature, and time. Partition and/or combine like measures and communicate them, using numbers and units.</p>	
<p>WALT (We are learning to): Use a ruler and scales to measure objects. Understand that we measure in centimetres and grams. Compare objects we have measured and make a statement about them.</p>	
<p>Identified Needs of the learners: Know how to measure different objects Know how to compare measurements and make statements about the measurements Know how to order objects based on size</p>	
<p>Whole Class Introduction: How to measure using a ruler. How to work out which object is longer. How to work out the exact difference between two objects of different lengths. How can we do this using the ruler to confirm our answer?</p> <p>Small Group Lesson: What is the difference between how long an object is and how heavy an object is? What are some reasons we would need to weigh an object? Why would we have to be precise? What unit of measurement do we use when we are weighing something? Introduce grams. Show on the scales how to make sure they start at zero and how to read the grams. Have learners select objects around the classroom to weigh and compare.</p> <p>With iPads/Explain Everything: Provide learners with objects against a ruler. Have them indicate how long they are. Scaffold with two objects against the same ruler, having them identify which is longer and by how much. Set up slides for learners to choose their own objects in the classroom to measure - discuss this as a whole class. What are appropriate objects to measure with a 30cm ruler. Have learners rank these objects smallest to largest using the photographs. Scaffold similar slides using the scales. Discuss what is appropriate to weigh in the classroom. Have learners rank these lightest to heaviest using the photos.</p> <p>Learners to complete activity, save to Google Drive and complete Blog Post.</p>	
<p>Reflection on the Lesson: Learners recalled working on measurement and measuring in centimetres earlier in the year. They remembered the importance of starting to measure from zero to get a true reading. Learners really enjoyed having some choice as to what they could measure/weigh and for the most part made sensible decisions. Unfortunately a part of the lesson recording was interrupted due to the leaf blower outside our window so this is missing from the video. It was</p>	

great to see the whole class engaged with this activity and they were very keen to continue into a second day. This engagement allowed me to focus on learners who needed additional support and scaffolding - some learners definitely struggled identifying "how much" longer an object was when compared to another object.

Next Steps for Learning:

Reinforce the difference between centimetres and grams - some learners still mixing these up
Identifying the exact amount that an object is longer by
How to measure longer objects and 3D objects