



# Measuring Mass

## Introduction

The students have already been introduced to measuring height, length, and width, so they are familiar with the term “measuring;” however, they have not been introduced to mass or weight. Thus, this lesson will not only introduce a new concept in regards to measuring, but also some new vocabulary.

1. Review the term “measuring” and talk about the aforementioned previously learned target of measuring height, width, and length.
2. Explain mass and weight, and how that means how heavy things are.
  1. Demonstrate this by picking up things around the classroom, and having the students do the same at their desks. Also use the students in the demonstration by picking them up as well. They will get a kick out of this. Perhaps even have some students try to pick me up to show that I’m am the heaviest out of them and me.

## Body

After introducing the new target, move onto the text and dive deeper into the concept.

3. Have the students turn to page 92 in their books and look only at the top half of the page, having the students read along using their “smart reading fingers” to follow along in the text.
  1. Pause after reading about a “beam balance” and a “weighing scale” to watch a short video that better explains these terms. Make sure to pause the video while watching to help explain to the students what is happening.
4. Talk to the students about Grams vs. Kilograms.
  1. Compare to meters and centimeters.
  2. Explain the difference by saying that a paper clip (hold up paper clip) weighs one gram and that 1,000 grams is equal to 1kg. Pass around paper clip.
  3. Kilograms are used for heavier things like people and fruit, grams are used for lighter things.
5. Go back to the text and read the rest of what is on p. 92. and p. 93.
  1. Talk about “as heavy as,” “lighter than,” “heavier than,” “lightest,” and “heaviest.”
6. Look at at p. 94. Review the term “estimate.”
  1. Explain that because we don’t have a balance or scale of our own, we will be using one on the internet to practice estimating.
  2. Pull up online balance scales and have the students estimate the mass of each object and then find the actual mass.

<http://www.teacherled.com/resources/oldscales/oldscalesload.html>

7. Finally, look at the bottom of p. 94 and the top of p. 94 to practice reading a balance and scales.

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## In Class Assignment

1. Have the students complete pages 71-75 in their workbooks. It's okay if they don't finish, because they can finish the next day.

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## Vocabulary

### mass

**Definition:** How heavy something is.

### weight

**Definition:** A word that people use more often than mass.

### balance scales

**Definition:** A tool used to measure how heavy something is by putting the object on one side and standard weights on the other, and then trying to have both sides be the same.

### scales

**Definition:** A tool used to measure how heavy something is by putting the object on top and reading the numbers in the front.

### standard weights

**Definition:** Little objects that weigh either different amounts in grams or kilograms that are used to find out how heavy something is.

### as heavy as

**Definition:** When things weigh the same.

### lighter than

**Definition:** When something weighs less than another object or different increments of measurement.

### heavier than

**Definition:** When something weighs more than another object or different increments of measurement.

### lightest

**Definition:** When something weighs the least amount.

### heaviest

**Definition:** When something weighs the most amount.

### grams

**Definition:** An increment of measuring weight used to measure lighter objects.

### kilograms

**Definition:** An increment of measuring weight used to measure heavier objects.

# MEP 1 SCIENCE - LESSON PLAN by David Modini

(aka “Why I love having a projector in class.”)

-Good morning teacher! Good morning class, how are you? I am HAPPY!

-Team names; 5 4 3 2 1 0

-Sing a song – Toad, frog, pollywog

-Review types of animals (mammals, amphibians, birds, fish, reptiles)

-Call out animals in each category.

MAMMALS	AMPHIBIANS	BIRDS	FISH	REPTILES
Cat	Frog	Finch	Shark	Crocodile
Dog	Toad	Eagle	Lionfish	Alligator
Giraffe	Newt	Toucan	Clownfish	Turtle
Kangaroo	Salamander	Peacock	Tuna	Snake
Deer	Waterdog	Lorikeet	Goldfish	Iguana
Dugong, etc		Seagull, etc	Minnow, etc	Chameleon, etc

Describing the animals

-Introduce new target and have the entire class repeat:

What does it have? It has a \_\_\_\_\_. It has \_\_\_\_\_.

