

Lesson Plan Template

Lesson Segment Focus: Area vs. Perimeter
Course & topic addressed: Area and Perimeter

Lesson: 2 of 3
Date: 2-3-19 Grade: 3

Student Outcomes

Specific learning objectives for this lesson.	Students will complete Venn Diagram to illustrate understanding of what area and perimeter is and how they are different. Students will expand their knowledge of area and how it works.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have already be exposed to what perimeter is and will have also been explained the basics of area. Students will have an understanding of the unit, square unit.
Knowledge of students background (personal, cultural, or community assets)	Students have similar backgrounds culturally. Some students have a personal background of area and perimeter because of their parent's profession.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.		
	AR.Math.Content.3.MD.C.5	<p>Recognize area as an <i>attribute</i> of plane figures and understand concepts of area measurement:</p> <ul style="list-style-type: none"> • A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. • A plane figure, which can be covered without gaps or overlaps by n unit squares, is said to have an area of n square units

Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Those who are at a lower level of understanding will be pulled for small group where they will work examples and worksheets to show the difference between area and perimeter. Those who are at a higher level of understanding</p>
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	will be pulled for small group where they will work on further their knowledge of area and will work advanced problems.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Area, Perimeter, square unit, measurement
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Materials

Materials needed by teacher for this lesson.	Worksheets, smartboard
Materials needed by students for this lesson.	Worksheet, pencil

Lesson Timeline with Instructional Strategies & Learning Tasks (This should be VERY DETAILED)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	<u>Introduction:</u>	Remind the students of basics of area that were gone over the day before. They will answer a few questions, and I will bring up notes from the day before.
30 minutes	<u>Instruction:</u>	I will bring up a video that explains area in more detail (three minutes). After that, I will ask questions from what the video said. I will ask children to answer questions involving what is area, how does area work, what does it measure. I will then also remind the students of the lesson from a few days earlier about perimeter. I will ask the students how the two are different and how they are alike and to think to themselves. I will pass out the worksheet, and tell them to write down those ideas on this worksheet. Students will then think to themselves and begin to work on the worksheet that I passed out with the Venn Diagram on it. Students after thinking to themselves will fill out the Venn Diagram from the information they have been given. After all the students are finished we will fill out a Venn Diagram for the whole class, working together as a group to make a completed Venn Diagram with correct answers and information. I will then pass out shape blocks and ask the children to show me what we would measure on the block for perimeter and area, either the outside sides or the middle of the blocks.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
5 minutes	Closure:	This will be question time for any student to ask a question if they are unclear on something. I will tell the children what a great job they did and explain more on how area and perimeter are different but both very useful in real life. I will remind them that they do have a homework page concerning area.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	In order to modify for intervention, I would give the students the Venn Diagram with one example of a similarity and difference, so that they can understand what I am looking for in case that is the problem that they do not understand what I am looking for.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	To meet all student's needs, I will ensure to have a video and example on the board for the visual learners, to speak out the notes for the audible learners, and shape blocks for the hands on learners.
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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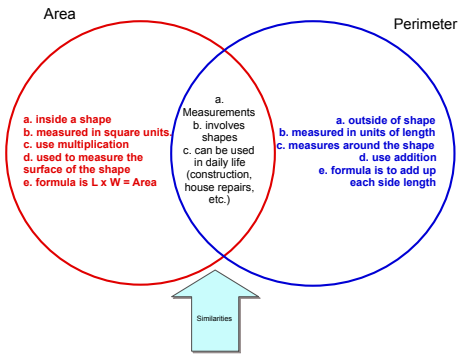
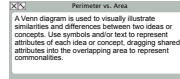
Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>

The students will fill out this graphic to show that they understand the difference between perimeter and area before expanding their knowledge of area. The students will fill out the Venn diagram and then the teacher will ask the class collectively what the differences and similarities. The teacher will measure their understanding and evaluate what they have learned about the two measurements.

Teacher's
Key

Perimeter vs. Area



Student's
copy

Name:
Number:

Directions:
For this assignment, you are to fill out the Venn Diagram to the best of your ability. Try to think of three differences and similarities for area and perimeter. After you finish, turn into your mailbox with your name and number at the top

Perimeter vs. Area

