

# Focused Mathematics Intervention

## Lessons and Activities

Nivel 3 (Level 3)

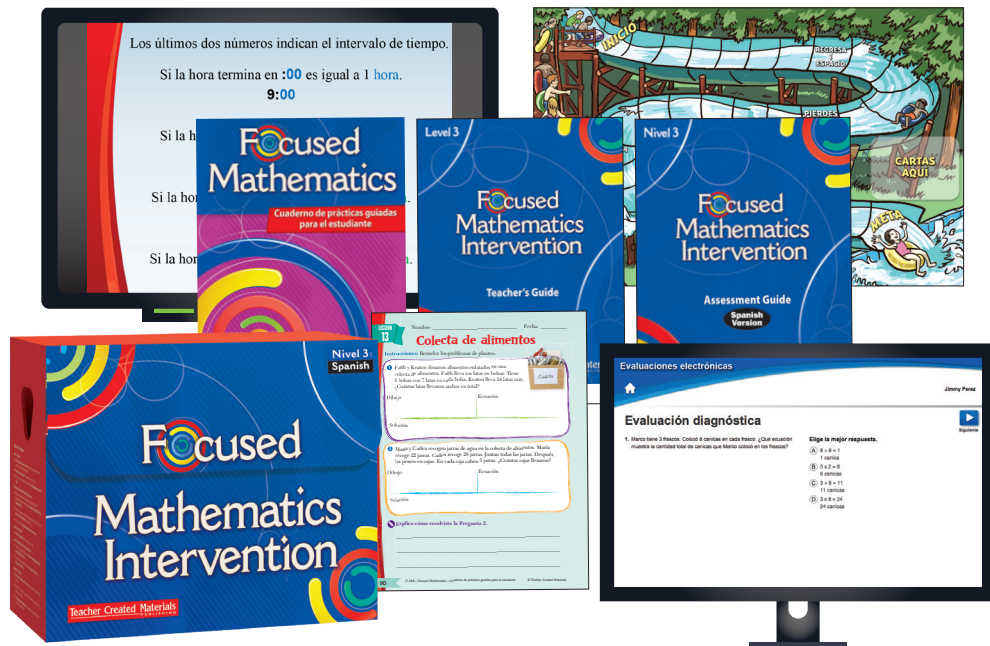
### Table of Contents

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (4 pages)

Lesson Plan (17 pages)



Level 3

# Focused Mathematics Intervention

**Teacher's Guide**

Teacher Created Materials  
PUBLISHING



# Table of Contents

## Welcome

Program Welcome.....	4
----------------------	---

## Research

Research on Mathematics Intervention .....	6
The Need for Intervention.....	7
Response to Intervention in Mathematics....	8
Components of Effective Mathematics Interventions .....	10
High-Yield Strategies for Increasing Student Achievement .....	12
Using Technology to Improve Mathematical Learning.....	13
Using Games to Motivate Struggling Math Learners .....	14
Assessment .....	15

## Best Practices

Components of Effective Mathematics Intervention Programs.....	17
Differentiation .....	19
Differentiating by Specific Needs .....	19
Developing Academic Vocabulary.....	21
Academic Vocabulary .....	21
Developing Math Skills Using Concrete Models .....	22
Developing Mathematical Problem-Solving Skills.....	24
Why We Teach Problem Solving.....	24
Making Connections .....	24
A Problem-Solving Framework.....	25
Math in the Real World .....	28
Developing Math Fluency Skills .....	29

## How to Use This Product

Kit Components .....	31
Getting Started.....	32
Teaching a Lesson .....	33
Using the Math Fluency Games .....	35
How to Organize and Manage Games.....	35
Playing the Math Fluency Game Sets.....	36
Playing the Digital Math Fluency Games.....	39
Using the Technology Options.....	40

## Planning for Intervention

Pacing Plans .....	41
Correlations .....	45
Introduction to Correlations .....	45
Standards Correlations .....	46
Series Scope and Sequence .....	49

## Lessons

Lesson 1: Addition Strategies.....	61
Lesson 2: Addition Patterns .....	69
Lesson 3: Subtraction Strategies .....	77
Lesson 4: Elapsed Time .....	85
Lesson 5: Multiplication Models .....	93
Lesson 6: Partitive Division .....	101
Lesson 7: Measurement Division.....	109
Lesson 8: Problem Solving with Multiplication.....	117
Lesson 9: Multiplication Patterns .....	125
Lesson 10: Problem Solving with Division ..	133
Lesson 11: Using Inverse Relationships ...	141
Lesson 12: Multiplying with the Associative Property .....	149
Lesson 13: Two-Step Word Problems .....	157
Lesson 14: Square Units.....	165
Lesson 15: Measuring with Square Units ..	173
Lesson 16: Finding the Area Formula.....	181
Lesson 17: Problem Solving with Area ....	189
Lesson 18: Area of Rectilinear Figures ....	197
Lesson 19: Recognizing Perimeter .....	205
Lesson 20: Unit Fractions .....	213
Lesson 21: Building Fractions from Unit Fractions.....	221
Lesson 22: Plotting Fractions on Number Lines.....	229
Lesson 23: Equivalent Fractions .....	237
Lesson 24: Fractions Equal to One .....	245
Lesson 25: Comparing Fractions 1 .....	253
Lesson 26: Comparing Fractions 2 .....	261
Lesson 27: Scaled Graphs.....	269
Lesson 28: Volume and Mass .....	277
Lesson 29: Line Plots .....	285
Lesson 30: Quadrilaterals.....	293

