MVSU NCLB 2016 Summer Reading Institute
Lesson Plan Zoo Life
3rd Grade Mathematic
Alicia Smith

Name	Name of Unit Zoo Life	Date 6/13/16- 6/17/16	Grade Level 3rd
Objective	Procedures	Materials	Evaluation
*3.MD.8. Solve real-world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. Students will be able to independently use their learning to…. TSW find the perimeters of plane shape objects. Defining the perimeter of the cave Ivan might have lived in .	*TASK(S):* **Monday**- The teacher will explain that this week will be working on perimeters. The perimeter is the distance around a figure. TTW show PowerPoint on perimeters. TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters. *Homework Assignment:* TSW have a worksheet to complete on perimeters. **Tuesday**- The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters. **Wednesday-** The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice	Book *Ivan the Remarkable True Story of the Shopping Mall Gorilla* Reading Vocabulary: remarkable, gorilla, poachers, traveled, strange, shimmer, petitions, protests, gleaming Math Vocabulary: Perimeter, length, centimeter, **Internet**	**Students will understand that…** TSW ascertain measurements as an essential mean to everyday life. TSW find perimeters of plane shapes. **Students will know…** A. TSW learns that the perimeter is the distance around a figure. B. TSW solves perimeter problems given in CCSS format. ESSENTIAL QUESTIONS • What is the measure around an object called? • How can you find

assignment on perimeters.

Homework Assignment: TSW figure out the perimeters of various shapes.

Thursday- The teacher will explain that this week we will continue working on perimeters. . TTW draw regular polygon shapes to demonstrate the lesson. TSW answer questions to test their understanding of the concept. TSW also work on guided practice problems before completing independent practice assignment on perimeters.

Friday-TSW complete bellringer and discuss it (whole group). TSW review weekly vocabulary terms. TTW review perimeters with the students. TSW take a quiz.

Reteach

Enrichment

Differentiation (Access and Enrichment)
Access - provide students with temporal words (first, next, last) and/or sentence stems to guide rewriting of story when using the identified events in timeline (Flow Map).
Some students may need additional one-on-one support from teacher or peers in creating their folded books.

Enrichment – Have students write more than one sentence when retelling the major events of the story as written on each page of their little book.
Encourage students to use adjectives in their writing.
Allow students to complete independent research on gorillas and their habitats. Then have them create a poster for gorilla

Resources
San Diego Zoo Website
Directions for a folded book
Video of author telling the story of Ivan and sharing real pictures

Activate Background Knowledge:
Using the San Diego Zoo Website, introduce the students to some basic facts about gorillas. Share the front cover of the book by reading the front title, author, and illustrator. Help students understand

the perimeter?

How can you find the unknown length of a side in a plane shape when you know its perimeter?

Students will be skilled at….

TSW learn how to create and implement perimeters from regular and irregular polygons.

Assessment
Formative Assessment:
*observations and anecdotal notes of student participation in classroom discussions and activities
Summative Assessment:
*Evaluation of completed activity listed under Independent Activity.

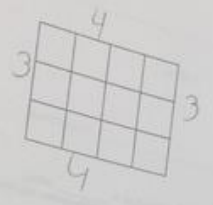|				
	awareness Enrichment		the jobs of each	

For each lesson plan, do the following:
1). Identify the domain   2). Align with the standards   3). State the benchmark   4). Address diversity   5). Infuse technology

3

3

Perimeter = 10 units

4

3   3

4

Perimeter = 14 units

3
3
2
2
10

5

2   2

5

4

Perimeter = 14 units

4
4
3
3
14

5
5
3
2
15
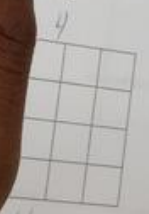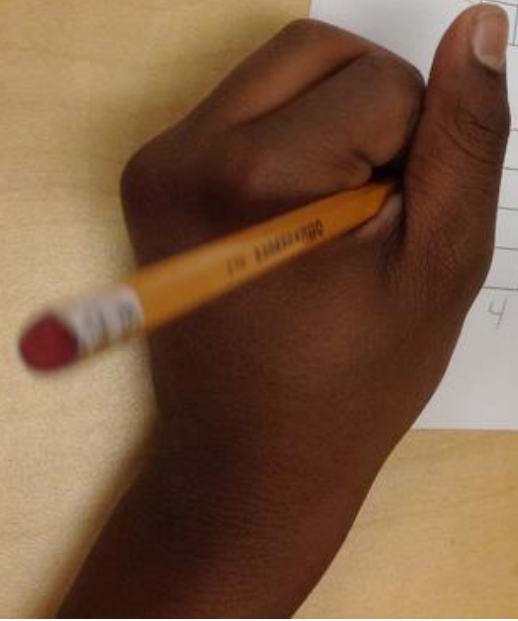
Perimeter = _____ units

...each rectangle using the units on the grid.

