Rio Salado College

The Sequential Lesson Plan Unit Assignment (SLPU)

Lesson sequencing is the systematic process of organizing several lesson plans focused on one topic of study, which will be taught consecutively. This assignment consists of three parts:

1) PLANNING the Sequential Lesson Plan Unit of study
2) CREATE three cohesive and sequential lesson plans (The teacher candidate is required to teach at least one of the sequential lesson plans to satisfy the requirements)
3) SUMMARIZE, ANALYZE, and REFLECT on the outcome of the SLPU and its impact on future instruction

Directions: Download the document to your computer. Save it as <u>YourName</u> SLPU X. Fill in each section. Each textbox will expand to allow you to enter as much text as needed. SAVE the document and upload it to your instructor using the assignment link within the lesson.

Part I: Planning

Name: Jane Smith	**Date: Feb 5**
Grade Level: 4th	**Subject Area: Math**
Materials List: See below	**Unit Title: Perimeter and Area of a Rectangle**

Summary of Student Population ● Describe the student population 　o number of students 　o age/grade of the students 　o special characteristics of individual students as relevant to the unit of study (InTASC: 1a, 1b, 1d, 2a, 2g CEC: 2, 4, 5 HLP: 4)	The students are 4th grade students, 10-11 years old. There are 14 boys and 17 girls. There are 3 students who have an IEP, 2 are math and reading, and 1 in math only. There are 7 EL students who are intermediate. I have 4 who struggle with math, two with IEPS for math and reading, and two who do not have IEPs but who need additional support with math concepts.
Curriculum ● State the main area(s) of curriculum focus and aligned academic standard(s) for the sequential lesson plan unit. ● Also, explain how this unit of study fits in with or compliments previous units of study. (InTASC: 6a, 6b, 6c, 7d CEC: 2, 3, 4, 5 HLP: 4)	This is a 4th grade math mini unit in measurement. The aligned academic standard is 4.MD.A.3 Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts, including problems with unknown side lengths. The 4th grade students have already been working with addition and multiplication facts. They know the main units of measurement and have had practice measuring items with rulers, measuring tapes, and yardsticks and determining the best unit for measurement. Students have also covered geometry and know the characteristics of shapes.

Assessment • Describe the assessment data used to establish a need for this unit of study. (InTASC: 6a, 6b, 6c, 7d CEC: 2, 3, 4, 5 HLP: 4)	Last year's AZ Merit scores, district beginning, and mid-year benchmark assessments, the pre-test I designed for this unit with perimeter and area problems identify that area and perimeter are weak areas for my students. I have created a unit pre-test and a pre-test for each lesson. The unit pre and post-test will have the same problems; a few students will find the perimeter and area with and without the known sides of a rectangle, including some with grids. The pre and post-tests for each day will cover perimeter and area, respectively. The final lesson will include word problems and real-life examples of perimeter and area.

Timeline
 	
• Provide a timeline for the duration of the sequential lesson plan unit, including:
    o dates
    o individual lesson focus
    o formative assessments
    o summative assessment
 	
(InTASC: 7c CEC: 2, 3, 5 HLP: 11, 12)
	Day 1: Unit pre-test administered at the end of our prior unit.
	Day 2: Lesson 1 Perimeter: Perimeter pre-test administered, lesson 1, independent practice collected as lesson 1 assessment.
	Day 3: Lesson 2 Area: Area pre-test administered, lesson 2, independent practice collected as lesson 2 assessment.
	Day 4: Lesson 3 Perimeter and area: Perimeter and area pre-test, lesson 3, independent practice as lesson 3 assessment.
	Day 5: Unit post-test administered, same as the unit pre-test to show growth.

