Materials List:

- Multiply or Divide by 6 Sprint
- Problem Sets from Lessons 24 and 25
- Evaluation Rubric
- centimeter grid paper
- Glue
- Rulers
- right angle tool
- Crayons
- assorted colors of construction paper
- 1 piece of 12″ × 18″ construction paper
- String
- scissors

Eureka Math

3rd Grade
Module 7
Lesson 25

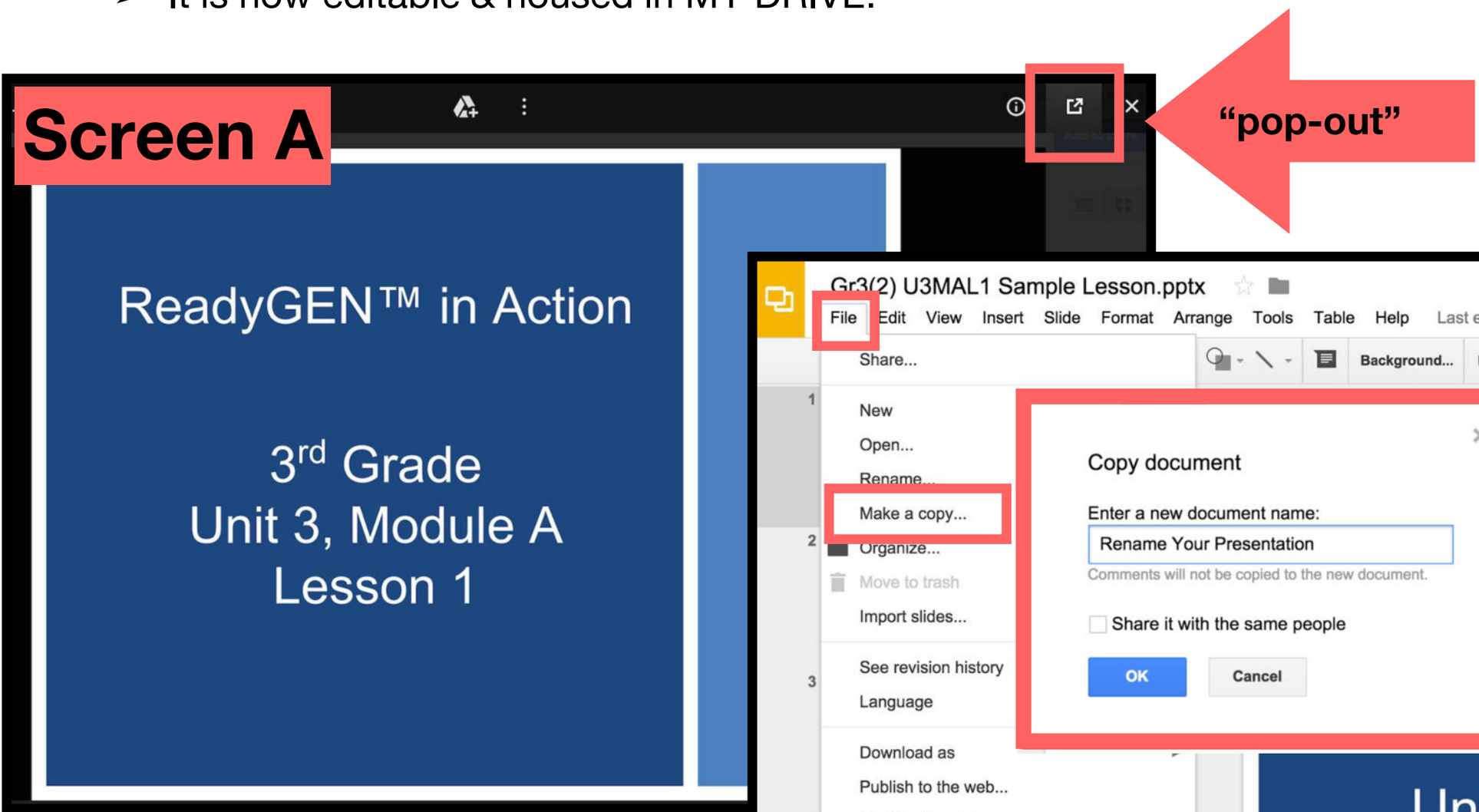
At the request of elementary teachers, a team of Bethel & Sumner educators met as a committee to create Eureka slideshow presentations. These presentations are not meant as a script, nor are they required to be used. Please customize as needed. Thank you to the many educators who contributed to this project!

