



Meeting Objectives:

- 1. TBT process.
- 2. Address any concerns, issues, etc.

Norms to Guide Our Work:

Start and end on time	Take phone calls away from the work
Ensure everyone has a voice	Work towards consensus so implementation can succeed
Monitor side conversations	

Grade Level Team Members

Kelli Lee	X	Chandra Nuvevan	X
Christi Lightle	X	Julie Moore	X

Teachers will place sticker dots on the pacing charts for each subject, each week at the beginning of TBT meeting to indicate what standard they are teaching for the week.

Step One: Data Collection: 4.MD 1 - measurement

Measurement – planning for lesson on perimeter and area. Students have to be able to identify area and perimeter, find the perimeter given the total and the length of one side. We also discussed using a math task for the assessment, teachers will develop a rubric to share with the students – Julie gave them one to use and adjust to fit their purpose.

Pre-test- 13/46 28%, SWD 2/7 29%, AA 3/15 20%. Teachers brought student work – students were given a task – a real life situation where they have to create a bedroom with 56 square feet and they have to purchase base board. Students were asked to show all possibilities and choose the one that makes the most sense and would have the lowest cost when purchasing baseboard.

Step Two:

Strengths- Many students used the rainbow method, factor tree to determine factors. Students used grid paper to draw out their bedroom. Students showed their work on the elmo and explained their reasoning.

Weaknesses- Students confused with area and perimeter. Students struggle to explain their thinking

Step Three: Teachers will use exploration with graph paper to begin the unit then model different strategies to discover area and perimeter.

The next step with this task is to give students a rubric to self-assess and determine what they need to do to go up to the next level on the rubric. They will share the work they have done so far and explain their reasoning to their peers.

Step Four: Next step – they will build on this activity by adding that students now have purchase carpet. This will help students to realize that the area doesn't change but the perimeter can in this scenario.

Name Justin

Formative Instructional and Assessment Tasks

Area & Perimeter Exploration

1. You are to create a bedroom with an area of 56 square feet.
2. Draw ALL the possible arrays to create a bedroom floor plan.
3. Determine how much base board trim you will need for each floor plan (perimeter).
4. Which plan would you use to save money on the base boards? Explain.

$$\underline{8} \times \underline{7} = 56$$

JUSTIN

56

54 UNITS

12, 4, 7

8, 14, 28, 56

A = 50 UNITS

P = 36 UNITS

56 UNITS

56 UNITS

A = 50 UNITS

P = 14 UNITS

4 UNITS

4 UNITS

14 UNITS

28 UNITS

A = 50 UNITS

28 UNITS

P = 60 UNITS

28 UNITS

28 UNITS

8 UNITS

A = 50 UNITS

P = 30 UNITS

7 UNITS

7 UNITS

8 UNITS

UNITS

I would use the $9 \times 7 = 56$ plan because it cost less if cost 30 and the rest

Name KyPa B. Mdy

Formative Instructional and Assessment Tasks

Area & Perimeter Exploration

1. You are to create a bedroom with an area of 56 square feet.
2. Draw ALL the possible arrays to create a bedroom floor plan.
3. Determine how much base board trim you will need for each floor plan (perimeter).
4. Which plan would you use to save money on the base boards? Explain.

KYIYA BUNDY

$1 \times 56 = 56$ $2 \times 17 = 34$
 $14 \times 4 = 56$ $7 \times 8 = 56$
 14 units

units

14 units

$P = 56$
 $A = 56$

14 units

$A = 36$
 $P = 36$
 18 units

$1 \times 18 = 18$
 $18 \times 2 = 36$

18 units

14 units
8 units

28
 $+ 28$
 56

8 units

$P = 30$
 $A = 56$

YOU WILL
SAVE MONEY
ON 8x7 FEET

8 units

8 units

8 units

units

1
 14
 $+ 16$
 30

8 units because
the perimeter is 30
and the lowest.

unit