## Appendices

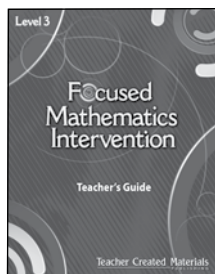
Appendix A: References Cited .....	301
Appendix B: Teacher Glossary.....	304
Appendix C: Digital Resources Charts .....	313

# Kit Components

HOW TO USE  
THIS PRODUCT

## Teacher's Guide

30 easy-to-use, standards-based lesson plans



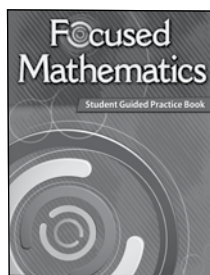
## 3 Digital Math Fluency Games

Focus on mathematical skills and strategies, and are on the Digital Resources USB Device



## Student Guided Practice Book

Full-color student activities

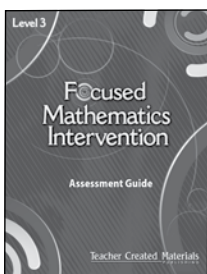


## Digital Resources

- PDFs of all student materials, game sets, activity sheets, assessments, etc.
- PDFs of teacher resources
- Digital Math Fluency Games
- Electronic versions of the Pretest, Posttest, Performance Tasks, and reporting tools

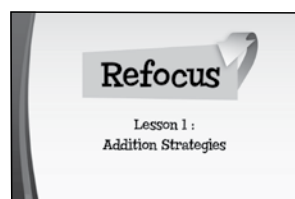
## Assessment Guide

Includes a pretest, posttest, performance tasks with assessments, and the answer key for the *Student Guided Practice Book*



## Refocus Mini Lesson

Provide as PowerPoint® and PDF files



## 3 Math Fluency Game Sets

Include a game board, directions, an answer key, and game pieces

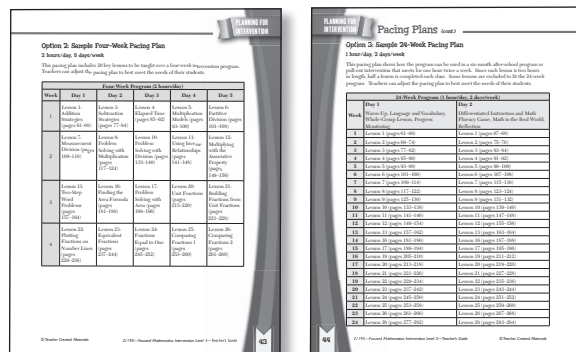
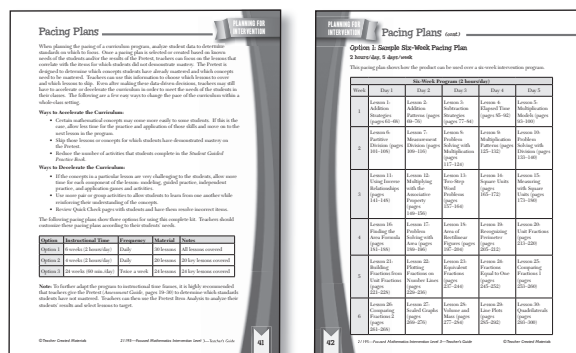


# Getting Started

1. Prior to instruction, administer the Pretest. This assessment covers all the mathematics skills and objectives for this level of the program. It can be used to determine which concepts have already been mastered by each individual student, as well as which lesson's concepts still need to be taught.

**Note:** Use the Pretest Item Analysis (pretestanalysis.doc; pretestanalysis.pdf, pretestanalysis.xls) to help monitor which skills are the most difficult for students and need to be focused on.

- 
2. Determine the most appropriate pacing plan for students. Use or modify the pacing plans located on pages 41–44 to best meet the needs of your students.



<p>Name: _____</p>	<p>Date: _____</p>
--------------------	--------------------

## Pretest


**1.** Marco has 3 pens. He put 8 numbers in each pen. Which operation can he use to find the total number of numbers that Marco put into the pens?

