

Do we have enough paint? Performance Task

Learning Targets: Students will be able to solve the word problem using multiplication and division.

Understandings/Prior Knowledge:

Essential Question(s):

Does Uncle Estria have enough spray paint to finish the mural?

Standards Addressed:

Grade 3

CCSS.MATH.CONTENT.3.OA.A.3

Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹

Grade 4

CCSS.MATH.CONTENT.4.OA.A.2

Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.¹

Grade 5

CCSS.MATH.CONTENT.5.NF.A.2

Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.*

Key Understanding

HA Connection:

Responsibility
Belonging

Set-up

Classroom Set-Up:
Normal Classroom Set-up

	Materials and Equipment Needed: Student sheets
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Product	RUBRIC:									
	<table border="1"> <thead> <tr> <th colspan="2">Rubric</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">MP</td> <td>Student was able to solve the word problem accurately with no errors, using the correct algorithm.</td> </tr> <tr> <td style="text-align: center;">DP</td> <td>Student was able to solve the word problem accurately with errors either in the answer or the set up of the algorithm.</td> </tr> <tr> <td style="text-align: center;">WB</td> <td>Student was unable to solve the word problem accurately.</td> </tr> </tbody> </table>		Rubric		MP	Student was able to solve the word problem accurately with no errors, using the correct algorithm.	DP	Student was able to solve the word problem accurately with errors either in the answer or the set up of the algorithm.	WB	Student was unable to solve the word problem accurately.
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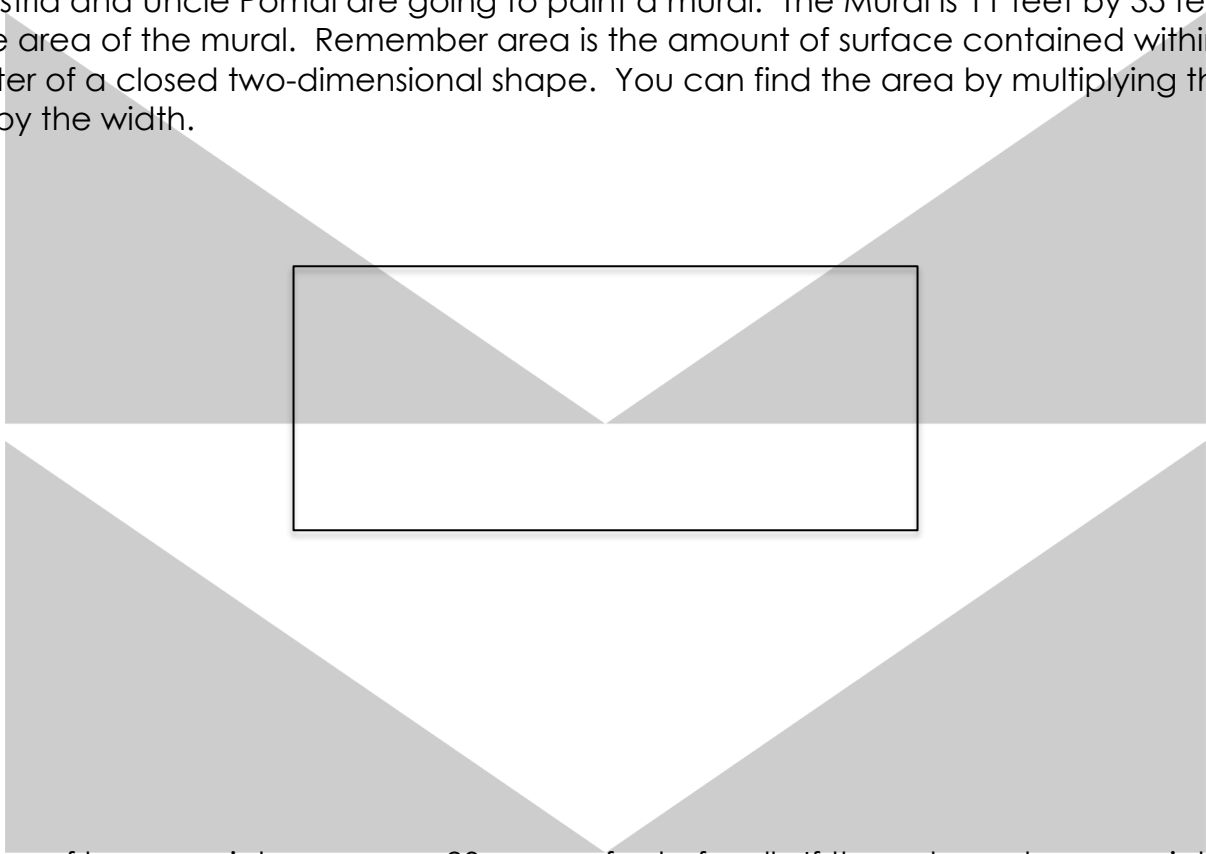
Lesson Flow 45-60 min	Mins	Procedure:
	Op enin g: 5- 10 min.	Review the perimeter and area of the mural, that was calculated in a prior lesson. Explain that Uncle Estria used house paint and spray paint to complete the mural.
	40 min	Give students either independent or partner work time to complete the multi-step performance task.
	5-10 min	Come back together and review the answers.