Part 2: Lesson Plan #1	

Materials and Media Materials include any materials (text, colored paper, visuals, manipulatives, whiteboards, graphic organizers, etc.). It is important to have all materials ready to go for the delivery of the lesson. Media would include any technology/media devices (Smartboard, document camera, iPad, iPod, electronic keyboard, clickers, YouTube video, etc.). If this lesson plan is used to fulfill technology requirements, students must be actively engaged with the technology tool. (InTASC: 4f, 4g, 5c CEC: 3 HLP: 13)	Copy of math notebook notes for 4 students. Rulers, yardsticks, pre-test, independent activity worksheet, math books, perimeter video
Standard(s) PreK-12 Academic Standards identify what students should know and be able to do, specific to a subject area, by the end of each	4.MD.A.3 Apply the area and perimeter formulas for rectangles in mathematical problems and problems in a real-world context, including problems with unknown side lengths.

grade level. Provide the grade level and targeted standard(s) for the lesson. (InTASC: 4n CEC: 5 HLP: 11, 12)	
Learning Objective(s) As the lesson's focus, the learning objectives are specific, measurable, and observable, and include the following components: A-Audience, B-Behavior, C-Condition, D-Degree of Mastery. Be sure to label the component criteria (A, B, C, D) to demonstrate your understanding of the parts of a learning objective. (InTASC 7a, 7b, 7c, 7g CEC: 2, 3, 4, 5 HLP: 11, 12, 13)	Students will be able to calculate the perimeter using the formula for rectangles with known and unknown side lengths with 80% accuracy.
Assessment & Degree of Mastery Assessment data collected at the end of the lesson indicates the level of student mastery achieved and provides valuable guidance when planning future instruction. The independent practice activity often doubles as the "assessment" to determine whether the students have met the minimum proficiency goal (also known as the degree of mastery). Degree of Mastery: The specific minimum benchmark students must achieve to demonstrate proficiency. While it is important for all teachers to gain experience creating a variety of assessments, if permission has been granted to utilize a premade assessment, be sure to acknowledge the source. (InTASC: 6a, 6b, 6c, 7d CEC: 2, 3, 4, 5 HLP: 4)	Pre-test: 2 rectangles, one with known and one with unknown side lengths, asking the students to find the perimeter. The independent activity will be used as the assessment, similar to the pre-test with additional problems. Degree of Mastery 80% Students will correctly identify the perimeter on 8/10 problems.

Explicit Instruction
Explicit instruction is a carefully planned, focused, highly structured, teacher-facilitated, and engaging form of teaching. Not only is explicit instruction effective and efficient, its emphasis on deconstructing and categorizing concepts, skills, and strategies into small, manageable components provides the scaffolded support all students need to achieve mastery.
Gradual Release Model: I do, We do, You do

In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item. Direct Instruction: (DI) Modeling: (M) Guided Practice: (GP) Active Engagement: (AE) Checking for Understanding: (CU) Independent Activity (IA).	
	The teacher candidate will… Introduce / Connect
Setting the Stage (I do) This engaging and motivating "introduction" includes directly stating the lesson objective in "student-friendly" language and linking students' prior learning and real-life situations to the lesson content. (InTASC: 5b, 5d, 7a CEC: 2, 3, 4, 5 HLP: 11, 12, 13, 21)	Good morning class. We have been working on our class garden design. Today, we need to figure out how much fencing we will need to go around our garden as we build it with our PTSA grant. What shape did we decide upon for our garden? (AE) (That's correct, we said a rectangle.) What do we know about rectangles, their characteristics? (AE)(Yes, there are 4 sides, 2 sets of equal opposite sides, yes, four corners or 4 right, 90 degree, angles.) (Teacher will read the posted objective.) Now let's all read our objective, learning goal for today. (Students read objective chorally) "We will be able to calculate the perimeter using the formula for rectangles with known and unknown side lengths with 80% accuracy." (AE) Perimeter means the distance around.
	The teacher candidate will… Explain / Identify / Define / Describe / Model
Presentation of New Content/Modeling (I Do) This teacher-facilitated presentation of new content includes identifying, defining, explaining, and modeling the new concept, skill, or strategy being taught. A variety of presentation modalities should enhance the learning opportunity, emphasize relatable real-life application, and maintain students' interest. (InTASC: 1a, 1b, 2a, 2b, 2e, 4d, 8a, 8b, 8e CEC: 1, 2, 3, 4, 5 HLP: 13, 14, 15, 16, 20, 21)	1. Define perimeter: perimeter means the distance around. Here is my rectangle to represent our garden. (Rectangle drawn on board) (DI) 2. In order to find the distance around this rectangle, I need to know how long each side is. (DI) 3. I will use my yardstick to measure the sides. I am going to write down my measurements for each side and record it. (M) 4. If I am measuring, I will also want to identify the measurement that I used, inches. (DI, M) 5. Hmm, I need to know the distance around or the total distance. I am looking for a total, so I will add up all 4 numbers to find my total. (DI, M) 6. Now, I will write my addition equation and then solve it. (M) 7. The total distance around this rectangle is _____ inches. (M) 8. Students will copy the definition and the problem into their math notebooks. (AE)
	The teacher candidate will... Assist / Scaffold Instruction / Demonstrate
Guided Practice (We Do)	Let's practice one together. The teacher draws a different rectangle on the board. What is the term we learned for distance around? (Choral response.) (AE)