☐ A.  $3 \times 8$   
☐ B.  $3 \div 8$   
☐ C.  $3 + 8$   
☐ D.  $3 \times 11$

☐ E.  $3 \times 11$   
☐ F.  $3 \div 11$   
☐ G.  $3 + 11$   
☐ H.  $3 \times 11$

☐ I.  $3 \times 8$   
☐ J.  $3 \div 8$   
☐ K.  $3 + 8$   
☐ L.  $3 \times 11$   
☐ M.  $3 \div 11$   
☐ N.  $3 + 11$   
☐ O.  $3 \times 11$




**2.** Tanya has 10 flowers. He wants to place them in equal groups of 5 ones. How many flowers will be in each group?



☐ A. 2 flowers  
☐ B. 5 flowers  
☐ C. 10 flowers  
☐ D. 15 flowers  
☐ E. 20 flowers

**3.** Which prism matches this multiplication problem?

$2 \times 4 = 8$






**4.** Ms. Kim has some books that she wants to sell next semester. She has 40 oranges. She puts 4 oranges in each basket. How many baskets will she use?

☐ A. 10 baskets  
☐ B. 15 baskets  
☐ C. 20 baskets  
☐ D. 40 baskets

©2018 College Board. All rights reserved.

2018–2019 Academic Performance Assessment Grade 4



## Pretest

### Pretest Item Analysis

**Directions:** Type responses (1) into cells to indicate where items have initial questions. Add (1) in the empty. You can then view results of 1 item view. Click item and question. To view item questions view item and question and 1. The total number of questions asked in the response list.

Estimated Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452
----------------	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

## Pretest Item Analysis

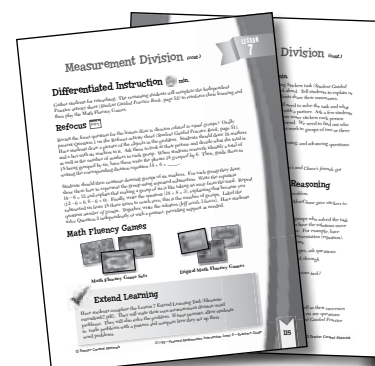
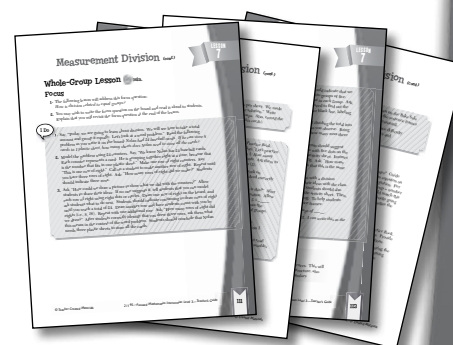
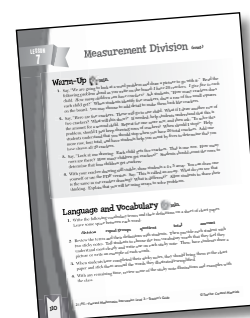
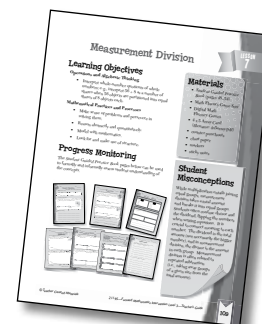




### Teacher's Guide

Each 8-page lesson is organized in a consistent format for ease of use. Teachers may choose to complete some or all of the lesson activities to best meet the needs of their students. Lesson materials can be utilized flexibly in a variety of settings. For example, modeling with a small group, using printed materials with a document camera, or using PDF materials on a digital platform, such as an interactive whiteboard. Each lesson includes:

- an overview page with key information for planning
- key mathematics content standards covered
- key mathematical practices and processes addressed
- an overview providing teacher background or student misconceptions
- a Warm-Up activity to build students' recall of important mathematical concepts
- a whole-class Language and Vocabulary activity
- time markers to indicate the approximate time for instruction
- a whole-class section focusing on the key concept/skill being taught
- use of the gradual release of responsibility model in the Whole-Group lesson section
- differentiation strategies to support and extend learning with the Refocus lesson and Extend Learning activity
- math fluency games that motivate students to develop and reinforce mastery of basic skills
- a Math in the Real World concept task activity

