

# PIE Planning

*Tenets:* Structured, Quality Interactions □ High Challenge - High Support □ Student Accountability for New and Meaningful Learnings

Lesson Sequence	Scaffolds	Strategies/Plan
<p><b><u>P</u>repare the learner:</b></p> <ul style="list-style-type: none"> <li>• Activate prior knowledge</li> <li>• Focus on key concepts</li> <li>• Introduce new terms in meaningful contexts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Bridging</li> <li><input type="checkbox"/> Contextualization</li> <li><input type="checkbox"/> Text Representation</li> <li><input type="checkbox"/> Schema Building</li> <li><input type="checkbox"/> Metacognitive Development</li> </ul>	<p>Problem of the Day (14-5)</p> <ul style="list-style-type: none"> <li>• Building rectangular prisms</li> </ul> <p>Definition of volume</p> <p>Finding the volume of different rectangular prisms</p> <ul style="list-style-type: none"> <li>• Model finding volume for rectangular prism of 12</li> <li>• Finding the volume for a cube of 27</li> </ul>
<p><b><u>I</u>nteract with the text/information source:</b></p> <ul style="list-style-type: none"> <li>• Students deconstruct, analyze, understand</li> <li>• reconstruct and connect to larger objectives in meaningful ways</li> <li>• Students take a critical stance towards ideas emerging from reading</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Bridging</li> <li><input type="checkbox"/> Contextualization</li> <li><input type="checkbox"/> Text Representation</li> <li><input type="checkbox"/> Schema Building</li> <li><input type="checkbox"/> Metacognitive Development</li> </ul>	<p>Working with partners, students will find the volume and surface area of two rectangular prisms that they each build. Partner A will give the dimensions to the second partner and compare surface area and volume. Partner B will give first partner and will compare the surface area and volume. (Take turns as necessary)</p> <p>Discussion – Why were the first set of prisms always the same, but the second set could have been different?</p>
<p><b><u>E</u>xtend Learning/Understanding:</b></p> <ul style="list-style-type: none"> <li>• Create/recreate based on understanding</li> <li>• Application of newly-gained knowledge</li> <li>• Connections to larger body of knowledge, taking a critical stance in relationship to other ideas</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Bridging</li> <li><input type="checkbox"/> Contextualization</li> <li><input type="checkbox"/> Text Representation</li> <li><input type="checkbox"/> Schema Building</li> <li><input type="checkbox"/> Metacognitive Development</li> </ul>	<p>Working with partners, how many different rectangular prisms can be built that are ( 24: 36 ) cubic units?</p>