The teacher scaffolds support and feedback as students participate in engaging practice opportunities designed to promote a thorough understanding of the new content. (InTASC: 3d, 3i, 6d, 6e, 6n, 6s CEC: 2, 3, 4, 5 HLP: 15, 16, 17, 18, 19, 20, 22)	Choose two students to come up and measure, one to hold the yardstick, and one to record the measurement. (AE) We are looking for the total distance around this rectangle. Which math operation should we use? (Call on a volunteer.) Let's write our equation and solve it. (GP, M, AE) What is our answer, everyone? (Choral response) (Be sure the measurement is included.) (AE) Let's try another one. (Follow the same steps, except leave one measurement off.) (GP, AE, M) If we need to add up all of the sides, how can I do that without having a measurement for this side? (AE, CU) Before we go outside and measure our garden to find the perimeter, let's do one more. I want you to find the perimeter and distance around either your math book or your desktop with your partner. Partner A will decide which one you are measuring, partner B will measure, and partner A will record. Be sure to draw your rectangle in your math notebooks, identify what you are measuring, and write your equation. (AE, CU, GP) Which groups measured their math books? What was the perimeter? (AE, CU) Which groups measured your desktops? What was the perimeter? (AE, CU) Bring your notebooks and pencil. The teacher brings out a yardstick or measuring tape. (AE) Follow the steps, allowing one student to measure each side. Students record. (AE) Back inside, solve the equation. (CU) One final rectangle on the board, wall measurements, with the ceiling and one side wall not measured. Have students draw a picture, record measurements, write the equation and solve it. (CU, GP, M) Pass out independent practice. (IA) Predicted Feedback: Yes, we know that a rectangle has two sets of equal opposite sides. Yes, if we know the measurement of this side, then we know the measurement for the opposite side. You remembered to include the measurement in your labels and your answer. Yes, perimeter means the distance around. Thank you for working collaboratively with your partner.
	The teacher candidate will... Actively Monitor / Encourage / Reteach
Independent Practice **(You Do)** Introduce an activity for students to complete on their own, which aligns with the learning objective(s) and measures student mastery of the lesson content. (InTASC: 2c, 4b, 6a, 6c CEC: 2, 3, 4, 5 HLP: 4, 18, 21)	Now you will show that you can find the perimeter of rectangles with and without knowing the lengths of the sides. Students will complete the worksheet and turn it in. (Worksheet has 10 rectangles, 7 with measurements on all sides, 2 with one side measurement missing, and 1 with two side measurements missing.)
	The teacher candidate will… Revisit / Reconnect / Relate to Real-Life

Closing the Lesson The teacher and students revisit and summarize the lesson's key learning points. The teacher connects the new learning with future instruction. (InTASC: 1b, 3b, 3e, 4a, 4e, 6e, 6f, 8i CEC: 2, 3, 4, 5 HLP: 16, 18, 21, 22)	What did we learn how to do today? What was our objective? Tell your partner what we did today; A, go first, 20 seconds, now B partners 20 seconds. Who can share with the class what they or their partner said? (Confirm or clarify what the students stated, restating the objective posted on the board.) Let's do one final check for understanding; on your whiteboards, please find the perimeter of this rectangle. (Rectangle on front board, 3 ft and 5 ft for the sides.) When I say share, please share your whiteboard by holding it up. Tomorrow, we will be continuing to practice our measuring and determine other measurements besides the perimeter we may need for our garden.

