

## Lesson Plan Template

<b>Grade:</b> 3rd		<b>Subject:</b> Math	
<b>Materials:</b> Pencils, Tetrominos, Square Unit Sheet		<b>Technology Needed:</b> White Board, Smart Board	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		<b>Guided Practices and Concrete Application:</b> <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s)</b>  <b>3.MD.5:</b> Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with a side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.		<b>Differentiation</b>  <b>Below Proficiency:</b> Students who are below proficiency may look back at our examples, may use tetrominos, or make less than the required amount of shapes.  <b>Above Proficiency:</b> Students who are above proficiency are expected to complete more than the required amount of area rectangles or squares, they may even add odd shapes into the mix.  <b>Approaching/Emerging Proficiency:</b> Students who are emerging proficiency may use only one source of additional help, either their notes or the tetrominos.  <b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Visual learners are able to use the blocks or the unit sheets to map out the area units.</li> <li>• <b>Auditory:</b> Auditory learners will be able to listen to my explanation of what area entails.</li> <li>• <b>Kinesthetic:</b> Kinesthetic learners will be able to move around the room with their sheets and blocks.</li> <li>• <b>Tactile:</b> Tactile learners will be able to use the blocks to grasp the idea of area.</li> </ul>	
<b>Objective(s)</b>  By the end of the lesson students will sketch a variety of different areas on a square unit sheet.  <b>Bloom’s Taxonomy Cognitive Level:</b> Applying		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  The students are to remain aware of their environments, respect them and respect others. The students are to participate in only safe activities and safe movements. The students are to be responsible in and outside of the classroom. The students are to listen to the teacher and the directions given. The students are expected to participate in class and in their homework. The students are expected to give all their effort in classwork. The students are expected to listen while someone else is talking without interrupting. The students are expected to ask questions when they arise. The students are expected to raise their hand when they want give input such as a question, comment, or concern.	
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b>  At the beginning of the lesson students will receive a worksheet with a series of questions that consist of squares or rectangles where they will work with a partner to come up with the best answers they can think of. We then will transition into a whole group and I will teach them how to calculate and determine area. Upon completing the lesson students will receive a blank sheet where they will make a series of their own areas.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b>  The students are to remain aware of their environments, respect them and respect others. The students are to participate in only safe activities and safe movements. The students are to be responsible in and outside of the classroom. The students are to listen to the teacher and the directions given. The students are expected to participate in class and in their homework. The students are expected to give all their effort in classwork. The students are expected to listen while someone else is talking without interrupting. The students are expected to ask questions when they arise. The students are expected to raise their hand when they want give input such as a question, comment, or concern.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		

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45	<ul style="list-style-type: none"> <li>• Prepare the worksheet.</li> <li>• Prepare the square unit sheet.</li> </ul>		
5	<p><b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b></p> <p>“Students I am passing out a sheet right now and I want you to try your best in figuring out the area of these shapes it may help to look at the squares and how many are in the shape, feel free to work with a partner or two. Write the answer either in the shape or next to it.”</p> <p>“Any questions?”</p> <p>*Give time for them to think*</p> <p>“Try your best, and once you are done sit quietly for others to work.”</p>		
10	<p><b>Explain: (concepts, procedures, vocabulary, etc.)</b></p> <p>“Now that you have tried that I will show you how to calculate it and understand it.”</p> <p>“Let’s look at the first shape, you can see that it is one square so what do we think the area of it is?”</p> <p>“Is it one?”</p> <p>“Yes, one square unit. You have to label the area and since we are talking about squares it is a square unit.”</p> <p>“What if I were to take these tetronimos and build this (build a 1x2)?”</p> <p>“Would the area be two square units?”</p> <p>“Yes, very good class what if I were to make it bigger say add on four more? (build 3X2).”</p> <p>“The area would be six.”</p> <p>“What if the shape was not a perfect square or rectangle? What is the area then? (add one more tetronimo)”</p> <p>“The area is seven square units.”</p> <p>“Awesome, a general calculation for area is the length X width, so if you have a rectangle that is 8X7, 8 being the length and 7 being the width what would the area be?”</p> <p>“56 square units”</p> <p>“Great and 9X3, 6X5?”</p> <p>“27 square units, 30 square units”</p> <p>“Any questions?”</p>		
5	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>“Now that you get the gist of it, I want you to come up with your own shapes of different areas.”</p> <p>“I am handing out a blank sheet of paper like the ones you used with the tetronimos and I want you to make five different shapes that have five different areas. They don’t have to be perfect squares or rectangles; they can be oddly shaped.”</p> <p>“Any questions?”</p> <p>“If it’s easier you can use colored pencils.”</p>		
1	<p><b>Review (wrap up and transition to next activity):</b></p> <p>“Once you guys got this down, you’ll be able to do way harder problems than this.”</p>		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Students will be assessed through the blank sheet of paper that they had to create their own shapes on.</p> <p><b>Consideration for Back-up Plan:</b></p> <p>Students will be gathered during WIN time to reteach the students.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>Students create their own shapes.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>Students are able to complete more complicated area problems.</p> </td> </tr> </table>		<p><b>Formative Assessment: (linked to objectives)</b>  <b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Students will be assessed through the blank sheet of paper that they had to create their own shapes on.</p> <p><b>Consideration for Back-up Plan:</b></p> <p>Students will be gathered during WIN time to reteach the students.</p>	<p><b>Summative Assessment (linked back to objectives)</b>  <b>End of lesson:</b></p> <p>Students create their own shapes.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p> <p>Students are able to complete more complicated area problems.</p>
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<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>			