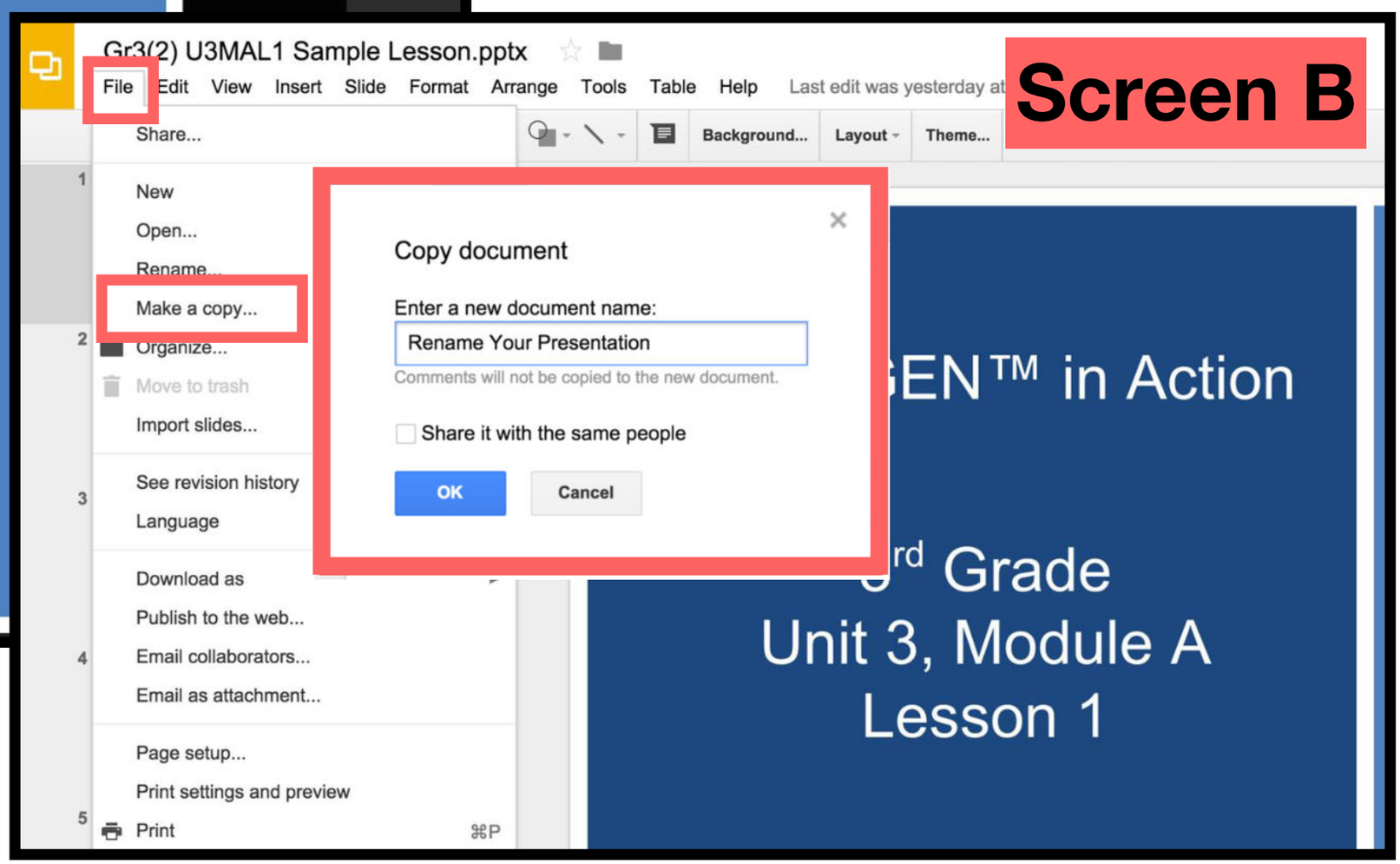
Directions for customizing presentations are available on the next slide.

Customize this Slideshow

Reflecting your Teaching Style and Learning Needs of Your Students

- When the Google Slides presentation is opened, it will look like Screen A.
- Click on the “pop-out” button in the upper right hand corner to change the view.
- The view now looks like Screen B.
- Within Google Slides (not Chrome), choose FILE.
- Choose MAKE A COPY and rename your presentation.
- Google Slides will open your renamed presentation.
- It is now editable & housed in MY DRIVE.



