

AREA & PERIMETER

Grades 3 - 5

The image displays four sample task cards arranged in a 2x2 grid. Each card has a decorative border and a star-shaped number in the top left corner. The cards contain the following problems:

- Card 75:** Find the area of the rectangle. The rectangle has a length of 21 yd and a width of 8 yd.
- Card 76:** Find the unknown measure of the rectangle below. The rectangle has a length of 12 m and a width of 5 m.
- Card 41:** The length of a rectangular wooden board is twice its width. If the width of the board is 120 cm, what is the perimeter of the wooden board?
A. 360 cm
B. 480 cm
C. 720 cm
D. 960 cm
- Card 42:** What is the area of the rectangle below? The rectangle has a length of 12 m and a width of 5 m.
A. 50 sq.m
B. 65 sq.m
C. 55 sq.m
D. 60 sq.m
- Card 77:** Tom built a fence around a field of grass. The length of the fence was 80 ft and the width was 53 ft. How many square feet of grass were inside the fenced garden?
- Card 78:** Find the unknown measure of the rectangle below. The rectangle has a length of 12 m and a width of 5 m.
- Card 43:** What is the perimeter of the rectangle below? The rectangle has a length of 12 m and a width of 5 m.
A. 32 in
B. 34 in
C. 36 in
D. 38 in
- Card 44:** What is the unknown measure of the rectangle below if the perimeter is 52 m? The rectangle has a length of 12 m and a width of 5 m.
A. 13 in
B. 16 in
C. 14 in
D. 15 in

80 Task Cards



Open Ended Area And Perimeter Problems

Alan Rogerson, Janina Morska



Open Ended Area And Perimeter Problems:

Use of Open-ended Problems in Mathematics Classroom, 1997 Tiivistelmä Avoimien tehtävien käyttö matematiikan tunnilla

Math Problem Solving in Action Nicki Newton, 2017-02-10 In this new book from popular math consultant and bestselling author Dr Nicki Newton you will learn how to help students become more effective and confident problem solvers Problem solving is a necessary skill for the 21st century but can be overwhelming for both teachers and students Dr Newton shows how to make word problems more engaging and relatable how to scaffold them and help students with math language how to implement collaborative groups for problem solving how to assess student progress and much more Topics include Incorporating problem solving throughout the math block connecting problems to students' real lives and teaching students to persevere Unpacking word problems across the curriculum and making them more comprehensible to students Scaffolding word problems so that students can organize all the pieces in doable ways Helping students navigate the complex language in a word problem Showing students how to reason about model and discuss word problems Using fun mini lessons to engage students in the premise of a word problem Implementing collaborative structures such as math literature circles to engage students in problem solving Getting the whole school involved in a problem solving challenge to promote schoolwide effort and engagement and Incorporating assessment to see where students are and help them get to the next level Each chapter offers examples charts and tools that you can use immediately The book also features an action plan so that you can confidently move forward and implement the book's ideas in your own classroom Free accompanying resources are provided on the author's website www.drnickinewton.com [The Mathematics Education for the Future Project - Proceedings of the 14th International Conference](#) Alan Rogerson, Janina Morska, 2017-07-01 This volume contains the papers presented at the International Conference on Challenges in Mathematics Education for the Next Decade held from September 10-15 2017 in Balatonföldvár Hungary The Conference was organized by The Mathematics Education for the Future Project an international educational project founded in 1986

Teaching Today's Mathematics in the Middle Grades Art Johnson, Kit Norris, 2006 Teaching Today's Mathematics in the Middle Grades provides current and future middle school teachers with the mathematics content essential concepts methodology activities and resources to both learn and teach mathematics in grades 5 to 8 The authors focus exclusively on the middle school learner and the middle school mathematics curriculum Although each chapter discusses foundational mathematics concepts from earlier grades and previews topics that will follow the middle grades the emphasis is on the middle school This selective focus allows for proper development of critical topics in the middle school such as proportionality algebraic thinking and the integral role of manipulatives Assessment practices and problem solving are also emphasized from the viewpoint of effective practices for middle school students Unique Features React and Reflect features prompt classroom discussions by asking the reader to think independently regarding a statement issue or concern Try This features ask the reader to solve a problem first or extend the current discussion by

