**3rd Grade Math  
Unit 2: Lines, Line Segments, and Quadrilaterals**

**LESSON 1: Measure Line Segments and Perimeters of Figures**

**PREPLANNING:**  
*National Standards*: 3,4

*State Standards*: 3.4.A Identify and sketch parallel, intersecting, and perpendicular lines and line segments.

*Content Analysis*:   
Direct Instruction

*Objectives*: A1: Measure and draw line segments of given lengths  
 A2: Find the perimeters of triangles and quadrilaterals

*Pre-requisite knowledge/skills*:

*Key pre-requisite vocabulary*:

*Materials*:   
Transparent Centimeter Rulers  
Scissors  
ELMO

*Resources*:  
Math Expressions Curriculum Guide

**LESSON OPENING:**  
*Signal for Attention*:   
(If quiet) *Good Morning Boys and Girls! It’s time to put away what you are working* *on because* today *we are starting a new math unit!* ☺

*Behavior Expectations*:   
Especially *because this is a whole new lesson you are beginning, I need everyone to have their* ***eyes and ears on me****.   
There are rulers on your desk.* Be very **careful** *with them, even though they aren’t hard like the wooden rulers, the edges can still hurt.*

*Statement of Target*:  
Measuring Shapes and Lines with Rulers

*Key Vocabulary*:  
centimeter  
line segment  
horizontal  
vertical  
perimeter  
triangle  
quadrilateral

*Activate Background Knowledge*:  
Review what horizontal, vertical, and diagonal are  
Review basic shapes  
*How many of you walk your dog…? Do any of you know how tall you are or have ever measured your height? Why not your head? Did you know babies get their head and feet and WHOLE body measured the day they are born? One way people do that is by using centimeters…*

**LESSON BODY:**  
*Presentation of Information*:  
1st Piece: Explain centimeters  
 Explain how to find centimeters using ruler (cm)

2nd Piece: Review shapes

*Demonstration*:  
1st Demonstration-draw 4 cm line on overhead and measure with class to find how many centimeter’s it is

2nd Demonstration-in a group of 3 shapes (square, triangle, rectangle), find out which one(s) is a quadrilateral

3rd Demonstration-measure a quadrilateral (white boards that the students use)

*Additional Examples*:   
1st-1 cm, 6 cm, 10cm, 8cm, 3cm and (whichever one uses the entire ruler)

3rd-if time, measure top of desk

*Supervised Practice*:  
Review-have students use arms to show horizontal, vertical, and diagonal  
ELMO group work-have students hold of fingers of what they think the measurement is  
Class Worksheet-use whiteboards to hold up what answers they got

**LESSON CLOSING:**  
Statement of Review:  
*Remember the word perimeter. It’s going to be very important in our next few lessons. If you remember what a perimeter is, raise your hand.  
Keep your hand raised if you remember how to find centimeters on a ruler.*

Evaluation:  
Walk around to make sure class has completed class activity correctly

Transition Statement:  
*Thank you, boys and girls, for working so well for me today. It’s now time to move on to “\_\_\_\_\_\_\_\_\_”. Please bring your ruler up to the front and put your white boards and paper into your desks, we’ll begin our next activity.*