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Before deciding what, I was going to teach for my math lesson in my placement at Northridge Elementary I wanted to get a run down on what Mrs. Stafslieen had been teaching the third graders around that time so I could make my lesson plan off of that information. I was able to go in a couple of days before practicum and observe a little bit of what the environment was like as well as classroom management and I got to see a sneak peak of their math too.

Mrs. Stafslieen had told me that she just got done teaching the students about perimeter of shapes such as squares and rectangles and was just going to begin with area when I began my week of experience there. Coming in as a practicum student we do not have a wide variety of experience in teaching lessons so I wanted to teach an introductory lesson.

First thing on Monday morning I taught my math lesson and the first part I did for the lesson was give the students a pre-assessment; I gave the students a sheet with four different shapes that had different areas and they had to try their best to determine the area of these figures. Once all students were completed with the assessment, we went over them as a class as I used tetronimos as well as demonstrations on the board to show them how area is calculated and how to get the correct answers. During demonstrating I asked for a thumbs up or thumbs down on how the students felt about it at that point; since most of the class felt pretty confident I handed out the grid where the students got to create their own shapes of different areas and then color them. After I handed out all the sheets, I circled back to the students who said they were struggling with grasping the concept, with the additional help most of these struggling students got it. For the couple of students who still needed help, paras assisted them so I could walk around the rest of the class to see where the students were at and if they had any questions.

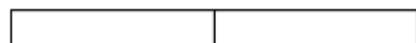
In reflecting upon this I noticed that it was a great opportunity to scaffold my learners throughout the lesson as I was able to help those who needed extra assistance and the students who understood the material were able to just run with it. Looking back on this I also realized my missed opportunity of being able to differentiate better but due to the lack of time in the classroom I was not able to prepare for this properly as I did not know the students who struggled or who were highflyers. In the future I may get more information from the teacher than I did before so I could plan better, make it more specific to those particular students.

Through doing this I think I will have a better plan to follow, I will be able to differentiate so the students who struggle can receive the same opportunity of learning the material as the rest of the students do. Another thing that I noticed at the beginning of my lesson is that the students really stress out when they are challenged on a topic, they have not learned yet. I did mention that they just have to try their best but it may be beneficial to stress the fact that it is not a big deal and all they need to worry about is doing their personal best.

Overall, I think the lesson went very well; the students seemed to be engaged and the students were able to grasp the material from what I was able to assess throughout the lesson. If I make those few changes to the lesson plan I think it will be a really successful lesson and each student will have the same chance to learn which is really important to me.

## Lesson Plan Template

Area



NAME \_\_\_\_\_

DATE \_\_\_\_\_

# 10 × 8 Rectangle


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