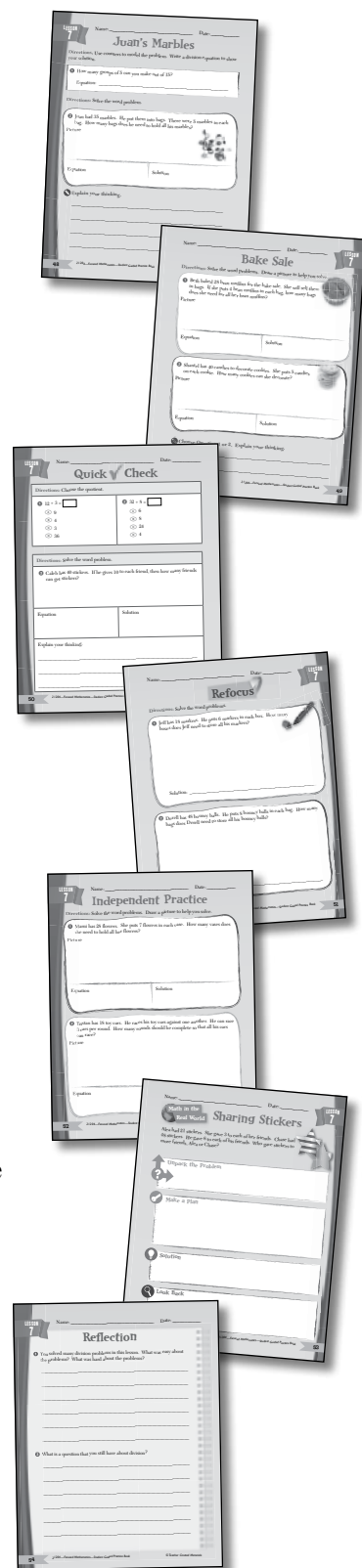


# Teaching a Lesson (cont.)

## Student Guided Practice Book

Each lesson in the *Teacher's Guide* has seven corresponding student pages in the *Student Guided Practice Book*:

- a We Do activity to support the gradual release of responsibility model
- a You Do activity to facilitate independent practice
- a Quick Check to easily monitor students' progress
- a Refocus activity for students who need more instruction
- an Independent Practice page to reinforce mathematical content taught in the lesson
- a Math in the Real World concept task for students to apply the math concept in a real-life scenario
- a Reflection page for students to share their mathematical understanding



# Square Units

## Learning Objectives

### Measurement and Data

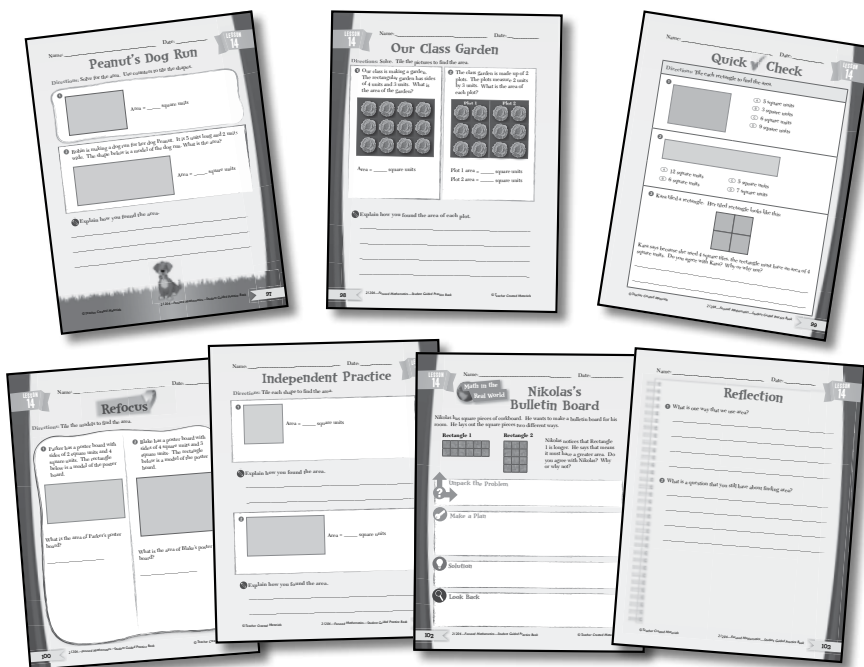
- Understand that a square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
- Understand that a plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.

### Mathematical Practices and Processes

- Reason abstractly and quantitatively.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.

## Progress Monitoring

The *Student Guided Practice Book* pages below can be used to formally and informally assess student understanding of the concepts.



## Materials

- Student Guided Practice Book* (pages 97–103)
- Math Fluency Game Sets
- Digital Math Fluency Games
- counter punchouts (referred to as *square tiles*)
- 3" × 3" squares cut from cardstock (one per student)
- copies of rectangle drawings

## Student Misconceptions

Tiling with square units will likely be a new concept to students. Students may need assistance in transferring skills related to measurement to the task of tiling to determine square units. For example, students may know that when measuring length, it is important to line up the edge of the object and the edge of the measuring instrument. In the same way, students must attend to precision in tiling regions, ensuring the entire area is covered with no overlaps or gaps.



# Square Units *(cont.)*

## Warm-Up 10 min.

1. Give each student a  $3" \times 3"$  square cut from cardstock and 16 square tiles. Say, "Today, we will learn about area. Area is the space a figure takes up. One way we can measure the area of a shape or object is to cover it with square tiles."
2. Have students cover their cards with square tiles. Model correct tiling procedures, lining up each counter with the edges of the paper squares and ensuring that there are no overlaps or gaps.
3. Say, "What you just did is called *tiling*. You tiled your paper square. As we move on with our lesson, we will talk about how tiling measures area."