-Powerpoint presentation!

-vocabulary (they know a lot of these already): beak, feet, wings, eyes, nose, mouth, teeth, feathers, tail, claws, legs, skin, hair, fur, scales, arms, fins, gills, shell, horns

-have vs has

-singular (It has a beak.) vs plural (It has feet.)

-uncountable nouns (hair, fur, feathers, scales) – “It has \_\_\_\_\_.”

-show pictures and examples with blanks, have students come up and answer the

-questions with the blanks filled in

-have two students come up and ask each other what animals have

-Show a few pictures of dinosaur fossils for the fun of it

-Another song – Baby animals

Writing (with word box to help fill in the blanks):

1. An eagle is a \_\_\_\_\_.

2. What does it have?

It has a \_\_\_\_\_. It has \_\_\_\_\_.

### 3 IEP Sample Lesson by Devin Geddings

Review: Vocabulary review game - rock-paper-scissors game (emotions, food, animals) - Put flashcards the students should already know along the bottom of the board. A student must say all the words to play the teacher in rock-paper-scissors. If they win, they become the teacher and get to play the next student.

Song: Practice the "Can an Elephant Jump" song with movements

New target: Learn verbs/action words. Write verbs/action words on the board - run, jump, fly, dance, sleep, hop, swim, walk, eat, drink, hop. Have the students act out each one.

New target activity: Have the students line up around the edge of the room. Have them walk in a circle around the room repeating me -- "What can you do?" and "I can \_\_\_\_\_ (fly, run, jump, skip, swim, dance, sleep, eat, drink, hop)" and acting out each verb.

New target activity: Play the game "Hot Seat." Refer back to the action words written on the board. Have one student sit in chair, facing the class with his/her eyes covered. Point to a verb on the board and have the class act out the verb. The student in the chair opens their eyes and guessed what verb the class is acting out.

Write in notebooks: 1. I can jump. 2. I can fly. 3. I can sleep.

\*When the class gets 20 stars, play hangman or the actions game\*

## Mattayom 1 Lesson Plan by Ashley Walker: Prepositions

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I am usually not one to open class with a game because the kids seem to be a bit more unfocused afterwards but, for this lesson I suggest opening with a low energy game: “Teacher Says”.

Tell the kids commands such as:

- Put your hands above your head
- Put your hands behind your back
- Put your pen in your hand
- Put your pen in your nose
- Place your pen on your nose
- Put your arms next to your sides
- Put your hands under your armpits
- Hold your foot above your knee
- Put your hands in front of your eyes

The game could go on for some time, especially if you have a couple of smart students who prove to be excellent listeners. However, if you get it down to 2-3 students who don’t seem like they are going to break, you can congratulate them all on winning the game to move on to the lesson.

After the game, introduce the word preposition and ask what the kids think it means. Some of the smarter kids will be able to catch on and shout out things like “on” and “in”. Then, elaborate on the idea, explain the definition and let them know of some of the other prepositions as well.

You can then draw pictures for memory’s sake and have them copy it into their notebooks.

- The mouse is **in** my pocket.
- The children are jumping **on** the bed.
- The birds are flying **above** the trees.
- A monster lives **under** my bed.
- A giraffe is **behind** the door.
- The cat is **next to** the dog.
- The kids are playing **in front of** the house.

From a previous lesson, the kids already had an idea of the question “Where is....?” so, extend that question to this lesson. I find that Popcorn-A-Question is good for this sort of thing. Have one student come up and place a classroom object somewhere in the room. Have that student call on another fellow classmate to ask “Where is...?” (i.e. the pen, the chalk, my hands, the book, etc.). Have the other student answer. If the student is correct, it is then their turn to place an object somewhere and ask someone else where it is. This is a good activity if you have some time to eat up if the students pick up on the vocabulary quickly. It will help them speak and get used to saying the prepositions rather than just writing them and looking at them on paper.

After a few students have had the chance to hide various objects around the room, assign some homework. I like having the kids draw silly pictures and write a few sentences on it. The pictures will reinforce the meaning of the preposition and the sentences help build their sentence structure.

