3 Math Unit 11: Perimeter

Content Area: **Mathematics**
Course(s):
Time Period: **Marking Period 4**
Length: **9 Days**
Status: **Published**

Unit Overview

Perimeter

Starting in Grade 3, students begin to explore different ways to use their addition and multiplication skills. In this unit, students discover strategies for finding the perimeter of figures, including work with composite figures. Students are introduced to perimeter by finding the distance around a rectangle and then a rectangular garden. The perimeter is the distance around the boundary of a 2-dimensional figure. After finding the perimeter of rectangles, students continue to find the perimeter of irregular and composite figures. Knowledge of perimeter leads students to finding missing, or unknown, side lengths. They write addition equations to represent the perimeter. Then, they find the missing side lengths of figures with known perimeters. One process is to add the known side lengths together, and then subtract the total from the perimeter.

Students explore rectangular rugs to discover that two rectangles can have the same perimeter, but can have different areas. For example, a rug with side lengths of 4 feet and 3 feet has an area of 12 square feet, which is the same as the area of a rug with side lengths of 6 feet and 2 feet. However, the first rug has a perimeter of 14 feet and the second rug has a perimeter of 16 feet. Rectangles can also have the same area with different perimeters. This work reinforces that area and perimeter are measured differently and helps students distinguish perimeter from area.

What Students Are Learning

- Students find perimeter of figures.
- Students solve real-world problems involving perimeter.
- Students identify relationships between perimeter and area.
- Students solve real-work problems involving length measurements.

Number Routines

- What's Another Way to Write It?
- Find the Missing Values
- Mystery Number
- Notice & Wonder
- Which Doesn't Belong?
- Is It Always True?
- Numberless Word Problem

Standards

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.
3.OA.A.4	Determine the unknown whole number in a multiplication or division equation relating

	three whole numbers.
3.M.C.6	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.

Materials

Core Materials:

Reveal Math

11.1 Understand Perimeter

11.2 Determine Perimeter of Figures

11.3 Determine an Unknown Side Length

11.4 Solve Problems Involving Area and Perimeter

11.5 Solve Problems Involving Measurement

Supplemental Materials:

- ST Math
- Happy Numbers
- 3 Act Lessons
- Building Fact Fluency Kit
- Brainingcamp Manipulatives
- Nearpod Lessons
- Brainpop Resources
- Online Resources

Technology

	Data can be organized, displayed, and presented to highlight relationships.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
	Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.3	Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Assessment

Formative Assessment

- Unit Readiness Diagnostics
- Lesson Checks
- Exit Tickets
- Teacher Observation

Summative Assessment

- Unit Assessment Performance Task
- Benchmark Tests
- Alternative Assessments: Performance Tasks & Projects

Accommodations & Modifications

Special Education

Differentiated Instruction			
Accommodate Based on Students Individual Needs: Strategies			
Time/General • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline	**Processing** • Extra response time • Have students verbalize steps • Repeat, clarify, or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners	**Comprehension** • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory	**Recall** • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers

		learning	
Assistive Technology • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books	**Tests/Quizzes/Grading** • Extended time • Study guides • Focused/chunked tests • Read directions aloud	**Behavior/Attention** • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback	**Organization** • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

504

- In class/pull out support with special ed teacher Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks Graphic organizers
- Vocabulary support Mnemonic devices
- Songs/videos to reinforce concepts Limit number of questions
- Scribe Manipulatives Calculators Reteach pages Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System Another look homework video
- Practice buddy

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Math Diagnosis & Intervention System

At-risk of Failure

- Additional time during intervention time
- Questions read aloud
- Graphic organizers

- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Manipulatives
- Calculators
- Reteach pages
- Leveled homework
- Lesson intervention activities
- Math Diagnosis & Intervention System
- Another look homework video
- Practice buddy

Gifted & Talented

- Independent projects
- Enrichment pages
- Online games
- Leveled Homework
- Extension Activities
- Today's Challenge

Interdisciplinary Connections

Climate Change:

- Climate Change Example: Students may solve real world problems about glacier retreat that involve perimeters of polygons.

3-5-ETS1-2	Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
RL.CR.3.1	Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
RL.TS.3.4	Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
W.IW.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

Career Readiness, Life Literacies & Key Skills

9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
	People can choose to save money in many places such as home in a piggy bank, bank, or credit union.
9.1.5.FI.1	Identify various types of financial institutions and the services they offer including banks, credit unions, and credit card companies.
	There are specific steps associated with creating a budget.
9.1.5.PB.1	Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

Career Ready Practices

STEM in Action

STEM Career: Architectural Drafter: Sam talks about the work of an architectural drafter.

Sam Makes a 4 Square Court: Sam uses perimeter to make a 4 square court on the playground.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP12. Work productively in teams while using cultural global competence.