Furthermore, the students will use mathematical reasoning as it relates to the learning objective and focus standard in the following ways. Students will use logic to determine that they can use the formulas to find the area and perimeter, of a rectangle, to additionally find dimensions such as length and width of a rectangle. In-class discussions students will use math-ematical reasoning to justify their use of strategies to problem solve. Mathematical reasoning will also be used by students to understand how the relationships between length, width, area, and perimeter work.]

c. [redacted]

[The lessons in this segment follow a sequence that starts with a constructivist approach to learning. Students use their previous knowledge as a foundation to build and construct new knowledge and understanding.

Students begin the lessons by using mathematical reasoning and prior knowledge to construct meaning and to develop a conceptual understanding of a new topic. Next students explain their thinking and mathematical reasoning with peers to gain other perspectives and understand their thinking on a deeper level. Later the teacher performs a think-aloud to model procedures, and explain formulas, for students to build on what they already know and understand. Then the students take their prior knowledge, the newly introduced procedures, vocabulary, and formulas, and work with the teacher to make connections to the new concepts while problem solving together. During this time, the teacher asks probing and leading questions about reasoning, procedure application, and deeper understanding of the "big ideas" to assess students understanding of the presented topics, the students a problem problems to solve (Algebraically - as an exit ticket. The last two steps of the lesson work as a formative assessment in that the teacher discovers misconceptions, and gaps in understanding to include in the subsequent lesson.

The learning tasks in lesson 1 are designed to give students the foundation to be successful throughout the learning segment. Students do a practice problem and discuss their strategies and thinking with a partner. These activities serve as a preassessment that shows student's strengths, and weaknesses, in math-ematical reasoning as it is related to dimensions of rectangles. During guided practice, the class will discuss vocabulary, symbols, and the formula for perimeter. These examples will build a primary conceptual understanding for students. Last, students will complete an exit ticket.

Lesson 2 builds off lesson 1 and student's primary understanding of the relationships of dimensions of rectangles, by asking students to apply the foundational skills that they learned in the 1st lesson with various problems that are more complex. To activate prior knowledge, students draw two different rectangles, each with a perimeter of 16 units. They will find the length and width of both rectangles, showing different lengths and widths for both shapes. Students share the dimensions of their rectangles. The teacher asks "how did you find length and width for each? Can you explain how the length and width can be different but have the same perimeter?" This helps students make a connection to what they learned in lesson 1 and will increase their level of conceptual understanding. During guided practice, students are given more problems, and an opportunity to practice applying procedures, accurately, efficiently, and flexibly. This is designed for students to use the concepts introduced in lesson 1 to make gains

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