I had the students draw three pictures for homework and write a few sentences about it (i.e. Last night, I was **in** my bed, **under** the blankets and heard a noise **behind** my closet door).

Or if it is for a lower level you could simply have them write easier sentences such as “The mouse is **under** the rug” or “The dog is **on** the bed”.

## MEP 2/2 English Lesson Plan by Krystal Masinter

8:30

### 1. Review/ Warm-up

-Conversational Practice: How was your weekend? What did you do? (5mins)

### 2. Review: That's, Those, These, This / name's , his, her

-That's your \_\_\_\_\_

-Those are your \_\_\_\_\_

-These are my \_\_\_\_\_

-This is my \_\_\_\_\_

-Those are Aom's shoes. Those are hers.

-These are Pun Pun's. They're his. (10 mins)

### 3. New Target: " For"

These are for \_\_\_\_\_.

Those are for \_\_\_\_\_. (10 mins)

### 4. Writing/Notebooks

4-5 sentences including what we covered today. (15 mins)

### 5. Homework

pp. 12 in workbook

### 6. Activity: Snowball fight

Write on a blank paper "Those are my \_\_\_\_\_" "They are for \_\_\_\_\_" Have snowball fight and have other students read new paper.

## MEP 5 English Lesson Plan by Jade Church

**Start class (5 minutes):** Greetings and “how are you today?” Ask each student various questions using different tenses such as “What did you do last night?” or “What are you going to do after school today?”

### Game (10-15 minutes)

Oral sentence relay to review current grammar being covered in class. Each student will stand at their desk. Ask the first student a question. For example: “What is he doing?” The first student will say “he” the 2<sup>nd</sup> student will say “is” and so on. Any student who says a word that doesn't fit the grammatical structure or logic of the sentence must sit down. The students are required to make sentences with AT LEAST 5 words. Once the sentence has at least 5 words and it is an acceptable stopping point the next student can say “finished” instead of continuing to make the sentence longer. I award 1 point to the team that finishes the sentence and 2 points to each team that can add another word beyond the 5<sup>th</sup> word to make the sentence longer.

### Main Lesson (15 – 20 Minutes)

Target: Vacations

Vocabulary: vacation, hotel, country, resort, destination

Define the word “vacation” on the board in English (Have the students take notes in their notebooks). Have a student define the word “vacation” on the board in Thai. Define the other daily vocabulary words in this same fashion.

Give examples of different vacation times and places. Ask students different vacation destinations and different vacation activities. List the student's answers on the board.

Ask individual students what they did on their last vacation or what they would like to do on their next vacation. Ask students about what different countries they've visited.

Open student book to page 24 and read about “Vacation Days.” Have students take turns reading.

### Writing/Homework Exercise (10-15 Minutes)

Write 5 questions on the board and have the students answer them with complete sentences in their notebooks.

1. Where do you like to go on vacation?
2. What do you like to do on vacation?
3. What countries have you visited?
4. What is your favorite thing to do on vacation?
5. Where do you want to go for your next vacation?

If there is time left after every student has completed their homework play a quick game to review the day's target.

## MEP P3 Lesson Plan for 29 July 2013 : English by Michael Masinter

Summary: The students are just coming off of their mid-term testing and I saw a few targets in particular they struggled with.

Review Target: Complete Sentences

Copy in your notebooks:

What are the parts of a complete sentence?

1. Begin with a subject that has a capital letter followed by a predicate containing a verb.
2. A subject is a noun (person/animal, place, or thing) or pronoun (I, we, you, he, she, it, they) that the sentence is about. The subject performs the action in the sentence.  
Ex. I go to school every day.
3. A predicate tells you (the reader) about the subject.  
Ex. I go to school every day.
4. The verb (action performed by the subject) follows the subject and is within the predicate.  
Ex. I go to school every day.
5. Finally, a complete sentence must end with a period ( . ).

Activity:

One student from each of the four teams answers a question in a complete sentence on the board. It's the same question and there is a time limit. Neatness earns extra points.

Textbook:

Reading and identifying complete sentences as a class on page 52 in the textbooks.

