Name of Lesson: Day 6 Pet Rock Floor Plan—Part II—Day 1

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

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| Core: 3.OA.8 Solve two-step word problems using the four operations. | Objective(s):  Each third grade student will decide what flooring material to use and cost for each room in his/her pet rock house when given a budget with 100% accuracy before being allowed to “purchase” materials and flooring each room. |

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| Preparation for Learning |  | Teacher Guide | Student Guide | Materials Needed: |
| Gaining Attention | **SHOW** students the completed floor plan you’ve created in advance. |  | * Premade-completed floor plan using different materials * Calculation recording sheet * calculators |
| Direction (Stating Objective) | **Write** today’s objectives on the white board:  \* You will decide what flooring material to use for each room. You will determine the cost of the material for each room  **Direct** students read the objectives together. | Students orally read the objective |
| Recall (recall of prerequisite information) | **SAY** before we can begin today we need to review how to calculate the cost of things. **DISPLAY** the IN-OUT box on page 1-Day 6 Notebook. **HAVE** students help you complete the in/out table. **POINT** out cost of squares are calculated. |  |
| Delivery of New Material | Content (presentation of new material) I Do | **DISLAY**  page 2 Notebook. **SAY** this shows my floor plan—like yours from yesterday. **SHOW** page 3. **SAY** This is your planning sheet from yesterday. Since I have both of these done, I’m ready to begin deciding of flooring materials. Now in real life, you can’t always have the materials you want. Today you will be given a budget of $400. You can NOT go over this amount. If you don’t spend all of the $400 That’s okay. I’ve already filled out a practice sheet, and now I need your help. **SWITCH** to two screen option to make it easier for students to see where you numbers. **DISPLAY**  page 3 and 4. **SHOW** how to copy information from yesterday’s paper to today’s paper. | Students watch, listen, and assist in completing teacher’s worksheet. |
| Application (Guided Learning)  We Do | **HAND OUT** calculators, so students can use them as you complete the form. **MODEL** using calculator how to get cost of bathroom. **USE** calculator—16 x 2 = $32. **WRITE** total cost for this room. **CONTINUE** through rooms. At the end, **SHOW** how to get total cost of entire house.  **ASK** did I stay within my $400 budget? (No). **ASK** students for suggestions on how to lower my cost. (For example, change bathroom to coloring.) **MODEL** how to change information and then re-calculate. **ASK** are there any questions? | Students use calculators to figure out cost of each room as well as total cost. |  |
| Application (Eliciting Performance) You Do | **HAND OUT** students’ recording sheets and have students begin working. **ANSWER** any individual questions as they arise. | Students begin work and ask questions as they arise. |  |
| Application Feedback | **PROVIDE** words of encouragement and guidance as needed. |  |  |
| Wrap-Up | Evaluation | **GRADE** students’ recording sheets to ensure student’s stay within the $400 budget. |  |  |
| Closure (retention and transfer) | **SAY** tomorrow we will begin actually purchasing items and getting to glue them onto our floor plans. |  |  |