

Course, Unit		Date(s): 7-11
Lesson No.:	Lesson Title: Voices from the field	Periods:
Overall Expectations: understand perimeter		Specific Expectations:
Learning Activities:  you have 12 yards of fencing to build a rectangular cage for your rabbit. Which dimensions give you the most space inside the cage?  provide square tiles in the classroom for students to simulate a fence for their cage  have students work in pairs to discuss their tactics  (common misconception is that students will build a cage with an area of 12 not a perimeter)  students will try task then journal about their experience and misconception then they will go back and try again  answer questions pertaining to topic  how would we determine how much fencing we need?  can you think of other examples where we would need to figure out the distance of something?  if we needed to put carpet down on the floor of a house, how would we determine how much carpet we need?  can you think of other examples where we would need to figure out how much material we will need to cover a flat surface?  this experience allows students to reflect on application of prior knowledge  checking for understanding: teacher will facilitate discussion and reflection on the misconception between area and perimeter and answering the questions provided  practice: through experimentation, and reflection		Notes:  <b>EL adaptations</b>  ELs can pick their partners that way students are comfortable and willing to participate with the activity  <b>SN adaptations</b>  students can reflect in different ways that are better for them whether that be through oral reasoning, writing thoughts down or physicalizing experience  <b>Evaluations</b> Diagnostic: review perimeter, area and shapes  Formative: through practice, and experimentation  Summative: answering questions, experimentation, and reflection process
Resources:		<b>Multiple Intelligences</b> <ul style="list-style-type: none"> <li>Verbal/Linguistic</li> <li>Logical/Mathematical</li> <li>Musical</li> <li>Visual/Spatial</li> <li>Bodily/Kinaesthetic</li> <li>Interpersonal</li> <li>Intrapersonal</li> <li>Naturalistic</li> <li>Spiritual</li> </ul> <b>Bloom's Taxonomy</b> <ul style="list-style-type: none"> <li>Knowledge</li> <li>Comprehension</li> <li>Application</li> <li>Analysis</li> <li>Evaluation</li> <li>Synthesis</li> </ul> <b>Reading Strategies</b> <ul style="list-style-type: none"> <li>Predicting/Revising</li> <li>Visualizing</li> <li>Connecting text-text</li> <li>Connecting text-self</li> <li>Spatial patterning</li> <li>Inferencing</li> <li>Critical questioning</li> </ul> <b>Media/Multi-Literacy</b> <ul style="list-style-type: none"> <li>Authorship (Constructed)</li> <li>Format (Technique)</li> <li>Audience</li> <li>Content (Values)</li> <li>Purpose</li> </ul> <b>Design Grammars</b> <ul style="list-style-type: none"> <li>Linguistic</li> <li>Visual</li> <li>Audio</li> <li>Gesture</li> <li>Image</li> <li>Spatial</li> <li>Multi-modal</li> </ul> <b>A&amp;E Strategies</b> <ul style="list-style-type: none"> <li>Diagnostic</li> <li>Formative</li> <li>Summative</li> <li>Peer/Self Assessment</li> <li>Checklist/Checkbrick</li> <li>Log/Journal</li> <li>Group Presentations</li> <li>Oral questioning</li> <li>Conferencing</li> <li>Other:</li> </ul> <b>Cross-Curricular</b> <ul style="list-style-type: none"> <li>Differentiated Instruction</li> <li>Emotional Intelligence</li> <li>Metacognition</li> <li>✓ Literacy</li> <li>Numeracy</li> <li>Problem-solving</li> <li>Pathways/Careers</li> </ul> <b>Board Topics</b> <ul style="list-style-type: none"> <li>Character Education</li> <li>Equity</li> <li>Diversity</li> <li>Environmentalism</li> <li>Anti-homophobia</li> <li>Bullying Prevention</li> </ul>
		Homework: bring in a problem relevant to this tomorrow and an experiment involved with it