TRANSFORMING PUBLIC SCHOOLS
UCLA CENTER X

Teacher Education Program

Elementary Lesson Plan Template

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Date(s) of implementation: Tuesday, June 6, 2023

ORGANIZATION

Key Content Standards and CA ELD Standards (Integrated ELD): List the complete text of only the relevant parts of each content and ELD standard. (TPE 3.1)

CC.3.MD.8 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. 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 area or with the same area and different perimeter.

Cross-Disciplinary Connection: (TPE 3.1, 3.3, 4.3)

Not Applicable

Incorporating Visual and Performing Arts: (TPE 1.7, 3.1, 3.3)

Not applicable.

ASSESSMENT

Lesson Objective: What do you want students to know and be able to do? (TPE 3.1, 3.3)

Students will be able to find the area and perimeter of compound shapes.

Students will be able to find an unknown side length of a compound shape.

Lesson Goals: What have you learned about students' abilities that has informed the direction of your lesson (based on assessments, learning experiences, IEPs)? (TPE 2.5, 3.2, 4.1, 4.2, 5.2, 5.7, 5.8)

Based on previous assessments, students have shown proficiency in multiplication up to 11s, the addition of 3-digit numbers, and adding multiple 2-digit numbers together (ex.10+10+11+11=42). Additionally, students have shown proficiency in finding the area and perimeter of simple rectangles. However, students are still developing their proficiency in decomposing compound shapes into two rectangles which becomes a barrier to them applying their skills.

Prerequisite Skills: What do students need to know and be able to do in order to engage in the lesson? (TPE 3.2, 4.2, 4.4)

Students need to be proficient in addition and subtraction with three-digit numbers.

Students need to have an accurate strategy to multiply.

ENGAGEMENT

Pre-Assessment Strategies: How might you gain insight into students' readiness for the lesson? (TPE 5.2, 5.8)

Prior to the lesson, I will have students do a short warm-up activity to find the area and perimeter of two simple rectangles.

Backward Planning (Summative Assessment): What evidence will the students produce to show they have met the learning objective? (TPE 1.5, 3.3, 3.4, 5.1)

Students will show that they have met the learning objective by completing finding the area and perimeter of two compound figures on a worksheet.

Checking for Understanding (Formative Assessments): How will you monitor student learning to make modifications during the lesson? (TPE 1.5, 1.8, 3.3, 3.4, 4.7, 5.1)

During the lesson, I will monitor student learning by asking checking for understanding with a thumbs up, to the side, or down.

Self-Assessment & Reflection: How will you involve students in assessing their own learning? (TPE 1.5, 5.3)

Students will assess their own learning by explaining how they got to their answer.

ACCESS & SUPPORT

Connections

· Connections to Students' Lives - experiences, interests, development, and social-emotional learning needs (TPE 1.1, 2.1, 4.2):

Not Applicable

· Connections to Real Life Contexts (TPE 1.3) & Culturally Responsive Practices (TPE 4.1, 4.4):

Not Applicable

· Promoting Multiple Perspectives (TPE 1.5, 2.2):

Engaging All Learners

· Range of Communication Strategies & Activity Modes (TPE 3.4, 4.7):

Learners will be able to contribute to the class discussion through their written work, their contributions to the discussion, and participation in the warm-up.

Not Applicable	

Accommodations, Modifications, and Other Strategies to Support a Wide Range of Learners (UDL, MTSS, etc.): How will you differentiate content, process, and/or product? (TPE 1.4, 3.2, 3.6, 4.4, 5.8):

I can modify the lesson by listening to students' needs and providing more or fewer instructions for individuals or the whole class.

Technology: How will technology be used to facilitate students' equitable access to content? (TPE 3.6, 3.7, 3.8, 4.4, 4.8)

A projector, laptop, and Google Slides will be used to facilitate student learning.

Academic Language (Integrated ELD): What content-specific vocabulary, skill-specific vocabulary, text structures, and stylistic or grammatical features will be explicitly taught? (TPE 1.6, 3.1, 3.5, 4.1, 5.7)

Students will need the following content-specific vocabulary…

- Area
- Perimeter

Approaches to Support English Language Learners & Standard English Learners (TPE 1.6, 3.5, 4.4):

All language learners will have instruction presented to them in both English and Spanish. Additionally, there will be plenty of visuals, both projected and drawn, on the board.

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Instructional Learning Strategies to Support Student Learning:

How will you 1) engage/motivate students by connecting the lesson to experiential backgrounds, interests and prior learning, 2) identify learning outcomes 3) present material, guide practice, and build independent learning, 4) monitor student learning during instruction, 5) build metacognitive understanding, and 6) maintain a positive learning environment that is culturally responsive?

List what the teacher will be doing and what the students will be doing.

DAY 2 of 2

Time	Teacher	Student	Resources / Materials
5 minutes	**Introduction and set up** Good Morning Mathematicians. Today we will wrap up our lesson from yesterday, where we learned how to find the area and perimeter of compound shapes. We'll start with a warm-up, as always, and you'll need your whiteboard, marker, and brilliant brain.	*Students get materials.*	Whiteboards and markers. Projector and slide deck
10 Minutes	**Warm-up** For our warm-up, we're going to be playing true or false. There's going to be a shape and its side lengths like this. (Points to the example on screen) And there's going to be a sentence below. If the sentence is true, you'll go to this side, and if it's false, you'll go to the other side. When we move, we're going to walk calmly. Are you ready to play?	*Students move around the room during warm-up and use their whiteboards to answer the prompts.*	
15 Minutes	**Concept Development** Okay, mathematicians, I need us all to come to sit on the carpet to practice together. I will draw a shape on the board, and I want you to copy it as closely as you can, but it does not have to be perfect. (Draws a compound shape on the board with *some* side lengths) Now mathematicians, Make sure you write the sidelengths. Notice that some are missing. Our job today is to find those missing sidelengths. Once we do that, we can apply what we learned yesterday. I see that I have some sidelengths already. I could use those as clues to find the others. I want to think that the two smaller side lengths will add up to be the same as the opposite side.	*Students follow along with the teacher on their personal whiteboards.*	Whiteboard and markers.

	(Shows how the two side lengths together are the same as the opposite side) Can one of our mathematicians help us find the missing side length on this site? Great! Now that we have all of the side lengths, we can solve for area and perimeter. Remember that for the perimeter, we add all of the sidelengths together. What are the numbers that I'll add together? Can you shout them out for me? Yes, let's solve this together. Now for the area, we need to decompose the shape into two rectangles. I will look for the corner closest to the middle of the shape and cut the shape. Now that I have two rectangles, I can find the area of both shapes and then add them together. (Teacher may repeat Process a second time if needed)	*The student helps with the process.* *Students shout out numbers.*	
20 min	**Independent work** Okay, mathematicians, now that you know what to do, I need you to go and practice. For the next 20 minutes, you will work on numbers 3 and 6 on your worksheet from yesterday.	*Students work independently for 20 minutes.*	Pencils and worksheet.