Writing:

Practice: Questions from past 3 Units, answer in complete sentences.

1. When do you wake up?
2. What time do you go to school?
3. How often do you do homework?
4. What do you have to do?
5. How often do you have to clean your room?

By Eric Brown

1. Divide class into new teams for the week, choose team names, give points, etc.
2. Review nutrients
  - a. Prot., Fat, Carb., Vitamins, Minerals
  - b. “What do \_\_\_\_\_(carbohydrates) do?” “They \_\_\_\_\_(give you energy).”
3. Introduce food groups
  - a. Vegetables, Fruits, Meat, Dairy, Grains, Sweets
  - b. Show examples of each group (also look at pics in science book)
  - c. “What kind of food is \_\_\_\_\_(an apple)?” “It is a \_\_\_\_\_(fruit).”
  - d. Ask each student in class about a different food. Practice with obvious and obscure foods from each group.
  - e. Ask follow-up question: Did you eat \_\_\_\_\_ yesterday?
4. Game (Monkeys and Bananas, Relay Race)
  - a. Points are bananas. Monkeys eat bananas (take away points)
  - b. Start each team with 20 bananas
  - c. 1<sup>st</sup> student from each team starts at board in front of pre-drawn food pyramid
  - d. I will project image / show flash card of a meal with varied foods
  - e. Student writes one item from meal in correct place on food pyramid, tags next student
  - f. First team with every item correctly placed wins
  - g. Winning team member picks team to roll for, rolls dice
  - h. Roll a 1 – 1 banana, 2 – 1 monkey, 3 – 5 bananas, 4 – 3 monkeys, 5 – 10 bananas, 6 – 5 monkeys
  - i. Add or subtract banana points from chosen team
5. Writing / HW
  - a. Draw and label the food pyramid.
  - b. List 5 foods in each food group.
  - c. Write 1 sentence for each food group:
    - i. “Last week I ate \_\_\_\_\_”
6. Add up participation and game points, reduce homework for winning team (no sentences).

## Prathom 2 Lesson Plan : Week of July 8, 2013 by Amanda Hamp

\*\* This lesson was right before midterm exams. It contains more review and repetition than new content.

**Topics:** Rooms of the house and furniture/objects in each room

<u>Rooms</u>	<u>Furniture / Objects</u>
- Kitchen	- Refrigerator, Stove, Fork, Spoon, Food
- Living room	- Sofa, Pet, Lamp, TV, Plant, Rug, Phone
- Bathroom	- Shower, Sink, Toilet, Mirror, Toothbrush
- Bedroom	- Bed, Closet, Doll, Radio, Closet, Computer

The objects and furniture lists can grow and grow, as the children offer vocabulary that they know or want to know!

**Warm up:** Review the furniture. I used the warm up to allow the children to visualize the vocabulary and pair it with an action.

**Review target:** “There is a/an (item of furniture) in the (room of the house).”

-We practiced reading this sentence aloud as a group, as well as having individual children read it aloud.

“There is a \*beeeeeep \*in the \*beeeeeep\*.”

-We briefly reviewed singular and plural. “There is a = 1, There are = 2, 3, 4, 5..100!”

---(The children previously learned the pieces of this sentence in a slightly different context. For example, they know “There is a butterfly above the flower”.)

-This was followed by an activity where the children said the sentence with the appropriate vocabulary substitutions. They then drew and labeled the object on the board, in the proper room.

**New target:** “Where are you?” “I’m in the (room of the house).”

-We practiced reading this aloud.

-I asked the students for examples of what might go in the “blank” (I’m in the \_\_\_\_”). The students were able to list the rooms of the house and spell them, as I wrote them underneath of the blank.

---(The children are familiar with the parts of this question and answer pair. We have previously done “Where” questions with preposition answers.)

-This was followed by an activity where the children listened to what furniture I could “see”. They then raced to the designated spot for the room in which I could “see” this furniture.

