Furthermore, the students will use mathematical resourcing 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 permeter, of a rectangle, to additionally find dimensions such as length and width of a rectangle, in class discussions students will use mathematical resourcing to justify their use of strategies to problem solve. Mathematical resourcing will also be used by students to understand how the relationalitys between length, width, area, and perimeter work.)



(The lessons in this segment foliow a sequence that oligits with a constructivist approach to learning. Students use their previous inconseign as a foundation to build and construct new knowledge and understanding.

Students begin the leasons by using mathematical neasoning and prior anowhedge to construct meaning and to develop a conceptual understanding of a new topic. Next anothers in plan their trinking and mathematical reasoning with peers to gain other perspectives and understand their trinking on a deeper level. Later the teapher performs a their aload to model procedures, and explain formulas, for students to build do what they sheadly know and understand. Then the students take their prior knowledge, the newly introduced procedures, vocabularly, and formulas, and each with the teapher to make consequent to the new conseque while problem solving together. During this time, the teapher asks probing and leading questions about reasoning, procedure application, and treated asks probing and the trig loss? to assess students, while in expension the majoritation to solve independently via an exit to let. The last two steps of the texpolitivors as a formative assessment in that the texpiral discovers introducing these steps of the texpolitivors as a formative assessment in that the texpiral discovers introducing these steps of the texpolitivors as a formative assessment in that the texpiral discovers intoducing the page in white estanding to include in the authorization.

The tearning tables in lesson it 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 distributs serve as a pressentation that shows student's strengths, and reasoned, in mathematical reasoning as it is related to dimensions of rectalligies. During quided practice, the class will discuss vocatulary, symbols, and the formula for partners. These exercises will build a primary conceptual understanding for students. Last, students will complete an electron.

Liration 2 builds off liration 1 and students primary understanding of the relationships of dimensions of ractatiges. By saking students to apply the foundational skills that they learned in the 1st featon with visitous 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 larger and width of both rectangles, showing different lengths and within for both shopes. Students share the dimensions of their rectangles. The teacher asks Trovodid you find length and width for each? Our you explain how the length and with san be different but have the tionic permister? Such application size a connection to waith san be different but have the tionic permister. They happe dudents in size a connection to wait they teamed in lease if and will increase their level of conceptual inderstanding. During guided practice, students are given more problems, and an opportunity to practice applying procedures, accurately, efficiently, and femiliar. This is designed for students to use the connection introduced in leasure. I be made game.

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Patrick Vollmar

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