Other Considerations i.e., differentiation for specific students, accommodations/modifications, behavior plans, health plans, etc. (InTASC: various CEC: 2, 3, 4, 5 HLP: 7, 8, 9, 10, 17)	Questions I want to be sure to ask: How do you know the measurement for this side of the rectangle when it is not written next to the rectangle? What are some other real-life examples of when we want to know the distance around or the perimeter? My two students with IEPs will be partnered with their regular AB partner group. Math notebook notes were provided for two students with IEPs and 2 additional students. They staple them into their notebook.

Part 2: Lesson Plan #2

Materials and Media Materials include any materials (text, colored paper, visuals, manipulatives, whiteboards, graphic organizers, etc.). It is important to have all materials ready to go for the delivery of the lesson. Media would include any technology/media devices (Smartboard, document camera, iPad, iPod, electronic keyboard, clickers, YouTube video, etc.). If this lesson plan is used to fulfill technology requirements, students must be actively engaged with the technology tool. (InTASC: 4f, 4g, 5c CEC: 3 HLP: 13)	Grid paper, yardsticks, measuring tapes, manipulatives for re-teaching, flat square manipulatives, math notebooks

Standard(s)	4.MD.A.3 Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts, including problems with unknown side lengths.
PreK-12 Academic Standards identify what students should know and be able to do, specific to a subject area, by the end of each grade level. Provide the grade level and targeted standard(s) for the lesson. (InTASC: 4n CEC: 5 HLP: 11, 12)	
Learning Objective(s) As the lesson's focus, the learning objectives are specific, measurable, and observable, and include the following components: A-Audience, B-Behavior, C-Condition, D-Degree of Mastery. Be sure to label the component criteria (A, B, C, D) to demonstrate your understanding of the parts of a learning objective. (InTASC 7a,7b,7c,7g CEC: 2, 3, 4, 5 HLP: 11, 12, 13)	Students will be able to calculate the area using the formula for rectangles with known and unknown side lengths with 75% accuracy.
Assessment & Degree of Mastery Assessment data collected at the end of the lesson indicates the level of student mastery achieved and provides valuable guidance when planning future instruction. The independent practice activity often doubles as the "assessment" to determine whether the students have met the minimum proficiency goal (also known as the degree of mastery). Degree of Mastery: The specific minimum benchmark students must achieve to demonstrate proficiency. While it is important for all teachers to gain experience creating a variety of assessments, if permission has been granted to utilize a premade assessment, be sure to acknowledge the source. (InTASC: 6a, 6b, 6c, 7d CEC: 2, 3, 4, 5 HLP: 4)	Pre-test: 2 rectangles with grids, one with known and one with unknown side lengths, asking the students to find the area. The independent activity will be used as the assessment, similar to the pre-test with additional problems. Degree of Mastery 75% Students will correctly identify the perimeter on 6/8 problems.

Explicit Instruction

Explicit instruction is a carefully planned, focused, highly structured, teacher-facilitated, and engaging form of teaching. Not only is explicit instruction effective and efficient, its emphasis on deconstructing and categorizing concepts, skills, and strategies into small, manageable components provides the scaffolded support all students need to achieve mastery.
Gradual Release Model: I do, We do, You do
In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item. Direct Instruction: (DI) Modeling: (M) Guided Practice: (GP)   Active Engagement: (AE) Checking for Understanding: (CU) Independent Activity (IA).

