Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 4* / Grade 4 (Math Regional Curriculum)

Wednesday, October 31, 2012, 10:37AM

Standard/Module: Proficiency in Measurement/Data - 4.MD.3 (Week 9, 9 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%) Connects with 4.MD.1 and 4.MD.2

4th Grade Proficiency Map.pdf

Standards

NYS: CCLS:Mathematics, NYS: 4th Grade , Measurement & Data

4.MD Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Enduring Understandings

1. Perimeter measures the distance around an object.
2. The formula for finding the perimeter of a rectangle is 2 l + 2 w or 2(l+w).
3. The answer for perimeter is always given in linear units.
4. Area measures the distance inside an object.
5. The formula for the area of a rectangle is length x width.
6. The answer for area will always be in square units.

Essential Questions

1. How do you find the area of a rectangle?
2. How do you find the perimeter of a rectangle?

Critical Content

1. area
2. perimeter
3. area formula
4. perimeter formula
5. real world and mathematical problems
6. rectangles and their properties

Skills

1. Students will apply the area formula for rectangles in real world and mathematical problems.
2. Students will apply the perimeter formula for

Vocabulary

Tier 2: real world

rectangles in real world and mathematical problems.	Tier 3: rectangle, area, perimeter, apply, formula

Stage 2: Assessment Evidence

Assessments

Perimeter and Area
Performance: Skill Demonstration

Each student will be given the task of measuring the length and width of their bedroom to the nearest inch. They will then be asked to draw a model of their bedroom and find the perimeter and area. They will also have to explain the difference of perimeter and area and give an example when knowing the perimeter and area of his/her bedroom would be useful.

Stage 3: Learning Plan

Learning Activities	Resources
This standard calls for students to generalize their understanding of area and perimeter by connecting the concepts to mathematical formulas. These formulas should be developed through experience not just memorization. A rectangle should be given on grid paper so students can actually see the direct relationship between the formulas of area and perimeter. Students should be asked to find perimeter and area using models as well as the formulas. Students should also be given opportunities to find the dimensions of a rectangle given perimeter and a side of the rectangle or area and a side of the rectangle.	www.illustrativemathematics.org www.illuminations.nctm.org

Differentiation Opportunities

Problems should scaffold with respect to ability level. One way to differentiate an assignment or activity is to have a drawing and/or the formulas available to refer to.

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