## Language and Vocabulary 10 min.

1. Prior to the lesson, write the following vocabulary terms on the board.  

**area****square unit**
2. Ask students to look at their tiled cards from the Warm-Up. Say, "We can use the square tiles to measure the area of our paper square." Hold up one square tile. Say, "When we measure area, we use a term called a *square unit*. Think of this square tile as one square unit." Draw an image of the square tile on the board and write  $\blacksquare = 1 \text{ square unit}$ .
3. Ask students to count the square tiles on their cards and then share their answers aloud. Students should indicate that they used 16 square tiles. Ask, "If one square tile represents one square unit, how many square units is the paper?" If needed, help students identify that the paper square measures 16 square units. Write this sentence on the board: *The area of the paper is 16 square units* and read it aloud for students. Encourage them to read the sentence aloud with you.

# Square Units *(cont.)*

## LESSON 14

### Whole-Group Lesson (40) min.

#### Focus

1. The following lesson will address this focus question:  
*How are square units used to measure area?*
2. You may wish to write the focus question on the board and read it aloud to students. Explain that you will revisit the focus question at the end of the lesson.

#### I Do

1. Prior to the lesson, draw a rectangle on unlined paper that measures  $3" \times 2\frac{1}{4}"$ . Say, "Let's continue learning about square units and area." Display the paper with your hand-drawn rectangle and gather some square tiles.
2. Say, "We talked about how area means the amount of space that a shape or object takes up." Hold up a square tile. Say, "We also talked about this square tile. What did we say that the square tile represents?" If needed, help students to recall that the square tile represents one square unit.
3. Say, "If I wanted to use these square tiles to cover this rectangle, what should I do?" Allow students to share what they recall about correct tiling procedures. Reinforce correct responses by narrating as you tile the rectangle on your paper. Say, "I'm going to start tiling from the top left corner. First, I will make a straight row with the square tiles. I want to make sure the tiles are not overlapping and that there is no space between the squares. Then, I can tile another row below the first row. I'm going to continue until the entire area of the rectangle is covered." Tile the entire figure. You should end up tiling three rows, with four tiles in each row.

### Language Support

Be sure that students understand the difference between *tile* as a noun (a piece of floor covering) and *tile* as a verb (to cover a figure or area with square units).

# Square Units (cont.)

## Whole-Group Lesson (cont.)

I Do  
(cont.)

4. Say, "How can we find the area of the shape using our square tiles?" Students should suggest counting the tiles. Point to each tile as you count, and have students count aloud with you. Ask, "How many square tiles did we count?" When students correctly identify that we counted 12 square tiles, say, "Because we used 12 square tiles, and each square tile is one square unit, what is the area of the rectangle?" When students correctly identify that the area is 12 square units, write *area = 12 square units* beside the rectangle.

We Do

1. Refer students to the Peanut's Dog Run activity sheet (*Student Guided Practice Book*, page 97). Say, "Let's tile more shapes together." Display a copy of the activity sheet so you can model with square tiles. Distribute square tiles to each student (approximately 20). Have them work in pairs to tile the rectangle in Question 1, and write the number of square tiles beside the rectangle. Circulate as students work, and correct any students who are not tiling the rectangles properly. Ask students to share their answers with the class, being sure to read the area with the correct label, (i.e., *6 square units*).
2. Say, "Not only can we measure the area of shapes or cards, we can also measure the area of real-life space, like a yard or a room." Direct students to Question 2 and have a student read the problem aloud: *Robin is making a dog run for her dog Peanut. It is 5 units long and 2 units wide. The shape below is a model of the dog run. What is the area?*
3. Say, "The rectangle on the activity sheet represents the dog run. Let's start by tiling the shape with square tiles, or square units." Ask, "Where should I begin placing the square units?" Have students turn and tell a partner. Invite student volunteers to share their thinking. Students should indicate that you begin at the top left corner and tile a complete row, moving from left to right.



# Square Units (cont.)

## Whole-Group Lesson (cont.)

**We Do**  
(cont.)

4. Allow students to tile the rectangle with their square tiles. As students work, ask, “What do we need to think about as we are tiling?” Students should indicate that squares cannot overlap and they should also not have any gaps between them.
5. Invite a student volunteer to demonstrate tiling the rectangle on the display copy of the activity sheet. The complete tiled area should look like the following:



6. Once the entire area is tiled, ask the whole group, “How can we find the area of the rectangle?” Call on students to share responses. Students should indicate that to find the area, we must count the square tiles. Count the squares together as a group, concluding that there are 10 square tiles.
7. Refer students back to the problem. Say, “If 10 square tiles cover the area of the rectangle, what is the area of the dog run?” Allow students to share their thinking, and if needed, guide them to conclude that the area is 10 square units. Have students record this on the activity sheet. Then, have students explain how you solved. To help students explain their reasoning, provide them with the following sentence frames:
  - *I covered the model with \_\_\_\_\_ square tiles.*
  - *The area of Peanut’s dog run is \_\_\_\_\_.*

# Square Units *(cont.)*

## Whole-Group Lesson *(cont.)*

### You Do

1. Tell students they will now work on tiling regions to find area on the Our Class Garden activity sheet (*Student Guided Practice Book*, page 98). Provide the sentence frames from Step 7 of the We Do section to help students explain their reasoning.
2. Have students share their models and reasoning. If students have difficulty explaining their reasoning, remind them to use the sentence frames and vocabulary terms.