	The teacher candidate will… Introduce / Connect
Setting the Stage (I do) This engaging and motivating "introduction" includes directly stating the lesson objective in "student-friendly" language and linking students' prior learning and real-life situations to the lesson content. (InTASC: 5b,5d, 7a CEC: 2, 3, 4, 5 HLP: 11, 12, 13, 21)	Good morning class. We have been working on our class garden design. Yesterday, we determined the perimeter of our garden so we could purchase our fencing. Today, we need to figure out how much area we will need for our garden as we build it with our PTSA grant. What shape did we decide upon for our garden? (AE) (That's correct, we said a rectangle.) What do we know about rectangles, their characteristics? (AE) (Yes, there are 4 sides, 2 sets of equal opposite sides, yes, four corners or 4 right, 90 degree, angles.) (Teacher will read the posted objective.) Now let's all chorally read our objective, learning goal for today. (AE)(Read the objective chorally.) Area means measurement of a surface or piece of land.
	The teacher candidate will… Explain / Identify / Define / Describe / Model
Presentation of New Content/Modeling (I Do) This teacher-facilitated presentation of new content includes identifying, defining, explaining, and modeling the new concept, skill, or strategy being taught. A variety of presentation modalities should enhance the learning opportunity, emphasize relatable real-life application, and maintain students' interest. (InTASC: 1a, 1b, 2a, 2b, 2e, 4d, 8a, 8b, 8e CEC: 1, 2, 3, 4, 5 HLP: 13, 14, 15, 16, 20, 21)	1. Here is my rectangle to represent our garden. (Rectangle drawn on board) (DI) 2. In order to find the surface or piece of land for this rectangle, I need to know how long each side is. (DI) 3. I will use my yardstick to measure the sides. I am going to write down my measurements for each side and record it. (M) 4. If I am measuring, I will also want to identify the measurement that I used, feet. (DI, M) 5. Hmm, I need to know the total space needed. We will be working with square feet, just like the tiles on our classroom floor. Draw grid lines at each foot interval. (DI, M) 6. Now, to find out how many square feet I need to know how many squares I will count each of them. I can also multiply my array. (M) 7. The total area of this rectangle is _____ square feet. (M) 8. I multiplied the length times the width to find the area. 9. Students will copy the definition, formula, and problem into their math notebooks. (AE)

	The teacher candidate will... Assist / Scaffold Instruction / Demonstrate
Guided Practice (We Do) The teacher scaffolds support and feedback as students participate in engaging practice opportunities designed to promote a thorough understanding of the new content. (InTASC: 3d, 3i, 6d, 6e, 6n, 6s CEC: 2, 3, 4, 5 HLP: 15, 16, 17, 18, 19, 20, 22)	Let's practice one together. The teacher draws a different rectangle on the board. What is the term we learned for surface or piece of land? (Choral response.)(AE) Area. Choose two students to come up and measure, one to hold the yardstick, and one to record the measurement. (AE) Are we looking for the total area or surface of this rectangle? Which math operation should we use? (Call on a volunteer.) Multiplication. Let's write our equation and solve it. (GP, M, AE) What is our answer, everyone? (Choral response) (Be sure the measurement is included.) (AE) Let's try another one. (Follow the same steps, except leave one measurement off.) (GP, AE, M) If we need to count up all of the grids or multiply length times width, how can I do that without having a measurement for this side? (AE, CU) Before we go outside and measure our garden to find the area, let's do one more. I want you to find the area, surface of the classroom door, the back table, or our carpet with your partner. Partner B will decide which one you are measuring, partner A will measure, and partner B will record. Be sure to draw your rectangle in your math notebooks, identify what you are measuring, and write your equation. (AE, CU, GP) Which groups measured the door? What was the area? (AE, CU) Which groups measured the table? What was the area? (AE, CU) Which groups measured the carpet? What was the area? (AE, CU) Bring your notebooks and pencil. The teacher brings out a yardstick or measuring tape. (AE) Follow the steps, allowing one student to measure each side. Students record. (AE) Back inside, solve the equation. (CU) One final rectangle on the board, wall measurements, with the ceiling and one side wall not measured. Have students draw a picture, record measurements, write the equation and solve it. (CU, GP, M) If students need more practice, do more on the board. Pass out independent practice. (IA) Predicted Feedback: Yes, we know that a rectangle has two sets of equal opposite sides. Yes, if we know the measurement of this side, then we know the measurement for the opposite side. You remembered to include the measurement in your labels and your answer. Yes, area means the surface or piece of land. Thank you for working collaboratively with your partner.
	The teacher candidate will... Actively Monitor / Encourage / Reteach
Independent Practice	