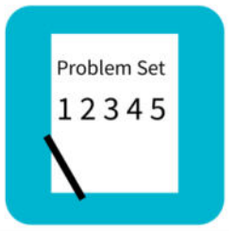


Icons

Read, Draw, Write

Learning Target

Personal White Board

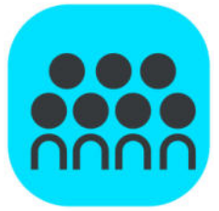


Problem Set

Manipulatives Needed

Fluency

Think Pair Share



Whole Class

Individual

Partner

Small Group

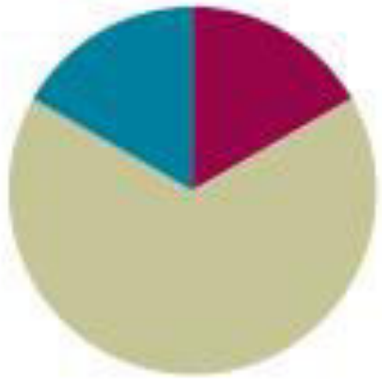
Small Group Time

Lesson 25

Objective: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

Suggested Lesson Structure

Fluency Practice	(10 minutes)
Concept Development	(40 minutes)
Student Debrief	(10 minutes)
Total Time	**(60 minutes)**



I can use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

Fluency Practice

Multiply or Divide by 6 Sprint (10 minutes)

A

Number Correct: _____

Multiply or Divide by 6

1.	2 × 6 =		23.	___ × 6 = 60	
2.	3 × 6 =		24.	___ × 6 = 12	
3.	4 × 6 =		25.	___ × 6 = 18	
4.	5 × 6 =		26.	60 ÷ 6 =	
5.	1 × 6 =		27.	30 ÷ 6 =	
6.	12 ÷ 6 =		28.	6 ÷ 6 =	
7.	18 ÷ 6 =		29.	12 ÷ 6 =	
8.	30 ÷ 6 =		30.	18 ÷ 6 =	
9.	6 ÷ 6 =		31.	___ × 6 = 36	

Concept Development

(40 minutes)

Today, you will sketch a map of you robot in their environment on the Problem Set.

The widths, lengths, and perimeters of the rectangles need to be labeled.

Circular items should be labeled with their perimeters.

You may use either centimeter grid paper or a right angle tool and ruler to create their rectangular robot pieces. If you use centimeter grid paper, you can color your pieces if time allows.

Concept Development

(40 minutes)

Remember, your classmates will analyze your work.

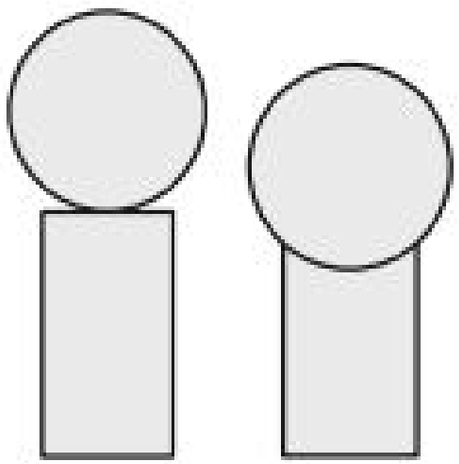


Figure A Figure B

It is important to glue pieces on the 12″ × 18″ construction paper without affecting the perimeters of the objects, as in Figure A above.

See that the measurable perimeter of the tree trunk changes with the placement of the tree top in Figure B.

Concept Development

(40 minutes)

You will have time during the next lesson to put the finishing touches on their robots if you do not have enough time today.
Here is the rubric that I will be looking at to evaluate your work:

Evaluation Rubric

4	3	2	1	Subtotal
Perimeter calculations for all shapes are correct, and both evaluations of a classmate's project have been completed.	Perimeter calculations include 1 to 2 errors, and both evaluations of a classmate's project have been completed.	Perimeter calculations include 3 to 4 errors, and at least 1 evaluation of a classmate's project has been completed.	Perimeter calculations include 5 or more errors, and at least 1 evaluation of a classmate's project has been completed.	_____/4

Debrief (10 minutes)

- Compare your drawing to a partner's. What is similar? What is different?
- Which of your shapes looks most like your partner's? Why?
- Even though you all used the same perimeters for the robot's body parts, your robots all look different. How is this possible?
- What was the most difficult part of creating your robot? Why?
- If you did this again, what would you do differently? Why?

Exit Ticket (3 minutes)

Name _____ Date _____

1. Sketch rectangles with the following perimeters. Label the side lengths.

a. 22 cm

b. 30 cm