## Closing the Whole-Group Lesson

Revisit the focus question for the lesson: *How are square units used to measure area?* Ask students to identify what a square unit is. Students should refer to the square tiles from the lesson. Remind them that these are square units because each side is one unit long. Then, ask students how they used square units to measure area, guiding them to describe the process of tiling figures and counting square units to determine area.

## Progress Monitoring 5 min.

1. Have students complete the Quick Check activity sheet (*Student Guided Practice Book*, page 99) to gauge student progress toward mastery of the Learning Objectives. Provide students with unlined paper to show their work on the selected response questions.
2. Based on the results of the Quick Check activity sheet and your observations during the lesson, identify students who may benefit from additional instruction in the Learning Objectives. These students will be placed into a small group for reteaching. See instructions on the following page.

# Square Units (cont.)

## Differentiated Instruction (20 min.)

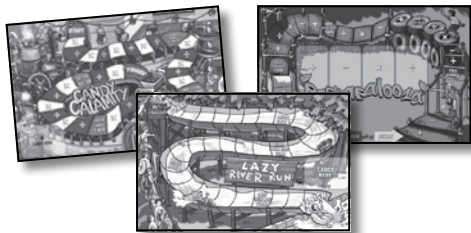
Gather students for reteaching. The remaining students will complete the Independent Practice activity sheet (*Student Guided Practice Book*, page 101) to reinforce their learning and then play the Math Fluency Games.

## Refocus

Revisit the focus question for the lesson: *How are square units used to measure area?* Practice tiling rectangles with students, reinforcing correct procedures that yield accurate results. Draw a variety of rectangles on a sheet of paper and make copies. Be sure that the dimensions can be tiled with  $\frac{3}{4}$ " square tiles. Provide students with square tiles, and ask them to tile each shape. Identify any incorrect procedures and model how to adjust for accuracy. Students may not be lining up the tiles with the edges of the shape, or they may be allowing for gaps or overlapping tiles. After students have tiled each shape, ask them to count the tiles one by one and write the number beside the shape. Reinforce that this number is equal to the area, and have them add the label *square units*.

Finally, support students as they complete Question 1 on the Refocus activity sheet (*Student Guided Practice Book*, page 100), and then have them solve Question 2 independently.

## Math Fluency Games



Math Fluency Game Sets



Digital Math Fluency Games



## Extend Learning

Investigate the relationship between side length and area. Use small numbers. For example, draw a  $1\frac{1}{2}$ "  $\times$   $2\frac{1}{4}$ " rectangle and tile it. Say, "This rectangle is two square units by three square units. The area is six square units. Can you think of an operation that we could use with two and three that gives us a solution of 6?" Students should identify multiplication. Have students complete the Lesson 14 Extend Learning Task (filename: extendtask14.pdf).



# Square Units (cont.)

## Math in the Real World (30 min.)

1. Refer students to the Math in the Real World: Nikolas's Bulletin Board task (*Student Guided Practice Book*, page 102). Have a student read the task aloud. Tell students to explain or summarize the task to their partner. Have a few students share their summaries.
2. Ask students to think about what information they will need to solve the task and what the task is asking them to do. Then, have them share with a partner. Ask a few students to share out. Students should identify that we know the two different ways that Nikolas has laid out his bulletin board. We need to find out if he is correct in saying that because the first arrangement (Rectangle 1) is longer, that means it has a greater area. To do so, we must find the area of each rectangle and compare them. Have students work in groups of two or three to complete the task.
3. As students are working, circulate and ask focusing, assessing, and advancing questions:
  - *How can you find the area of each rectangle?*
  - *Are the areas of the two rectangles the same or different? Does that mean that Nikolas is correct or incorrect?*

## Sentence Frames for Explaining Reasoning

- *I agree/disagree with Nikolas because \_\_\_\_\_.*
  - *Both rectangles use \_\_\_\_\_ square units. So, I can reason that the area of the rectangles is \_\_\_\_\_.*
4. Observe how students are solving the task, and choose a few groups who solved the task in different ways to share their solutions and reasoning. Students may begin by attempting to tile the pictures. Explain that these pictures are only to help you visualize the arrangement of the corkboard. They are not models of the board.
  5. As groups are sharing their solution paths, reasoning, and strategies, ask questions:
    - *How is this solution similar to the solution previously presented?*
    - *Do you agree or disagree with the solution path and reasoning? Why?*
    - *Which solution path makes the most sense to you? Why?*

