

ROBIN EVERAGE: I'm going to be doing a lesson on area and perimeter, focusing a little bit more on area, but also letting my students, kind of, explore into perimeters and see how far they can go. That is one of our standards that we have to teach according to our standards, so that will be my lesson.

I chose this lesson because we are learning about area and perimeter. We've done a little bit with area, but also I wanted my students to be able to notice the relationship between area and perimeter, and this lesson allows them to, kind of, get into it, manipulate it, move it, get some good conversation with each other.

One, I was hoping for some really good conversation, getting them to use some of their math vocabulary words correctly, instead of just, it's bigger, it's smaller, but a little bit more, making sure they're using area, using perimeter, square units, just inches. I—also, at this lesson, I wanted to see them manipulate the actual square tile pieces to build their, basically, arrays. To build, to figure out the areas, and for them to be able to come up with the correct multiplication problem for area, along with seeing what could they do with perimeter.

You know, would they come up with the correct equation for that? Could they see the relationship between the two? Is there anything different, the same about it?

Some of the strategies I will expect to see from my students will be straight on multiplication because some of them just go right to it, along with, I know, they will lay out the blocks, the square tiles to figure it out. They'll draw right away. They will do some conversation with each other to figure out their problems. I'm hoping that they use the correct terminology, but I may have to redirect them with that, in that area.

With this lesson, some of the misconceptions I could see is they're going to do straight multiplication for area and perimeter. They're just going to draw it and go, "Oh, well it's six by two." Boom, get the answer and not really see the difference between area is multiplication, perimeter, I want more addition, so that's our biggest misconception. Also, some of the things we might see is with perimeter; they're going to look at each individual, the whole entire square, instead of just what's on the inside.

Versus perimeter, I need them to look on just the outside and not the inside. So it will be interesting for them to be able to really, kind of, see that whole entire shape. The way I set up this lesson, I had my students on the floor to where they could freely move. They didn't seem so constrained in a desk. They also, with my class, they talk better with each other.

I wanted the manipulatives in there for them to actually build the shape that they were working with to find the area, to help them space it out, and for them to be able to see more of a visual of the shape they were drawing. Being able to outline the pencils, drawing it so they could remove the shape, and also just be able to see the rectangular shape and discuss the area that they would find.