(You Do) Introduce an activity for students to complete on their own, which aligns with the learning objective(s) and measures student mastery of the lesson content. (InTASC: 2c, 4b, 6a, 6c CEC: 2, 3, 4, 5 HLP: 4, 18, 21)	Now you will show that you can find the area of rectangles with and without knowing the lengths of the sides. Students will complete the worksheet and turn it in. (Worksheet has 8 rectangles, 5 with measurements on all sides, 2 with one side measurement missing, and 1 with two side measurements missing.
	The teacher candidate will… Revisit / Reconnect / Relate to Real-Life
Closing the Lesson The teacher and students revisit and summarize the lesson's key learning points. The teacher connects the new learning with future instruction. (InTASC: 1b, 3b, 3e, 4a, 4e, 6e, 6f, 8i CEC: 2, 3, 4, 5 HLP: 16, 18, 21, 22)	What did we learn how to do today? What was our learning goal? Tell your partner what we did today, B go first. Now A partners. Who can share with the class what they or their partner said? (Confirm or clarify what the students stated, restating the objective posted on the board.) Let's do one final check for understanding; on your whiteboards please find the area of this rectangle. (Rectangle on front board, 3 ft and 5 ft for the sides.) When I say share, hold up your whiteboard. Tomorrow, we will be continuing to practice our measuring and looking at other real-life examples. Who can tell me the formula for finding the area of a rectangle? What do we need to be sure to include as part of the answer?
Other Considerations ex: differentiation for specific students, accommodations/modifications, behavior plans, health plans, etc. (InTASC: various CEC: 2, 3, 4, 5 HLP: 7, 8, 9, 10, 17)	Questions: How do you know the measurement for this side of the rectangle when it is not written next to the rectangle? What are some other real-life examples of when we want to know the area? Video to use for re-teaching or Anticipatory Set: https://youtu.be/_uKKl8R1xBM

Part 2: Lesson Plan #3

Materials and Media Materials include any materials (text, colored paper, visuals, manipulatives, whiteboards, graphic organizers, etc.). It is important to have all materials ready to go for the delivery of the lesson. Media would include any technology/media devices	Grid paper, yardsticks, measuring tapes, rulers, home worksheet, flat squares, dice in groups of 2 and 4's, extension problem,

(Smartboard, document camera, iPad, iPod, electronic keyboard, clickers, YouTube video, etc.). If this lesson plan is used to fulfill technology requirements students must be actively engaged with the technology tool. (InTASC: 4f, 4g, 5c CEC: 3 HLP: 13)	
Standard(s) PreK-12 Academic Standards identify what students should know and be able to do, specific to a subject area, by the end of each grade level. Provide the grade level and targeted standard(s) for the lesson. (InTASC: 4n CEC: 5 HLP: 11, 12)	4.MD.A.3 Apply the area and perimeter formulas for rectangles in mathematical problems and problems in real-world contexts, including problems with unknown side lengths.
Learning Objective(s) As the lesson's focus, the learning objectives are specific, measurable, and observable, and include the following components: A-Audience, B-Behavior, C-Condition, D-Degree of Mastery. Be sure to label the component criteria (A,B,C,D) to demonstrate your understanding of the parts of a learning objective. (InTASC 7a, 7b, 7c, 7g CEC: 2, 3, 4, 5 HLP: 11, 12, 13)	Students will be able to calculate perimeter and area using the formulas for rectangles with known and unknown side lengths with 80% mastery.
Assessment & Degree of Mastery Assessment data collected at the end of the lesson indicates the level of student mastery achieved and provides valuable guidance when planning future instruction. The independent practice activity often doubles as the "assessment" to determine whether the students have met the minimum proficiency goal (also known as the degree of mastery). Degree of Mastery: The specific minimum benchmark students must achieve to demonstrate proficiency.	Pre-test: 2 rectangles, one with known and one with unknown side lengths, asking the students to find the perimeter and area. The independent activity will be used as the assessment, similar to the pre-test with additional problems.

While it is important for all teachers to gain experience creating a variety of assessments, if permission has been granted to utilize a premade assessment, be sure to acknowledge the source. (InTASC: 6a, 6b, 6c, 7d CEC: 2, 3, 4, 5 HLP: 4)	Degree of Mastery 80% Students will correctly identify the perimeter and area on 8/10 problems.

Explicit Instruction
Explicit instruction is a carefully planned, focused, highly structured, teacher-facilitated, and engaging form of teaching. Not only is explicit instruction effective and efficient, its emphasis on deconstructing and categorizing concepts, skills, and strategies into small, manageable components provides the scaffolded support all students need to achieve mastery.
Gradual Release Model: I do, We do, You do
In order to demonstrate your thorough knowledge of each critical component, you will insert an abbreviated indicator at the end of each content item. Direct Instruction: (DI) Modeling: (M) Guided Practice: (GP)   Active Engagement: (AE) Checking for Understanding: (CU) Independent Activity (IA).