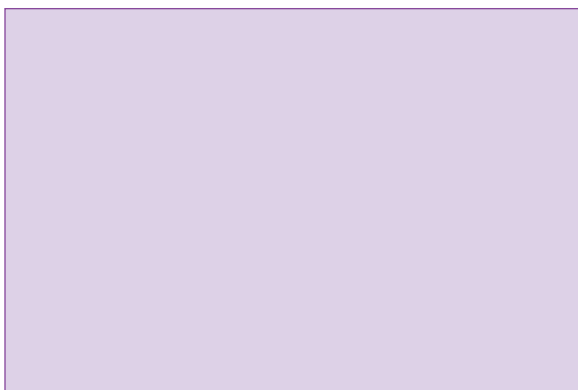
## Lesson Reflection (5 min.)

Have students summarize their learning about the connections between area and the real world, and provide feedback on any questions they still have about the content on the Reflection activity sheet (*Student Guided Practice Book*, page 103).

# La pista de carreras de Peanut

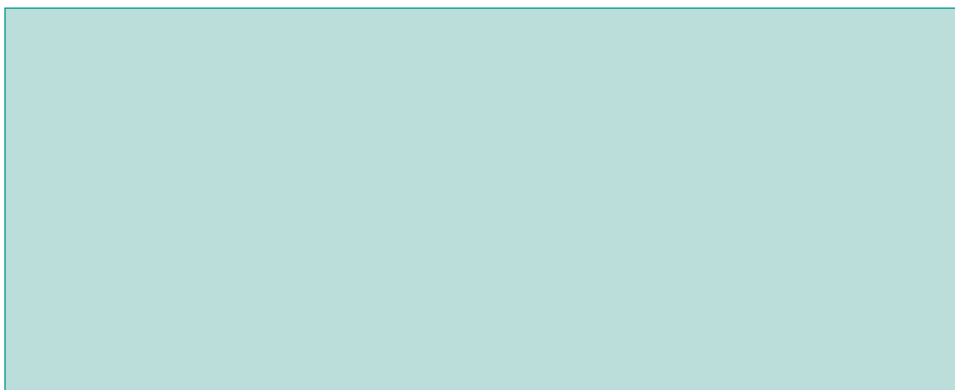
**Instrucciones:** Resuelve el área. Usa las fichas para cubrir las figuras.

1



Área = \_\_\_\_\_ unidades cuadradas

- 2 Robin está preparando una pista de carreras para su perro, Peanut. Tiene 5 unidades de largo y 2 unidades de ancho. La figura siguiente es un modelo de la pista de carreras. ¿Cuál es el área?



Área = \_\_\_\_\_ unidades cuadradas



Explica cómo encontraste el área.

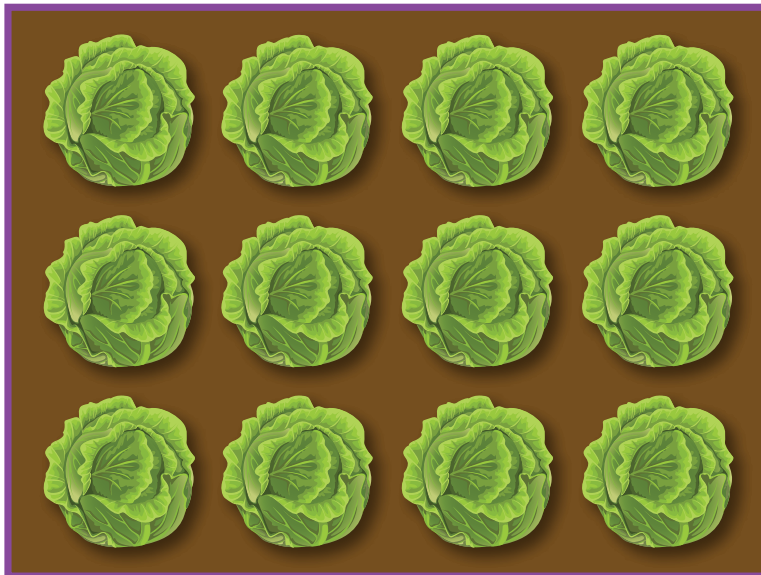


# El jardín de nuestra clase

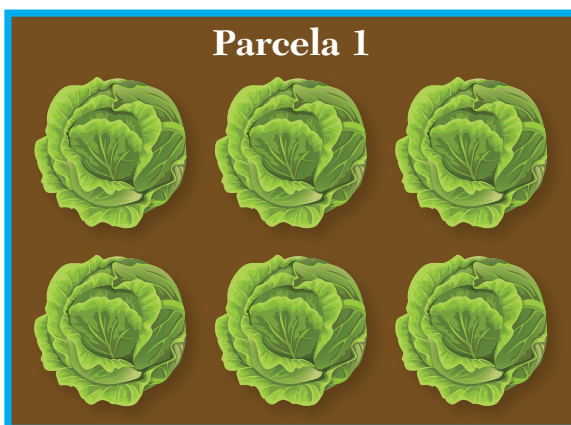
**Instrucciones:** Resuelve. Cubre las figuras con fichas para encontrar el área.

