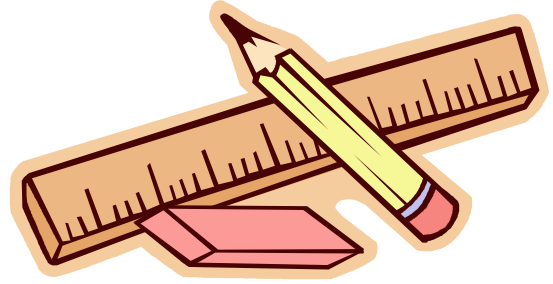Algebra/Geometry 2006

Lesson Plan 3: Perimeter
School: Stern Enhancement School, Greenville, Ms
Grade Level: 5th
Faculty Name: Toshiro Conrod

 Competency: Develop concepts and the process of measuring related to units of measure
Benchmark: Use appropriate tools to measure area, perimeter, circumference, radius, and diameter in the standard {English and metric) system.
Objective: Find the perimeter of a polygon.

Instructional Activities:
     The teacher will say in this lesson we will review the geometric concepts of perimeter. The teacher will use a transparency to define the perimeter as the distance around the outside of a plane figure. The teacher will demonstrate by drawing a rectangle. The teacher will tell the students that to find the perimeter of a polygon, add the lengths of all the sides. The teacher will say that when the figure is a rectangle, one pair of opposite sides is often called the length, and the other pair of opposite sides is often called the width. The teacher will call on students to identify the length and the width of the rectangle. The students will add all of the sides to find the perimeter of the rectangle. The teacher will tell students to remember when finding the perimeter of a rectangle that a rectangle has two pairs of congruent sides. The teacher will demonstrate how to find the perimeter of a square. The teacher will point out to students that when finding the perimeter of a square they need to remember that a square has four congruent sides. Students will find the perimeter of polygons by adding all sides of the polygons (attachment1). After the students have completed this activity, the teacher will allow students to come the board as called upon to find the perimeter of the common polygons from the activity sheet.(checking for understanding).

     The teacher will now talk to the students about measuring polygons to find perimeter. The teacher will tell the students to simply use a ruler to measure each side's length, then add all of the lengths together. The teacher will point out to students that if the unit of measurement is given to them, make sure that they measure using that unit. The teacher will say if no unit is given, then they can choose a unit that is suitable. Using a transparency, the teacher will draw a trapezoid. The teacher will tell students to measure the length of each side and add all of the side lengths together to find the perimeter of the trapezoid. The teacher will continuously use common polygons to measure the perimeter until students feel comfortable with measuring polygons.

     The teacher will give students a practice activity on measuring to find the perimeter (attachment 2). The teacher will review these activities to gain feedback on student's progress with perimeter. The teacher will have students write word problems with

perimeter. Each group will switch stories and begin solving word problems with perimeter.

Materials and Resources:
Transparency
Overhead Projector
Markers
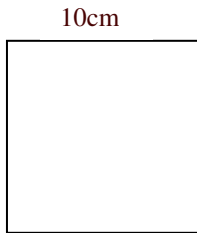Paper/Pencil
Ruler
Textbook: Saxon Math, Fifth Grade, Copyright 1995
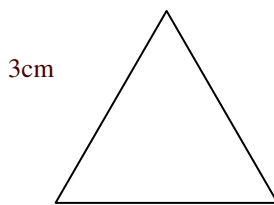
Assessment:
    The teacher will assess student's oral responses. At the end of the week the teacher will give a benchmark test to check for mastery of the skill.
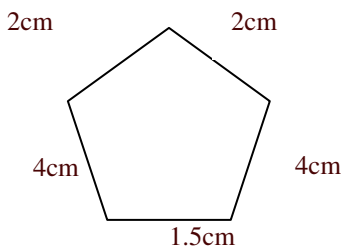
Attachment 1

Directions: For Numbers 1 through 5, find the perimeter.

10cm

1. (square): P=_____

3cm

2. (equilateral): P=_____

2cm   2cm

4cm   4cm

1.5cm

3. (pentagon): P=_____

4. Valerie's desktop is a rectangular shape and has a length of 5ft and a width of 3 ft. What is the perimeter of Valerie's desktop?
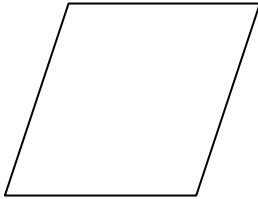
5.   Darius has a square shaped mirror in his bathroom that has a length of 4in. What is the perimeter of the mirror in Darius's bathroom?
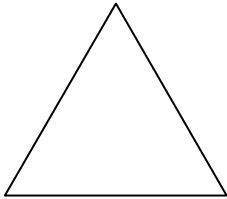
Attachment 2

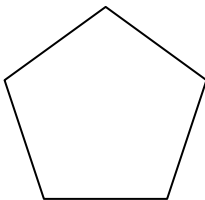**Directions: For Numbers 1 through 7, measure to find the perimeter of each figure.**
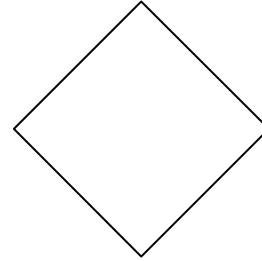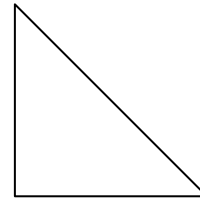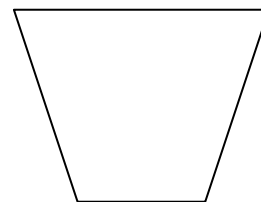
1. P=_____

2. P=_____

3. P=_____

4. P=_____.

5. P=_____

6. P=_____

7. P=_____