



# Perimeter Lesson Plan: Grade 3

Grade Level: **Third Grade** | Duration: **Two days, 30 minutes per lesson**

## Objective

In this lesson, third graders use BrainPOP Jr. resources to learn how to find the perimeter of polygons.

Students will:

- 1. Build Background Knowledge:**
  - Watch the BrainPOP Jr. Perimeter movie.
- 2. Think and Do:**
  - Word Play: Create and act out a skit about a domain-specific vocabulary word.
  - Activity: Draw a line to connect each person to their garden.
- 3. Assess:**
  - Take the Perimeter quiz.

## Preparation



- Preview the BrainPOP Jr. movie [Perimeter](#) to plan for any adaptations.
- Read [Perimeter Background Information](#).
- Create and schedule Day 1 assignment: [Perimeter Movie](#) and [Word Play](#).
- Create and schedule Day 2 assignment: [Perimeter Movie](#), [Activity](#), and [Easy Quiz](#).

## Before the Lesson

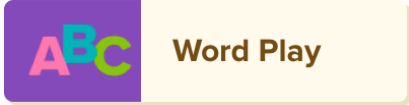
Background knowledge helps students make sense of new ideas and experiences. To activate prior knowledge, ask these questions:

- *How can you find the distance around something?*
- *What's a time in everyday life when you would need to find the distance around something?*

## DAY 1: Build Background (10 minutes)

| Lesson Steps   | Offline Modifications  | Modifications for Diverse Learners   | ELL/Language Development   |
|--|--|--|--|
| <div style="text-align: center;">  </div> <p>1. Watch the <a href="#">Perimeter</a> movie. Click pause whenever a question appears in Annie’s Notebook. Discuss the question, then click play for Annie’s response.</p> <p><b>TIP:</b> Pause turns red to remind you to pause.</p> <div style="text-align: center;">  </div> | <ul style="list-style-type: none"> <li>● Print the <a href="#">movie transcript</a> and Annie’s Notebook for a grown-up to read aloud.</li> <li>● Have a student play Moby and “beep” in response to Annie.</li> <li>● Read aloud a <b>grade-level sentence</b> two times while tracking with your finger. Then track again, word-by-word as students <b>repeat the words</b>. Do this for three sentences.</li> </ul> | <ul style="list-style-type: none"> <li>● Set a <b>specific viewing purpose</b> for individual students or small groups based on <b>lesson objectives and student readiness</b>. For example, have students focus on where to find the numbers that need to be added together to find perimeter.</li> <li>● Pause at two key points and prompt students to <b>summarize</b>.</li> <li>● <b>Support recall</b> by having students draw one or two key ideas from the movie.</li> </ul> | <ul style="list-style-type: none"> <li>● Pause for new <b>vocabulary</b>. Use the word in a sentence. Prompt students to say the word and repeat the sentence. Invite them to draw a picture of the word.</li> <li>● Create a <b>word wall</b> with vocabulary and the drawing.</li> <li>● Pause at key points and ask <b>discussion questions</b> from Annie’s Notebook in the student’s home language or English.</li> </ul> |

## DAY 1: Think & Do (20 minutes)

| Lesson Steps   | Offline Modifications  | Modifications for Diverse Learners  | ELL/Language Development  |
|--|--|---|---|
| <div style="text-align: center;">  </div> <p>2. Students open their Word Play assignment. Or, if not using Assignment Builder, model how to open <a href="#">Word Play</a>.</p> | <ul style="list-style-type: none"> <li>● Print the “Act!” page for the word a student chooses.</li> <li>● Students <b>write</b> their skit in the boxes next to each character.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Model</b> how to write dialogue for the first character.</li> <li>● Assign <b>appropriately challenging words</b> to individual students.</li> <li>● As a challenge, have students create a skit for more than one word.</li> </ul> | <ul style="list-style-type: none"> <li>● Say student’s selected Word Play word in their <b>home language</b>. Then say it in English. Have students repeat it in English.</li> <li>● Use the <b>word in a sentence</b>. Prompt students to say the word and repeat the sentence.</li> </ul> |



Students click one of the words and choose the “Act!” tab.

They create a skit using the word and then act it out.

When they finish, students click **Submit To Teacher** and/or print out.

- Hover over the prompt to hear it read aloud. **Repeat the prompt in students’ home language.**

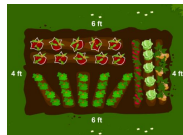
## DAY 2: Build Background (5 minutes)

### Lesson Steps

### Offline Modifications

### Modifications for Diverse Learners

### ELL/Language Development




3. Watch the [Perimeter](#) movie again.

Prompt students to find a fact or something new that they didn’t notice the first time.

- Students return to their skits of **key concepts from the first viewing** and add new details or create new skits.
- As a **challenge**, invite students to identify more than one new fact.

## DAY 2: Think & Do (20 minutes)

| Lesson Steps   | Offline Modifications   | Modifications for Diverse Learners  | ELL/Language Development   |
|--|---|---|--|
| <div style="display: flex; align-items: center; margin-bottom: 10px;">  <div style="background-color: #fff9c4; border-radius: 5px; padding: 5px; display: flex; align-items: center;"> <span style="font-weight: bold; margin-right: 5px;">Activity</span> </div> </div> <p>4. Students open their Activity assignment. Or, if not using Assignment Builder, model how to open <a href="#">Activity</a>.</p> <p>Students click the Start arrow to begin, and click PRINT at the bottom of the page. Then they draw on the paper to match the person to their garden.</p> | <ul style="list-style-type: none"> <li>Print out and share the Activity with students. Review the directions, and have students complete the page offline.</li> </ul> | <ul style="list-style-type: none"> <li>Before starting, have students <b>discuss their predictions</b> on who matches to each garden.</li> <li><b>Challenge</b> students to show more than one way to add the values for the second, third, and fourth gardens.</li> <li><b>Reduce the amount of time</b> to complete each activity.</li> </ul> | <ul style="list-style-type: none"> <li>Read aloud the activity in students' <b>home language or English to review the directions.</b></li> </ul> |

## DAY 2: Assess (5 minutes)

| Lesson Steps | Offline Modifications | Modifications for Diverse Learners | ELL/Language Development |
|--------------|-----------------------|------------------------------------|--------------------------|
|--------------|-----------------------|------------------------------------|--------------------------|



5. Students open their Quiz assignment. Or, if not using Assignment Builder, model how to open the [Easy Quiz](#).

If you assigned the quiz, you will see students' results in your Dashboard. If not assigned, students click the **Submit to Teacher** button.

- Print the [Easy Quiz](#). Read aloud the questions and answers.

- Hover over the **questions** and answers to hear them **read aloud**.
- **Reduce the number** of questions and/or possible answers (using the Quiz Mixer).
- **Support recall** by revisiting movie drawings.

- **Read aloud** the quiz in students' home language.
- **Highlight the key vocabulary** in a printable version of the quiz.
- **Support recall** by having students review drawings they made during the movie.