**Writing:** We usually finish the class with about 15 minutes of writing to enforce what we learned.

## **Lenny's Lesson Plan: 24/07/2013: Prathom 3: Prior to Mid-Term Examination.**

### **Welcome the children to class:**

**Warm Up: Control Exercise:** Use about the first five minutes in the warm-up, control system of telling students to standup, sit down, hands under desks, hands on heads etc. Once control established, cease activity and start lesson, but being prepared to reuse exercise when needed throughout the class to maintain control or re-establish control.

**Lesson Aim: Students will be better able to understand and remember key topics taught in semester so far.**

**Key topics taught and or revised:** Prepositions of time, particularly “at, in and on”. Time – what you do in the morning, afternoon and at night. Also, rooms of the house, giving particular emphasis to the bathroom, bedroom and kitchen and what you do in these rooms.

**Secondary aims:** To cover all topics, covered by the mid-term exams including:

- Frequency, such as how often, when, never etc.
- Classroom objects, vocabulary and use of
- Occupations and what people in those occupations do
- Would you like?
- Sorry and thank you.
- Have to, such as “what do you have to do?”

**Conclusion:** Re-emphasize the key points, thank the children for their attendance, wish them good luck for their exam and thank the Thai teacher for her assistance.

## Fiona's Lesson Plan for P4

### The Past Tense

First, so students can start to get an understanding of time, I draw a timeline on the board and label “now”, “past” and “future”. I explain that “now” means today and what we are doing in class at this very moment. I then explain the past as what we did in class *yesterday*. To reinforce this I put several simple sentences on the board so students can see the difference between a sentence written in the present tense and past tense. One example of this is:

“I eat rice for lunch.” (present)

“I **ate** rice for lunch *yesterday*.” (past)

“I go to Central Plaza.” (present)

“I **went** to Central Plaza *yesterday*. (past)

I make sure to emphasize the importance of specifying *when* something happened when using the past tense. I introduce the word “yesterday” as an indicator of past tense. When defining this term it is helpful to draw a calendar on the board to show when “yesterday” took place. We then use the textbook to make a chart of ten of the most commonly used past tense verbs.

Once students grasp the concept, we move on to the new target of asking the question of “what did you do yesterday?” This is a question I write on the board, and then ask the class for their responses. I write several appropriate responses to this target question on the board. To further practice this concept I write several cloze sentences on the board with the present tense verb and ask the class to translate the sentence into the past tense. Students should write both present and past tense sentences in their notebooks. I usually give about five sentences so students can understand different uses of the new material. For example:

“I sing songs with my friends.” (present)

Students should translate:

“I **sang** songs with my friends **yesterday**.”

Once students complete the writing assignment I usually play a game. Sentence Relay is a great game to play when learning new grammatical or sentence structures. There are many variations to this game, but I like to divide the class into teams and instruct that each student will only write **one word** on the board. I then either say or write a sentence on the board in the present tense and tell the class they must translate it into the past tense. For example, I could say :

“I listen to music.”

The students should come up with the sentence “I **listened** to music **yesterday**.”

I have the first person in each team race to the board to complete the first word in the sentence. That student then races back to their desk and hands the chalk to the next student, who runs to the board and writes the second word in the sentence. This continues until the sentence has been correctly completed. The first team to complete the sentence correctly gets the point.

When there is about 5-10 minutes left in class I assign homework. Their homework is something to reinforce and practice more of what we learned in class. For this particular lesson I ask them to write 3 sentences about what they did yesterday. If the class seems to struggle to create the sentences on their own I sometimes give prompts on the board to help get their ideas flowing.

Class dismissed!

## **P5 Lesson Plan by Stuart Ziegler**

Game - Hangman with new adjectives-give them the definition of the word and play hangman.

Important

Bright

Sharp

Dull

Step 1-Explain how to shorten the adjective and noun into one pronoun

My dog—mine

Your cat—yours

Her book—hers

Step 2- Writing basic sentences with pronouns

It's my dog—it's mine

It's your cat—it's yours

They're her books—they're hers

Reading- hearing pronouns used

Page 29

Writing- review of past lessons

Page 28 Unit 3

Exercise 13

## **Prathom 1 IEP lesson plan by Levi Shand**

The following represents a typical 55-minute class period for my P1 IEP students. The topic is “body parts”.

