

Glynn County Daily Lesson Plan for ES Eureka Math

Teacher:		Albenice
Module/lesson:		Module 4 Lesson 6
Date of Instruction:		1/20/22
Opening (I Do) An engaging process for lesson introduction that is specifically planned to encourage equitable and purposeful student participation. Describe the instructional process that will be used to introduce the lesson. TKES 1, 2, 3,4,5, 8,10 (Connection, Direct Instruction)	Standards Materials: Personal white board Straight edge Array template	Geometric measurement: understand concepts of area and relate area to multiplication and to addition. 3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 3.MD.7 Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find the areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
	Learning Target: I am learning to recognize area as an attribute of plane figures and understand concepts of area measurement. Success Criteria: I will know I am successful when I can: <ul style="list-style-type: none"> Count the tiles on each side of a figure. Draw rows and columns to determine the area of a rectangle given an incomplete array. Label side lengths according to the number of tiles on each side of a figure. Form rectangles by tiling with unit squares to make arrays. Solve area equations by multiplying the length of the height and width of a figure. 	
	Fluency - <ul style="list-style-type: none"> Group counting sixes, sevens, eights, nines Relate multiplication with area Finding Products in an array 	

<p>Work Period (We Do, You Do)</p> <p>Students learning by doing/demonstrating learning expectations. Describe the instructional process that will be used to engage the students in the work period.</p> <p>TKES 1, 2, 3, 4, 5, 7, 8, 10</p> <p>(Guided Practice, Independent Practice, Collaboration, Differentiation)</p>	<p>Application Problem: Huma has 4 bags of square inch tiles with 6 tiles in each bag. She uses them to measure the area of a rectangle on her homework. After covering the rectangle, Huma has 4 tiles left. What is the area of the rectangle?</p> <p>Problem Set: Students will have 10 minutes to complete problem set independently. If small groups are being conducted and help is needed, students may seek assistance from a mentor student.</p>	<p>Concept Development: Estimate to draw the missing square units inside an array using templates 1 and 2.</p> <p>Draw rows and columns to complete partial array and draw out the square units in order to find the area of the figure.</p> <p>Small Group Block 1: 5 students will be pulled for work on multiplication fluency</p> <p>Block 2: 4 students will be pulled for work on multiplication fluency</p>
<p>Closing (We Check)</p> <p>Describe the instructional process that will be used to close the lesson and check for student understanding.</p> <p>TKES : 1, 2, 3, 4, 5, 6, 7, 8</p> <p>(Debrief)</p>	<p>Debrief as review Exit Ticket as assessment Homework as practice</p>	