## DELIVERY PLAN

1. **Objective (Rigor)** - SMART and should be visible on your board daily.

Discover pi, and its use in finding diameter, circumference, or radius. Build expertise on use of measurement tools.

2. **Opening (Retrieval)** – How will you "hook" your students into the lesson--at both the thinking and emotional level?

- What will you do to open the lesson to motivate and engage the students' interest in the content?

As students come in they are handed a cutout of a "flavor" Pie and told to go to the group of desks with that "flavor". This is a creative way to assign groups different from the usual numerical groupings. Students will be asked what their favorite pie is, and then be asked how can we find out how big around objects are.

- How will you help students make connections to prior knowledge?

  Students will identify the type of shape they will be measuring(cylinder), be asked to identify real world cylinders (pipes, cakes, softball bats, etc.…), recall knowledge of unit measurements and associated tools(inches, rulers, etc..)

  Students will use division and multiplication of rational numbers on the measurement data collected from their measurements.

- How will you identify and present your essential questions, Central focus, and Learning Targets (I CAN statements)?

  The central question will be stated at the beginning of instruction and at the end of the lesson and answered as a whole class after the groups are done taking measurements and calculations. "What is Pi?" "How can we use it?"

- How will you identify / teach / assess language demands?

  Frayer models will be completed on various key terms of lesson. Circumference, radius, diameter, pi.

- How will you introduce language supports?

  Students will be given paper Frayer models to fill in or will have their devices to complete a digital format of Frayer model.

- Is your opening congruent to the objective?

Yes, it introduces the TEK based objective with the use of a play on words and leads into a real world problem/ question that has practical use; finding out how big around something is.

3. **Teacher Input (Relevance)** – What information is needed for the students to gain the knowledge/skill in the objective? (Be sure you have done a task analysis to break the information/skill into small manageable steps). How will you use strategies, technology, learning styles? What vocabulary and skills do the students need to master the material? Are the strategies you plan to use congruent to the objective?

- **Model (Routing)** – Outline your I DO activities. Be sure to model strategies and academic language supports needed.

- **Guided Practice** – Students demonstrate a grasp of new learning under the teacher's direct supervision. The teacher moves around the room to provide individual remediation as needed. "Praise, prompt, and leave" is an excellent strategy to use. Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.

- **Independent Practice (Retaining/Rehearsing) –** Students demonstrate an independent application of a new skill. Outline your YOU DO activities. Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.

- **Check for Understanding (Recognizing)** – Practice doesn't make perfect; it makes permanent. So, make sure the students understand how to proceed before moving to the practice phase of the lesson. You may need to stop and reteach, so students practice correctly. How do you plan to assess understanding? **What HOTQs will you ask?** List at least 3

- **How will you check for understanding or reteach?**

4. **Assessment** – How will we know that the students have individually mastered the objective? What evidence will be collected? What will be an acceptable score? What evidence will be collected to demonstrate mastery of language demands?

After the group work, students will be given independent work wherein they will use the same methods of calculations they learned to do during their group work to solve several word problems in an online quiz.

5. **Resources** - What materials will you need for a successful lesson?

Scissors, rulers, string, cylindrical shapes, desks that can be grouped, cut outs of pie slices, fillable worksheets, and Frayer models.

6. **Closure (Re-exposure)** – How will you have the students end the lesson/reflect upon what was learned?

Students will speak amongst each other, and share to the class different scenarios where pi would be useful in finding missing variables. They will complete their group handouts and Frayer models for their personal portfolios of knowledge.

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