

ROBIN EVERAGE: I was quite surprised when some of my students started using tick marks when they were counting the perimeter around because that's not a strategy we had actually discussed, but I was quite pleased because it helped them count correctly, and to see what the perimeter actually was. I did have one group that knew what the answer should be because they knew the math. They knew it should be 12, 12, 1, and 1, but when they kept counting, they didn't get the right number and it came down to, with the tick marks and recounting, that they were a square short. So that was neat for them to be able to figure out, "oh, well we're a square short." They put the square on and then they were able to see what, you know, kinda what they had done wrong, but they had fixed it themselves without me saying, "you're one short." They were able to figure that out as well.

My next steps for tomorrow—our lesson for tomorrow is some of my students started making irregular shapes, which was interesting. We had slightly discussed that a little bit, but that was not the point of this lesson, so I had to kinda go over to them and redirect them to what I needed for this lesson. So we'll be looking at some irregular shapes and discussing the difference between the two. Along with this was a little bit of an introduction to perimeter, so taking perimeter further and getting them to understand what perimeter truly means and how we're going to get it in the strategies to use for that.

Something that I thought was—that I saw that was interesting my students did was when they created an array, they did 6 by 2, six columns, two rows, and then when I asked them to go ahead and create all the different ways, they switched it and did two columns and six rows, and they said, "Well, we just flipped it." Okay, well, why did you flip it? And it had them getting into that deeper discussion of what they actually did. And then I prompted them: "What's another way besides just flipping it, which is fine, but what's another shape, a bigger or a smaller shape that you can create with the area of 12?"

Something that was interesting is when we were talking about the perimeter, there was one group that noticed on the shape that had the larger perimeter, they counted every single square versus the shape that had the smaller perimeter. They noticed that the squares that were on the inside, they didn't need to count those squares. So that was for the area and not the outside of the perimeter. Overall, I was very pleased with the lesson. I did notice some of my students that used our poster that talks about area and perimeter, which I found was interesting because I actually haven't discussed that poster with them, the anchor chart with them, so I found it quite neat that they were referring to it and drawing that information on their own. I know one group was sitting there talking about, "No, with perimeter we need to add, because that's what the chart had said," but I had not brought any attention to that prior to the lesson, so I was excited to see that. I was real intrigued to see how they really dived in, they went ahead with it. It was very interesting to see them just flipping shapes and saying, "Well, this is a different shape. Well, okay, I can see that, but how else can you do it?" And once they got the gist of that, they went and I was real happy that they were able to explore perimeter all on their own. It was all student-led. I did very little, redirected them, but they were able to figure it out, which will then lead into tomorrow's lesson and the next day after that when we dive deeper into perimeter, and they'll be able to see it and solve it themselves using the strategies they discovered today.