2

3

2

$\begin{array}{c} 3 \\ + 3 \end{array}$ $\begin{array}{c} 2 \\ \times 4 \end{array}$ $\rightarrow 10$

Perimeter = __10__ units 6

4

3

$\begin{array}{c} 3 \\ 4 \\ 3 \\ +4 \end{array}$ $\times \begin{array}{c} 6 \\ 8 \end{array} \rightarrow 14$
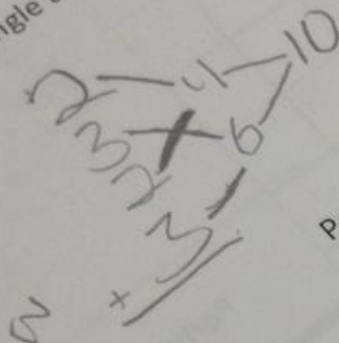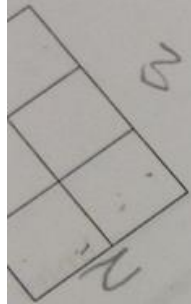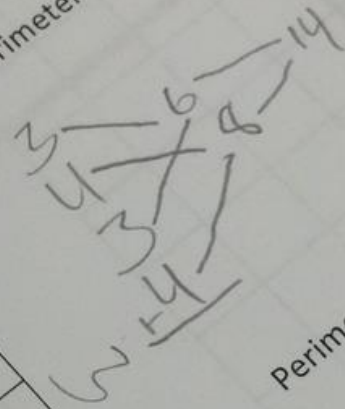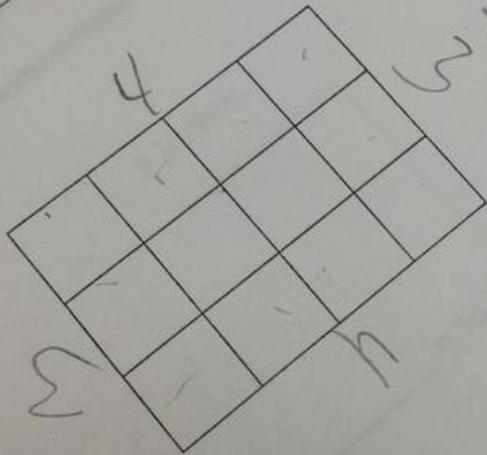
Perimeter = __14__ units
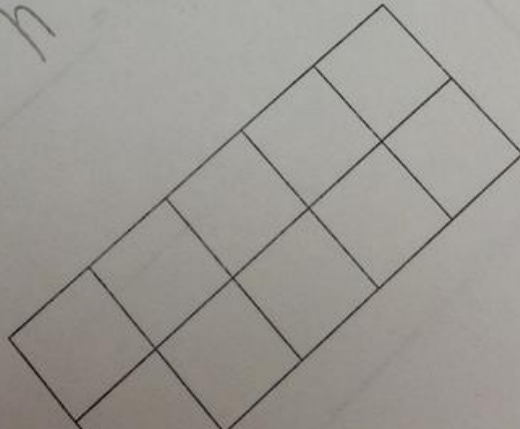
Perimeter = ____

Summary:

This standard explores the concept of perimeter as being the distance around the outside of a particular object, as well as determine unknown side lengths when given. Students will understand the difference between perimeter and area; perimeter does not determine area and area does not determine perimeter. Students will master the ability to calculate the perimeter of an object by measuring all the sides of an object and adding those measurements together.

Understanding the Standard:

- o   In the beginning, have students write the measurement above each side and then write an addition equation for calculation.
- o   Relate perimeter to real-life situations such as putting fence around an object or buying materials for a picture frame. The more ways students can see the application of this skill, the more ownership they will take in learning it.
- o   Students should have the opportunity to measure a variety of objects and then calculate the perimeter.
- o   Provide opportunities to find the side lengths of rectangles given only the perimeter and one side length, as well as rectangles with the same perimeter and different area, or rectangles with the same area and different perimeters.
- o   The use of manipulative and technologies will help with students' understanding.

Questions to Focus Instruction:

- o   Can students articulate that perimeter is the distance around the outside of an object?
- o   Can students cite examples of how the calculation of perimeter is important to real-life situations?
- o   Are students able to find the length of an unknown side if the other side lengths and total perimeter is known?
- o   Can students find the side-length of a rectangle if only one side-length and the perimeter are given?
- o   Can students construct rectangles with the same area and different perimeter?
- o   Can students construct rectangles with the same perimeter and different area?

Skills
Prior to: Students can add to find the perimeter of an object when the lengths of the sides are given.

At Grade Level: Students have a strong understanding of the difference between area and perimeter, and can solve word problems involving perimeter. Students are able to make the connection between perimeter and real-life situations. Students can measure and calculate the perimeter of a variety of objects

http://www.funbrain.com/cgi-bin/poly.cgi