

# Learning Outcome

DLM Essential Element	Grade-Level Standard	
M.EE.7.G.4 Determine the perimeter of a rectangle by adding	M.7.G.4 Know the formulas for the area and circumference of a	
the measures of the sides.	circle, and use them to solve problems; give an informal	
	derivation of the relationship between the circumference and	
	area of a circle.	

## Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Recognize attributes or	Recognize and explain	Communicate	Calculate the perimeter	Determine the
characteristics of an	measurable (e.g.,	understanding that	of a shape by adding	perimeter of a square
object, such as color,	height, depth,	length is the measure	the measures of all the	or rectangle drawn on a
orientation, length,	diameter, weight) and	along a side of a shape	sides. Calculate the	graph paper using the x-
width, and weight.	non-measurable (e.g.,	or object and perimeter	perimeter of a rectangle	and y-coordinates of
	color or orientation)	is the measure around a	drawn on a grid paper	the vertices.
	attribute values.	shape or object,	by counting the unit	
		beginning and ending at	squares contained	
		the same point, and	within the boundary of	
		without any overlap.	the shape.	

## Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

*How is the Initial Precursor related to the Target?* In order to calculate perimeter, students begin by learning to

notice what is new. The educator draws the students' attention to new objects or stimuli, labels them (e.g., "these are two long cubes and short cubes," or "you have two fidgets; one is big and one is small but they are both fidgets"), and the student observes, feels, or otherwise interacts with it. Educators encourage students to begin placing like objects together, drawing attention to the characteristics that make an item the same or different.

#### How is the Distal Precursor related to the Target?

As students develop their attention to objects and notice the difference between objects, they will begin working on recognizing and describing measurable attributes. Students need lots of experience making direct comparisons between objects. Educators should use the comparison words (e.g., big/small, tall/short, longer/shorter). While students do not need to say them, they do need to learn their meaning.

### **Instructional Resources**

Released Testlets		
See the Guide to Practice Activities and Released Testlets		
Using Untested (UN) Nodes		
See the document Using Mini-Maps to Plan Instruction.		

### Link to Text-Only Map

**M.EE.7.G.4** Determine the perimeter of a rectangle by adding the measures of the sides.



