

Perimeter and Area

Learning Targets: Students will be able to find the perimeter and area of the mural.

Understandings/Prior Knowledge:

Essential Question(s):

What is the perimeter and area of the mural?

Standards Addressed:

Grade 3

CCSS.MATH.CONTENT.3.MD.C.5

Recognize area as an attribute of plane figures and understand concepts of area measurement.

CCSS.MATH.CONTENT.3.MD.D.8

Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Grade 4

CCSS.MATH.CONTENT.4.MD.A.3

Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.*

Grade 5

CCSS.MATH.CONTENT.5.NF.B.6

Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

HA Connection:

Belonging

Hawaii

Key Understanding

MELE MURALS

Set-up

Classroom Set-Up:

Large group instruction set-up

Materials and Equipment Needed:

Picture of the Mele Mural and the measurements of the mural.

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 figure out the perimeter and area of the mural accurately with no errors, using the correct algorithm.</td> </tr> <tr> <td style="text-align: center;">DP</td> <td>Student was able to figure out the perimeter and area of the mural 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 figure out the perimeter and area of the mural.</td> </tr> </tbody> </table>		Rubric		MP	Student was able to figure out the perimeter and area of the mural accurately with no errors, using the correct algorithm.	DP	Student was able to figure out the perimeter and area of the mural accurately with errors either in the answer or the set up of the algorithm,	WB	Student was unable to figure out the perimeter and area of the mural.
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Lesson Flow 45-60 min	Mins	Procedure:
	Opening: 5-10 min.	Review the concept of perimeter and area. Perimeter is the boundary of a shape and the total distance of that boundary. Area is the amount of surface contained within the perimeter of a closed two-dimensional shape.
	Activity 10-20 min	Take the students out to measure the mural. Break them into groups and give them a measuring tool. Ask each group to work to measure one side of the mural. Head back to class and in a large group collect the data. Check to see if the measurements are accurate.
	15-20 min	Instruct students to use the worksheet to record the correct measurements and figure out the perimeter and area of the mural.
	5-10 min	Ask students to share their answers and also share how they solved.

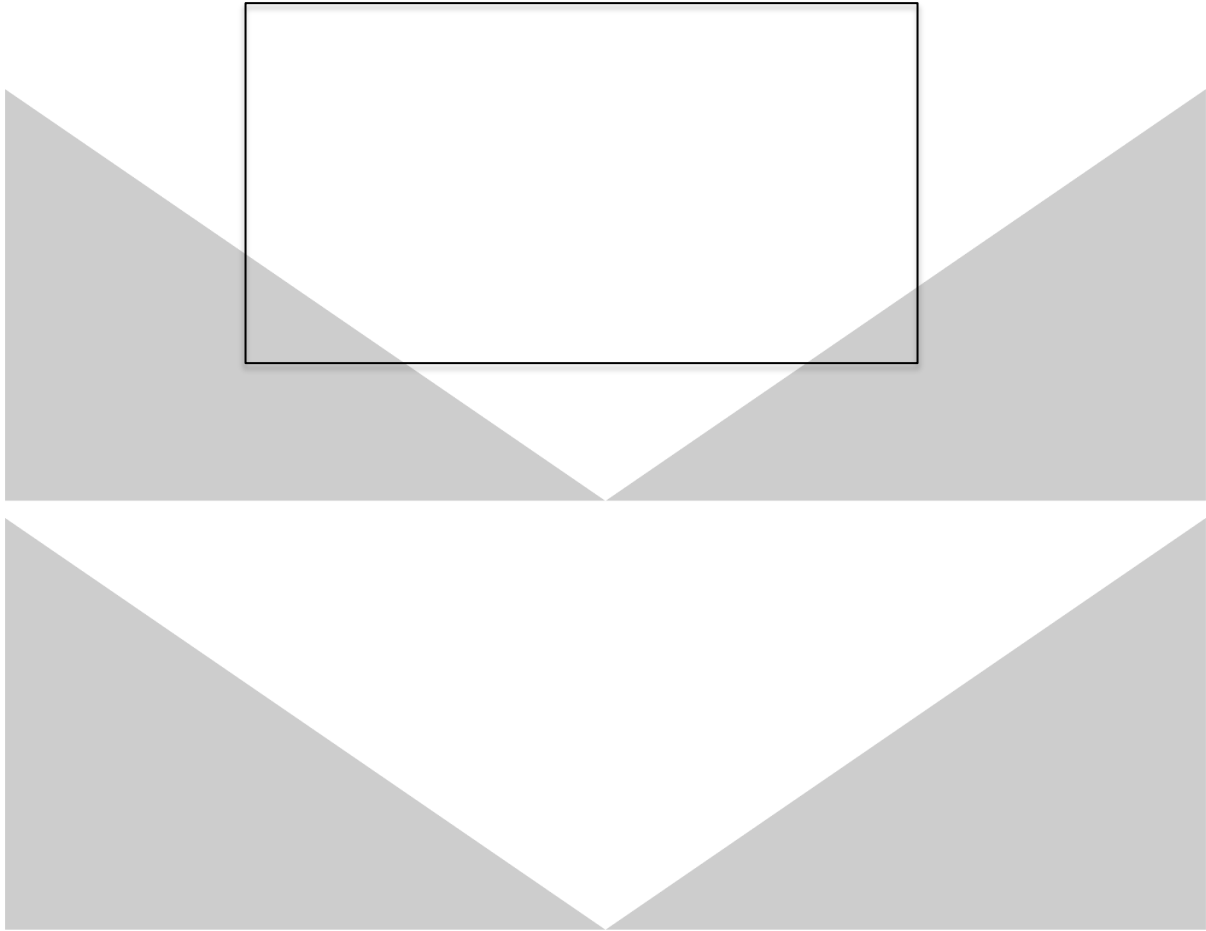
Reflection	How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D
	Teachers can circulate and observe the students as they collaborate to measure the mural and also work to find the perimeter and the area.

Name _____

Date _____

Perimeter and Area

Find the perimeter and the area of the mural. Label the length of the sides.



MELE MURALS