	The teacher candidate will… Introduce / Connect
Setting the Stage **(I do)** This engaging and motivating "introduction" includes directly stating the lesson objective in "student-friendly" language and linking students' prior learning and real-life situations to the lesson content. (InTASC: 5b, 5d, 7a CEC: 2, 3, 4, 5 HLP: 11, 12, 13, 21)	Let's review what we have learned so far; tell me our vocabulary word that means the distance around on your whiteboards. 1, 2, 3, show me. Yes, that's correct, perimeter. Now tell your shoulder partner how do you find the perimeter, the distance around the rectangle? I will call on a few of you to share what your partner said. What is the definition of our vocabulary word area? 1, 2, 3, show me. Yes, the measurement of a surface or piece of land like our garden. Today we will be working with both of these measurements, and we will be using measurements in a house and in our classroom.
	The teacher candidate will… Explain / Identify / Define / Describe / Model
Presentation of New Content/Modeling **(I Do)** This teacher-facilitated presentation of new content includes identifying, defining, explaining, and modeling the new concept, skill, or strategy being taught. A variety of presentation modalities should enhance the learning opportunity, emphasize relatable real-life application, and maintain students' interest. (InTASC: 1a, 1b, 2a, 2b, 2e, 4d, 8a, 8b, 8e CEC: 1, 2, 3, 4, 5 HLP: 13, 14, 15, 16, 20, 21)	Carpenters and home builders often need to know measurements in order to determine how much flooring they will need, baseboards, carpeting, paint, countertops, and a whole lot of other items in your house. We will draw the rectangle model of our classroom on the board. Now, I need to take my measuring tape and measure the walls to let Mitch, our maintenance person, know our classroom perimeter so he can replace our baseboards. Measure one wall, write the measurement down in feet. Measure another wall, write down that measurement. Hmmm, I know that a rectangle has two sets of equal opposite sides, so I only need to measure these two sides because I now know what these measurements are. Write these on the board. Now, when I find the perimeter, you told me I needed to add up all of the sides. Write an equation and solve, verbally talking through the steps. Mitch also needs to know the area so he can order the carpet to replace our carpet. You told me to find the area; I need to multiply the length times the width of

	the classroom. Write an equation, verbally solve. Today, we want to practice finding perimeter and area so we will use some dice (die) to create numbers. (DI) (M)
	The teacher candidate will... Assist / Scaffold Instruction / Demonstrate
Guided Practice (We Do) The teacher scaffolds support and feedback as students participate in engaging practice opportunities designed to promote a thorough understanding of the new content. (InTASC: 3d, 3i, 6d, 6e, 6n, 6s CEC: 2, 3, 4, 5 HLP: 15, 16, 17, 18, 19, 20, 22)	Choose two students to come to the front of the room. Partner A gets the dice, and Partner B gets the paper and pencil. Partner B draws a square on the paper. Partner A rolls the dice adds. Both partners add the dice. Partner B writes the number down and chooses the measurement, feet, inches, yards. Partner A rolls the dice; both partners add the dice. Partner B writes down the number. Both solve for perimeter and area. Compare their answer. Switch roles. The rest of the class follows along, pretending they have dice. (M) (AE) (CU) (GP) Partners get dismissed with their materials. Some partner groups will choose only to have one die to roll to keep their numbers smaller. (They won't have to add, and the numbers to multiply will be lower.) The teacher walks around monitoring and asking questions. (CU) After a few rotations, students collect materials and put them aside. (GP) House worksheet passed out. Do the first problem together. The Kitchen. Teacher models with student input how to find the kitchen's perimeter and the area of the kitchen. (M) (GP) Students ready to solve on their own can begin. Those who want to do an additional problem together solve for perimeter and area of the first bedroom. (GP) (IA) Students will complete the worksheet independently. (IA) Extension problems will be available for those who finish early.
	The teacher candidate will... Actively Monitor / Encourage / Reteach
Independent Practice (You Do)	

