

| Day  | Anchor Descriptor | Eligible Content or Academic Standard  | Objective  | Strategies for this lesson   | Assessment   |
|--|-------------------|--|--|--|--|
| Mon.   | M.8.B.2           | M.B.2.2: Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume | Students will figure out how many laps around the gym they would have to do to run a 1/2 mile and mile. They will then do the same thing if they ran only half the gym. Once they find out the perimeter measurements they will be able to use these numbers to successfully equate the distance | Students will be give the basketball court measurements, from their they will use these numbers to appropriately calculate the amount of laps needed for 1 mile and a 1/2 mile Problem based learning. | <b>Formative</b><br>Students were able to come up with the appropriate amount of laps for 1/2 and mile distances.<br><b>Summative:</b><br>Students will be given a diagram with dimension label, from these dimensions student will figure out how many laps they would need for 1 mile or 2 miles |
| Tues.  | M.8.B.2           | M.B.2.2: Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume | Students will figure out how many laps around the gym they would have to do to run a 1/2 mile and mile. They will then do the same thing if they ran only half the gym. Once they find out the perimeter measurements they will be able to use these numbers to successfully equate the distance | Students will be give the basketball court measurements, from their they will use these numbers to appropriately calculate the amount of laps needed for 1 mile and a 1/2 mile Problem based learning. | <b>Formative</b><br>Students were able to come up with the appropriate amount of laps for 1/2 and mile distances.<br><b>Summative:</b><br>Students will be given a diagram with dimension label, from these dimensions student will figure out how many laps they would need for 1 mile or 2 miles |
| <b>Connection to Anchor: R.7.A.2.1. Identify and apply the meaning of vocabulary in nonfiction. R.7.B.1.2. Make connections between texts.</b> |                   |  |  |  |  |
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| Wed   | M.8.B.2 | M.B.2.2: Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume | Students will figure out how many laps around the gym they would have to do to run a 1/2 mile and mile. They will then do the same thing if they ran only half the gym. Once they find out the perimeter measurements they will be able to use these numbers to successfully equate the distance | Students will be give the basketball court measurements, from their they will use these numbers to appropriately calculate the amount of laps needed for 1 mile and a 1/2 mile Problem based learning. | <b>Formative</b><br>Students were able to come up with the appropriate amount of laps for 1/2 and mile distances.<br><b>Summative:</b><br>Students will be given a diagram with dimension label, from these dimensions student will figure out how many laps they would need for 1 mile or 2 miles |
| Connection to Anchor: R.7.A.2.1. Identify and apply the meaning of vocabulary in nonfiction. R.7.B.1.2. Make connections between texts. |         |  |  |  |  |
| Thurs   | M.8.B.2 | M.B.2.2: Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume | Students will figure out how many laps around the gym they would have to do to run a 1/2 mile and mile. They will then do the same thing if they ran only half the gym. Once they find out the perimeter measurements they will be able to use these numbers to successfully equate the distance | Students will be give the basketball court measurements, from their they will use these numbers to appropriately calculate the amount of laps needed for 1 mile and a 1/2 mile Problem based learning. | <b>Formative</b><br>Students were able to come up with the appropriate amount of laps for 1/2 and mile distances.<br><b>Summative:</b><br>Students will be given a diagram with dimension label, from these dimensions student will figure out how many laps they would need for 1 mile or 2 miles |
| Connection to Anchor: R.7.A.2.1. Identify and apply the meaning of vocabulary in nonfiction. R.7.B.1.2. Make connections between texts. |         |  |  |  |  |
| Fri   | M.8.B.2 | M.B.2.2: Use, describe and/or develop procedures to determine measures of perimeter, circumference, area, surface area and/or volume | Students will figure out how many laps around the gym they would have to do to run a 1/2 mile and mile. They will then do the same thing   | Students will be give the basketball court measurements, from their they will use these numbers to appropriately calculate the amount  | <b>Formative</b><br>Students were able to come up with the appropriate amount of laps for 1/2 and mile distances.<br><b>Summative:</b><br>Students will be given a diagram with dimension label, from these dimensions   |

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|  |  |  | if they ran only half the gym. Once they find out the perimeter measurements they will be able to use these numbers to successfully equate the distance | of laps needed for 1 mile and a ½ mile<br>Problem based learning. | student will figure out how many laps they would need for 1 mile or 2 miles |
| <b>Connection to Anchor: R.7.A.2.1. Identify and apply the meaning of vocabulary in nonfiction. R.7.B.1.2. Make connections between texts.</b> |  |  |   |   |   |