working on an extension of a problem By completing the problem first teachers are putting themselves in the place of their students helping the teacher discover first hand common misconceptions Numerous exercises and activities appear at the end of each chapter to reinforce student understanding of various topics and ensure mastery of the mathematics content The NCTM Principles and Standards are emphasized throughout the book beginning with a discussion in Chapter 1 Each of the content chapters 6 11 opens with the relevant NCTM content standards for that chapter In addition marginal icons highlight areas within the text in which the NCTM process standards are discussed Reviewers rave From the content organization and approach it is evident that the authors have years of teaching experience This gives the text authority Marina Krause California State University Long Beach The authors do an excellent job of presenting in sequential order essential concepts methodology activities and technological resources essential to assist the beginning math teacher in preparing to teach in the middle school program Gerald Jarmon North Carolina Central University

Assessment Prep for Common Core Mathematics, Grade 6 Mace, 2015-01-05 The Assessment Prep for Common Core Mathematics series is designed to help students in grades 6 through 8 acquire the skills and practice the strategies needed to successfully perform on Common Core State Standards assessments Covers geometry ratios and proportional relationships the number system expressions and equations and statistics and probability Each book includes test taking strategies for multiple choice questions test taking strategies for open ended questions and answers and diagnostics Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character

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Teaching Secondary and Middle School Mathematics Daniel J. Brahier,2024-01-22 Teaching Secondary and Middle School Mathematics combines the latest developments in research technology and standards with a vibrant writing style to help teachers prepare for the excitement and challenges of teaching secondary and middle school mathematics The book explores the mathematics teaching profession by examining the processes of planning teaching and assessing student progress through practical examples and recommendations Beginning with an examination of what it means to teach and learn mathematics the reader is led through the essential components of teaching concluding with an examination of how teachers continue with professional development throughout their careers Hundreds of citations are used to support the ideas presented in the text and specific websites and other resources are presented for future study by the reader Classroom scenarios are presented to engage the reader in thinking through specific challenges that are common in mathematics classrooms The seventh edition has been updated and expanded with particular emphasis on the latest technology standards and other resources The reader is introduced to the ways that students think and how to best meet their needs through planning that involves attention to differentiation as well as how to manage a classroom for success Features include Following on from the sixth edition assessment takes a central role in planning and teaching Unit 3 of 5 addresses the use of summative and formative assessments to inform classroom teaching practices A new appendix is included that lists websites that can be used in a methods class to view other teachers interacting with students for discussion of effective teaching practices The feature entitled Links and Resources has been updated in each of the 13 chapters Five strongly recommended and practical resources are spotlighted at the end of each chapter as an easy reference to some of the most important materials on the topic Approximately 150 new citations have either replaced or been added to the text to reflect the latest in research materials and resources that support the teaching of mathematics Significant revisions have been made to Chapter 12 which now includes updated research and practices as well as a discussion on culturally responsive pedagogy Likewise Chapter 8 now includes a description of best and high leverage teaching practices and a discussion in Chapter 11 on alternative high school mathematics electives for students has been added Chapter 9 on the practical use of classroom technology has again been revised to reflect the latest tools available to classroom teachers including apps that can be run on

handheld personal devices in light of changes in education resulting from the global pandemic An updated Instructor's Manual features a test bank sample classroom activities PowerPoint slide content chapter summaries and learning outcomes for each chapter and can be accessed by instructors online at www.routledge.com 9781032472867 **Today's**