Introduce an activity for students to complete on their own, which aligns with the learning objective(s) and measures student mastery of the lesson content. (InTASC: 2c, 4b, 6a, 6c CEC: 2, 3, 4, 5 HLP: 4, 18, 21)	Students complete the house worksheet solving for the perimeter and area of each of the rooms. (IA)
	The teacher candidate will… Revisit / Reconnect / Relate to Real-Life
Closing the Lesson The teacher and students revisit and summarize the lesson's key learning points. The teacher connects the new learning with future instruction. (InTASC: 1b, 3b, 3e, 4a, 4e, 6e, 6f, 8i CEC: 2, 3, 4, 5 HLP: 16, 18, 21, 22)	Wow! We have had a busy day! We have measured, solved equations, and worked like home builders or carpenters. Partner A, tell your partner how to find the perimeter, and Partner B, tell your partner how to find the area. Let's do one final check for understanding; on your whiteboards, A students find the perimeter, and B students find the area. A students stand up; who wants to share how you solved for perimeter? B students stand up; who wants to share how you solved the area? Class, please tell me the word that means the surface. Go! Now tell me the meaning of the word perimeter. Go! Class, did we meet our objective for today? How do we know? Students read the posted objective. We will continue working with measurement and learning about a new measurement tomorrow.
Other Considerations ex: differentiation for specific students, accommodations/modifications, behavior plans, health plans, etc. (InTASC: various CEC: 2, 3, 4, 5 HLP: 7, 8, 9, 10, 17)	Questions: Which formula are you using and why? What are some other real-life examples of when we want to know the perimeter and area? Differentiation: Students may choose to use grid paper or flat squares as needed to support finding area and perimeter. Some students may be guided to find all of the perimeters first then solve for area.

Part 3: Reflection	
Summarize & Analyze	

Summarize and analyze the following three project considerations: • The daily formative assessment data • summative assessment data • individual and whole group student growth • predict future instructional planning needs (InTASC: 6l, 6n, 9g CEC: 4 HLP: 4)	On day one, the students all showed growth from their pre-test to the post-test, independent activity. All 32 showed growth. However, only 27 showed mastery. Two of these were students with IEPs, and they were able to tell me how to find the perimeter, but they had difficulty adding the numbers. Day two all showed growth; however, I only had 25 show mastery. I had two students besides my 4 from Day one who did not show mastery, and they solved for perimeter, not area. My other 4 were able to tell me orally how to solve for the area and what area meant; however, they struggled with the computations. Day three. All students showed growth. 26 showed mastery. My unit pre-test showed that none of my students understood perimeter or area. Some students did count all of the squares on the rectangles with grids. This showed me the students needed direct instruction on these skills. Posttest, 26/31 showed mastery. We will continue opportunities with measuring to provide more hands-on practice. When we move on to metric measurements, I may include more videos to show my students other real-life examples and provide more differentiation on the assignments based on their needs.
Instructional Delivery Describe a teaching moment that went well and include an analysis of why you feel this specific moment was successful. Describe a teaching moment that needed improvement and include a plan to make progress in this identified area of growth. (InTASC: 1a, 1b, 2a, 2b, 2e, 4d, 8a. 8b, 8e CEC: 1, 2, 3, 4, 5, HLP: 13, 14, 15, 16, 20, 21)	When I re-taught the skills with smaller numbers, my students who struggled had better success. This showed that they understood what they were doing to solve perimeter, but their difficulty was in the computation as they struggled with their basic addition and multiplication facts. When we introduced the area, we adjusted the numbers to be smaller for a few of our students. One student who continued to confuse perimeter and area, we had her solve all of the perimeter problems first and then the area problems, and she did better with that strategy. I was excited to see that all students did improve and show growth, although some did not reach mastery. We are making progress. Some of the students struggled to do both operations for the same problem and were confused about what they were doing. When we do the metric measurement, we will show the perimeter and area videos as a visual reminder either in setting the stage or before the independent practice.
Data-Driven Instruction Describe an example of a time during the delivery of the SLPU when the result of a daily formative assessment influenced how you chose to proceed with the lesson and/or impacted the planning for the next lesson.	After our second lesson, we still had a few students solving for the perimeter. In the next lesson, we added additional practice for this small group, and we gave students a choice to solve all of the problems for perimeter then solve for area, so they were doing the same operation and having practiced with the one operation. Before they started finding the area, we stopped the small group and reviewed the area, and did one area problem together.

| (InTASC: 6c, 6g, 6l, 7d CEC: 4 HLP: 4) | |