

<p>Grade Level: 3 Lesson Dates: October 7 and 8 Start and End Times: 10:15-11:00 AM Days of Week: <u>M</u> <u>T</u> <u>W</u> <u>Th</u> <u>F</u></p> <p>Unit: Area and Perimeter Lesson: "Simply" Area and Perimeter- Math with Thoreau</p> <p>Essential Vocabulary: length, width, area, perimeter, plane figure, measure, data, compare, contrast</p> <p>Materials: ESL notebook, Walden quotes laminated and displayed, Smartboard photo of Thoreau's cabin, tape, rulers and yardsticks, tape measure, calculators, chart paper, markers</p> <p>WIDA Language Standard:</p> <p>S1 Social/Instructional <u>S2 Language Arts</u></p> <p><u>S3 Math</u> S4 Science S5 Social Studies</p> <p>Domain:</p> <p>Reading <u>Writing</u> Listening Speaking</p>	<p>SWBAT:</p> <ul style="list-style-type: none">● Use various tools to measure length and width.● Use multiplication to find area of a rectangle.● Use addition to find the perimeter of a rectangle.● Collect data and create a graph to display the data● Write a compare and contrast paragraph using correct grammar <p>CC Standards: CCSS.MATH.CONTENT.3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> CCSS.MATH.CONTENT.3.MD.C.5 Recognize area as an attribute of plane figures and understand concepts of area measurement CCSS.MATH.CONTENT.3.MD.C.7 Relate area to the operations of multiplication and addition. CCSS.MATH.CONTENT.3.MD.D.8 Solve real world and mathematical problems involving perimeters of</p>
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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.

Lesson:

Introduction

- Have students write what they believe it means to live simply and have them create a list of things that they would have to change in order for them to live a more simple life. Have students share with a partner and then share one thing with the class that your partner shared.

Active Teaching

- Discuss the following quotes by Thoreau and have students compare their idea of living simply with Thoreau's
- What can we learn about Thoreau from these quotes?

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived.”

– Henry David Thoreau, Walden

...for my greatest skill has been to want but little.”

– Henry David Thoreau, Walden

- Show students a picture on the Smartboard of Thoreau's cabin in Walden Woods. Discuss the differences between his house and the students houses.
- Take a walk outside and using chalk dust or tape, measure and mark a space on a flat area of ground that is 10 X 16 feet, the measurements of Thoreau's cabin
- Remind students of how to calculate area and perimeter and then have them get into a groups of 2 or 3 and have them calculate the perimeter and area of the cabin.

Guided Practice

- Have students measure their bedroom for homework
- Use those measurements in class the next day to find the area and perimeter of their bedroom
- Create a class chart/graph to show how Thoreau's cabin measurements compare to the students bedrooms

Independent/Individual Practice

In students ESL notebook, create a T-chart and write compare on one side and contrast on the other. Have the students list ways that their house and Thoreau's is different under contrast and the same under compare. Give students a vocabulary list with the following words listed: length, width, area, perimeter, and measure and have the students write a compare/contrast paragraph about their room/house and Thoreau's, including the vocabulary terms in their writing.

Assessment

Have students use a rubric to self assess their writing. Check if vocabulary was used correctly and check for correct grammar.

Discuss whether Thoreau would choose to live in the cabin if he were alive today. Why or why not?

Discuss whether life was simpler in Thoreau's day or today.

A large empty rectangular box with a black border, intended for students to write their responses to the assessment questions.