Mathematics, Concepts and Classroom Methods James W. Heddens, William R. Speer, 2000-08-25 This classic allows readers to easily build a valuable set of ideas and reference materials for actual classroom use Designed to aid the teacher in understanding mathematical concepts and relationships the authors reflect recent recommendations from the National Council of Teachers of Mathematics Standards 2000 Problem Solving Phares G. O'Daffer, 1988 Mathematics Assessment Gerald Kulm, 1994-10-28 This book provides math teachers and those who work with them with a comprehensive and practical resource for planning and implementing alternative assessment in the classroom Drawing from his own experience working with teachers at several grade levels in a variety of settings Gerald Kulm offers hands on guidelines for assessing student understanding of procedures concepts and problem solving including advice on developing and interpreting assessment tasks assessing individual and group mathematical activities using scoring rubrics developing student portfolios and more Kulm provides specific tips and ideas for getting started and simple ways to adapt math activities and problems for assessment He includes numerous examples of student products such as puzzles projects problems interviews and group activities that can allow for individual differences in learning and productivity Kulm also offers a section of frank teacher written summaries that provide firsthand insights into what worked and what did not The range of types of classes and assessment goals described in these summaries make it easy for nearly any teacher to find a situation similar to that of their own class and adapt the strategies that were successful **Alternative Assessment in Mathematics** Stephen Michael O'Donnell, 1995 **Making Problems, Creating Solutions** Jill Ostrow, 1999 In Making Problems Creating Solutions Jill Ostrow rethinks the teaching of mathematics and shows teachers how to build challenging learning environments in elementary classrooms She introduces the notion of workshop learning in mathematics and demonstrates ways in which teachers can readily integrate math into all curricular areas Traditional mathematics instruction consists of statements of rules followed by examples which define those rules the tell show and do model Under this model math concepts are fed to students in a sequence determined by the teacher rather than the intellectual readiness of the child Alternatively Jill takes a process approach to mathematics acquisition that is based upon understanding challenge independence confidence and choice Such an approach makes it easier for kids to apply their knowledge to new problems and to other areas of their lives Making Problems Creating Solutions gives educators a chance to see the NCTM Standards as well as many other mathematics curricula put into authentic practice provides examples of solutions and thinking strategies of students ages 6 to 12 describes a new and innovative approach to teaching calendar contains a large section on assessment features an extensive appendix of problems with each problem annotated to show which standard is being

addressed This book shows teachers how to encourage kids to create problem solving strategies and then to share and discuss those strategies with peers It is an appropriate text for both preservice and inservice programs as well as math inservice workshops In Making Problems Creating Solutions Jill places meaning and purpose at the heart of her mathematics program and in turn gives teachers ideas and techniques that will inspire critical thinking in young mathematicians

Today's Mathematics, Concepts and Classroom Methods, and Instructional Activities James W. Heddens, William R. Speer, 2005-04-11 From principles to practice all the tools you need to be an effective mathematics teacher Now combining theory methods and instructional activities in one convenient volume Heddens and Speer s Eleventh Edition of Today s Mathematics provides a valuable set of ideas and reference materials for actual classroom use The text will help you thoroughly understand what you need to teach to meet today s NCTM standards and how to present it in the most effective way possible This edition features a fully integrated CD of teacher resources With Today s Mathematics 11e you can Learn about contemporary philosophies and psychologies of learning teaching and assessing mathematics Explore the nature and scope of a beginning mathematics program for the primary grades Master the content strands commonly found in pre K Grade 8 mathematics curricula Examine the roles of problem solving decision making and communication in mathematics Discover effective ways to use tools such as calculators computers and technology in the classroom New virtual manipulatives CD The enclosed CD features a library of interactive web based manipulatives for mathematics instruction The CD also includes an overview of eight content strands a checklist of mathematical concepts organized by concept clusters several thematic mathematics activities and a vignette from the NCTM Also available from Wiley Jossey Bass The Math Teacher s Book of Lists 2nd Edition Judith A Muschla Gary Robert Muschla ISBN 0 7879 7398 X **Teaching Children Mathematics** ,2009-08 **National Forum of Applied Educational Research Journal** ,1994 *Current Index to Journals in Education* ,2002

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web as a result of the reaction the equilibrium concentration of nh₃ g became 0 540 m what is the value of the equilibrium constant for this reaction at the given temperature of 700 c n₂ g 3h₂ g 2nh₃ i write the initial concentrations of reactants and products

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