MELE MURALS

Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	Teacher can circulate and meet with individual students or partner groups individually to scaffold the problem solving.

Name _____ Date _____

Uncle Estria and Uncle Pomai are going to paint a mural. The Mural is 11 feet by 35 feet. Find the area of the mural. Remember area is the amount of surface contained within the perimeter of a closed two-dimensional shape. You can find the area by multiplying the length by the width.



Each can of house paint can cover 20 square feet of wall. If they only use house paint, how many cans of house paint do they need to do the whole mural?

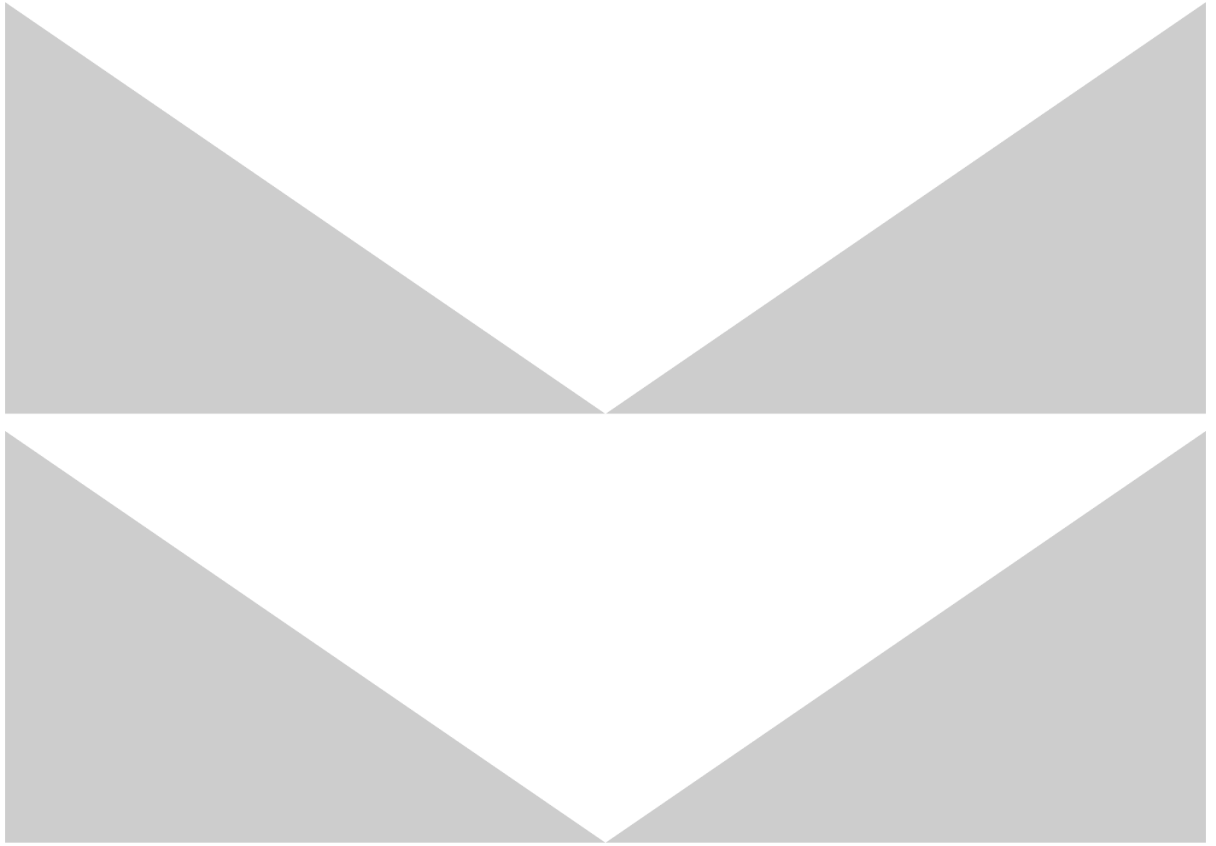
MELE MURALS

Along with the house paint they will also use spray paint to refine the mural. One can of spray paint will cover 30 square feet. How much spray paint will Uncle Estria and Uncle Pomai need for the mural?



Extension: What are the different combinations of house and spray paint they could use to cover the space on the mural? (Hint: Create a table)

MELE MURALS



MELE MURALS