**10 minutes:** greeting, establish team names and dole points for good behavior. If a team’s students are sitting quietly at their desks, they receive points. For body parts, we play “Simon Says”.

**20 minutes:** introduction of target material. Vocabulary images are drawn on the board (because I like to draw) and the students are asked to spell them. Once four or five words are up on the board, we play three rounds or so of “slap the board”, a race-type activity.

**15-20 minutes:** writing. I put up three to five questions on the board (using the day’s grammar target) and the students copy those questions into their notebooks and answer them.

**5-10 minutes:** closing activity/game. This time is used to marry the day’s grammar to the vocabulary.

### Intro to Rhyme

As a self proclaimed rapper, I always enjoy teaching my students about rhyme. While the ability to rhyme isn't necessary in day to day life, this lesson is fun, involves sentence writing, and piggybacks on another lesson that I always teach before this one – that of syllables / accent marks.

- 1) First I try to describe the concept of rhyme to them as well as I can. It never works, and they stare at me blankly. I tell them that HIP HOP = RHYME + SYLLABLE and have them write in their notebooks that rhyme = words that sound the same. I should really tell them that rhyme is words that sound similar but introducing the new word 'similar' would overly complicate things.
- 2) The I write several lists of 4 words each on the board – big, pig, dog, dig or fat, thin, cat, mat. I have the class read each word out loud, and then ask them which one doesn't belong. Normally they can identify the non rhyming word, but if not, I repeat each word and harp on the sound that it ends with – "big ig ig, pig ig ig, dog og og, dig ig ig. By now most of them will have gotten the general idea, but just to make sure, I ask my the Thai teacher who's hopefully present to tell them the Thai word for rhyme.
- 3) Next, I take two very easy sounds to rhyme (at and oo) and write CAT and SHOE on the board in two columns. I ask students to provide me words that rhyme with them. Normally I end up with cat, fat, hat, mat, pat, rat, bat, that and sat as well as shoe, blue, you, two, to, too, glue, do, who, and zoo.
- 4) I quickly take 4 of the words from each list and make sentences that end with them, making the simplest of poems / raps.

I have a **cat**

The cat is very **fat**

It sits on a **mat**

And eats a brown **rat**

I have a **shoe**

I found it at the **zoo**

It's black, yellow and **blue**

I wish I had **two**

I instruct the students to hit their desks twice and then clap in unison, much like the drums for Queen's "We Will Rock You". Then I sing the song, acting super rapper-ish during the performance. The kids love it. Then I sing it again, but this time I have them echo each line after I say it. This allows them to sing the song without feeling shy about doing it solo.

Normally for homework I'll give the students several words and ask them to make lists of other words that rhyme with them. This lesson is only the introduction to rhyme / rap. I've also created a rhyme game and a lesson in which the class divides into small groups and makes their own songs, but I prefer to space these lessons out rather than do them one after another.

## Lesson Plan: Anuban 3 by Andrea Taylor

7/17/13

Greet:

- Write on board: *What's your name?* and *My name is \_\_\_\_\_*
- Say, "Good morning. My name is teacher Andrea. Repeat after me. 'My name is... My name is...'"
- Walk around class, and ask each student, "What's your name?"

Counting:

- Draw 16 balloons and 11 pencils on the board.
- Write on board: *How many balloons? How many pencils? How many items total?*
- Add and erase balloons and pencils and have students in class state the number of balloons, pencils, and items total

Phonics:

- Read p. 4 – 5 in *Phonics Reader 3* and have students repeat.
  - "f, l, fl. Fl... ag, flag. Fl... ats, flats."
  - "p, l, pl. Pl... um, plum. Pl... an, plan. Pl... ug, plug."
  - "The plan is here."
  - "The red flag is there."

Body Parts:

- Play Simon Says with body parts.
  - For example, "Simon says, touch your head. Simon says, show your fingers."
- Sing head, shoulders, knees and toes.
- If extra time, sing Where is Thumbkin, Itsy Bitsy Spider, etc.

"Goodbye. See you later!"