

 PRINCETON <small>INDEPENDENT SCHOOL DISTRICT</small>		Campus: Harper/Smith/Lacy/Godwin/Lowe	
Author(s): Elsbury, Garlington, Stovall, Eaton, Warren, Venters		Date Created / Revised: July 30, 2020	
Six Weeks Period: 2nd		Grade Level & Course: 5 th grade math	
Timeline: 5 days		Unit Title: Perimeter and Area	Week 5
Stated Objectives: TEK # and SE	Problem Solving/Processing Standards		
	<p>5.1(A) apply mathematics to problems arising in everyday life, society and the workplace; 5.1(B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; 5.1(C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems; 5.1(D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate; 5.1(E) create and use representations to organize, record, and communicate mathematical ideas; 5.1(G) display, explain, and justify mathematical ideas and arguments using mathematical language in written or oral communication;</p> <p style="text-align: center;">Skills</p> <p>5.9A represent categorical data with bar graphs or frequency tables and numerical data, including data sets of measurements in fractions or decimals, with dot plots or stem and leaf plots. 5.9C solve one and two step problems using data from a frequency table, dot plot, bar graph, stem and leaf plot or scatterplot</p> <p style="text-align: center;">Review</p> <p>5.3B multiply with fluency a three-digit number by a two digit number using the standard algorithm 5.4B represent and solve multi-step problems involving the four operations with whole numbers using equations.</p> <p style="text-align: center;">Concept</p> <p>5.4H represent and solve problems related to perimeter and/or area and related to volume</p> <p style="text-align: center;">ELPS</p> <p>http://www.teksresourcesystem.net/module/standards/Tools/Browse?StandardId=118094</p>		
See Instructional Focus Document (IFD) for TEK Specificity			
Key Understandings	<ul style="list-style-type: none"> ● Perimeter – a linear measurement of the distance around the outer edge of a figure <ul style="list-style-type: none"> ○ Perimeter is a one-dimensional linear measure. ○ Whole number, decimal, or fractional side lengths ● Recognition of perimeter embedded in mathematical and real-world problem situations ● Formulas for perimeter from STAAR Grade 5 Mathematics Reference Materials <ul style="list-style-type: none"> ○ Square <ul style="list-style-type: none"> ● $P = 4s$, where s represents the side length of the square ○ Rectangle 		

	<ul style="list-style-type: none"> • $P = 2l + 2w$, where l represents the length of the rectangle and represents the width of the rectangle • Determine perimeter when given side lengths with and without models • Determine perimeter by measuring to determine side lengths • Determine missing side length when given perimeter and remaining side lengths 	
Misconceptions	Some students believe that perimeter and area are always the same or they believe that they are interchangeable.	
Key Vocabulary	Perimeter, Dimensions (length, side, width, height), Formula, Figure, Unit	
Suggested Day 5E Model	Instructional Procedures (Engage, Explore, Explain, Extend/Elaborate, Evaluate)	Materials, Resources, Notes
<i>Day 1- Engage/ Explore</i>	Warm-Up (2 problem solving problems) Skills 13 Frequency tables Review 13: 2 digit x 2 digit Multiplication practice Concept: Activity 1: Length and Perimeter	From Sharon Wells Curriculum <ul style="list-style-type: none"> • Skills 14 • Review 13 • Concept: Activity 1
<i>Day 2 – Explain/ Extend</i>	Warm-Up (2 problem solving problems) Skills 14 Frequency Dot Plots Review 14: 2 digit x 2 digit with zeros Multiplication practice Concept: Activity 2: Perimeter Practice	From Sharon Wells Curriculum <ul style="list-style-type: none"> • Skills 14 – 15 • Review 14 • Concept : Activity 2
<i>Day 3 - Extend</i>	Warm-Up (2 problem solving problems) Skills 15 Frequency Dot Plots Review 15: 2 digit with zeros x 2 digit Multiplication practice Concept Activity 3: Perimeter Problems	From Sharon Wells Curriculum <ul style="list-style-type: none"> • Skills 14 – 15 • Review 15 • Concept: Activity 3
<i>Day 4 –Extend</i>	Warm-Up (2 problem solving problems) Skills 16 practice Review 16: story problem practice Concept: Activity 4: Perimeter Process Practice	From Sharon Wells Curriculum <ul style="list-style-type: none"> • Skills 16 • Review 16 • Concept: Activity 4
<i>Day 5 - Evaluate</i>	Warm-Up (2 problem solving problems) Week 4 Assessment	<ul style="list-style-type: none"> • Week 4 Assessment

Accommodations for Special Populations

Accommodations for instruction will be provided as stated on each student's (IEP) Individual Education Plan for special education, 504, at risk, and ESL/Bilingual.