Name of Lesson: Day 5 Calculating Area for a Pet Rock Floor Plan

Grade Level: Third Subject: Measuring Area Prepared by: Debbie Owens

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| Core:  **Core:** Show that the area is the same as would be found by **multiplying the side lengths**.   * + 1. Know multiplication facts.     2. Understand the commutative property of multiplication | Objective(s): Each student will draw rectangular –shaped rooms and calculate area for each room when given graphing paper and recording sheet with 100% accuracy.   |  |  |  | | --- | --- | --- | | Room Name | # of square units when counted | Width x length= # square units | |  |  |  | |  |  |  | |

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| Preparation for Learning |  | Teacher Guide | Student Guide | Materials Needed: |
| Gaining Attention | **SHOW students first page on Notebook to get them excited!** | Students look at page 1. | * Notebook Day 5 lesson * Floor plan requirement worksheet. * 9 x 12 construction paper with 1” grids copied on them * rulers * calculators |
| Direction (Stating Objective) | **Write** today’s objectives on the white board:   * You will create a floor plan by drawing rectangular-shaped rooms. * You will calculate area for each room with no errors. | Students orally read the objective. |
| Recall (recall of prerequisite information) | **SAY** yesterday you helped Catapult find the area of her playroom by multiplying the width by the length. **SHOW** page 2 as a quick review. |  |
| Delivery of New Material | Content (presentation of new material) I Do | **SAY** today you are going to be creating a floor plan for a pet rock. AND yes, you will be getting to make a pet rock during our next art day. But before you can get a pet, it needs a home, so let’s focus on the task at hand. **SHOW** page 3 of Notebook and **EXPLAIN** that students will be given a piece of paper that will be 9 inches by 12 inches. It will look a lot like this (but on paper!). **PASS** out the worksheet, so students can follow along as you explain the directions. | Students will listen and follow along as task is explained. Students will ask clarification questions, as needed. |  |
| Application (Guided Learning)  We Do | **SAY** you are going to help me create part of my floor plan for my pet rock. **SHOW** page 4 for points to remember (same as on student sheet.) **SAY** I’ll show you how to create the first room. I think I’ll do the kitchen. **USE** pen tools on page 6 to draw a 3 x 3 rectangle. **ASK** did I follow all the requirements? **WAIT** and get responses. **SAY** you are right. I forgot to make the room at least 12 square units. My room was only 9. I’ll try again. **DRAW** a 3 x 4 room. **CHECK** with students to see if it is okay. **RECORD** on page 7 with students’ assistance. Be sure to count the squares and do the “short cut” method. **ASK** are there any questions on what you are expected to do? **ANSWER** questions. If there are a lot then, model another room. | Students will help as you model how to correctly make different rooms. |  |
| Application (Eliciting Performance) You Do | **HANDOUT** the graphing-floor-plan paper and rulers. **LEAVE** page 4 displayed on board to refer. **TELL** students that the ruler will help them draw straight lines for their rectangles. | Students work on their floor plans by drawing rectangles and recording on their calculations on their worksheet. |  |
| Application Feedback | **MONITOR** students’ work. **ASSIST** as is needed. | Students ask questions to each other and/or the teacher. |  |
| Wrap-Up | Evaluation | **CHECK** students’ work for accuracy before students can move on to the actual flooring of their house, which is the next day’s lesson. |  |  |
| Closure (retention and transfer) | **ALLOW** students to walk around and show and talk about their work with each other | Students talk about and share their floor plans. |  |