- 1 Nuestra clase está armando un jardín. El jardín rectangular tiene lados de 4 unidades y 3 unidades. ¿Cuál es el área del jardín?

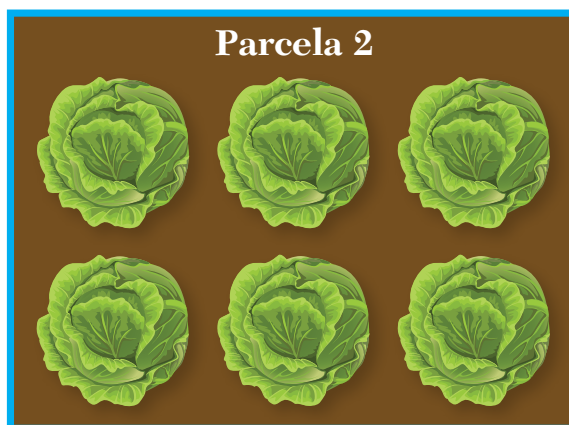
Área = \_\_\_\_\_ unidades cuadradas



- 2 El jardín de la clase tiene 2 parcelas. Las parcelas miden 2 unidades por 3 unidades. ¿Cuál es el área de cada parcela?



Área de la parcela 1 = \_\_\_\_\_ unidades cuadradas



Área de la parcela 2 = \_\_\_\_\_ unidades cuadradas

Explica cómo encontraste el área de cada parcela.

---



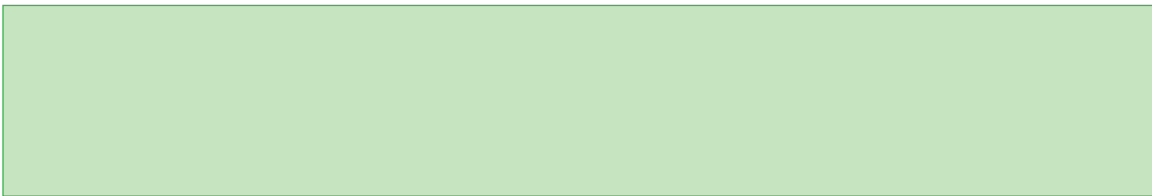
---

# Repaso rápido

**Instrucciones:** Cubre con fichas cada rectángulo para encontrar el área.

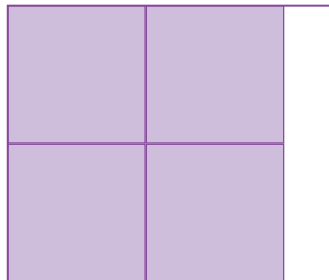
**1**

- ☐ (A) 5 unidades cuadradas
- ☐ (B) 3 unidades cuadradas
- ☐ (C) 6 unidades cuadradas
- ☐ (D) 9 unidades cuadradas

**2**

- ☐ (A) 12 unidades cuadradas
- ☐ (B) 6 unidades cuadradas
- ☐ (C) 5 unidades cuadradas
- ☐ (D) 7 unidades cuadradas

- 3** Kara cubrió con fichas un rectángulo. Así se ve el rectángulo que cubrió con fichas:



Kara dice que, debido a que usó 4 fichas, el rectángulo debe tener un área de 4 unidades cuadradas. ¿Estás de acuerdo con Kara? ¿Por qué sí o por qué no?

---

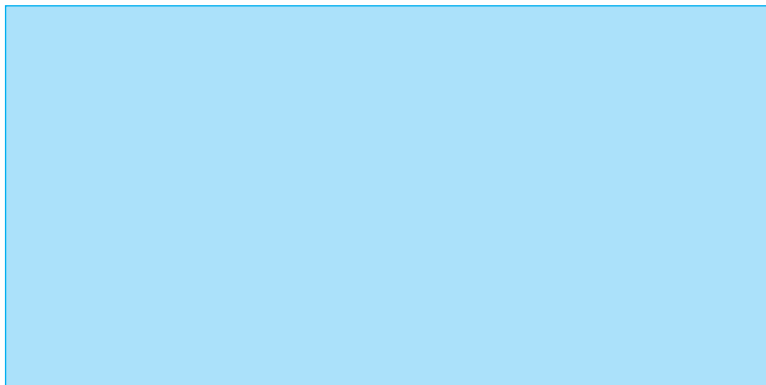
---



# Concéntrate

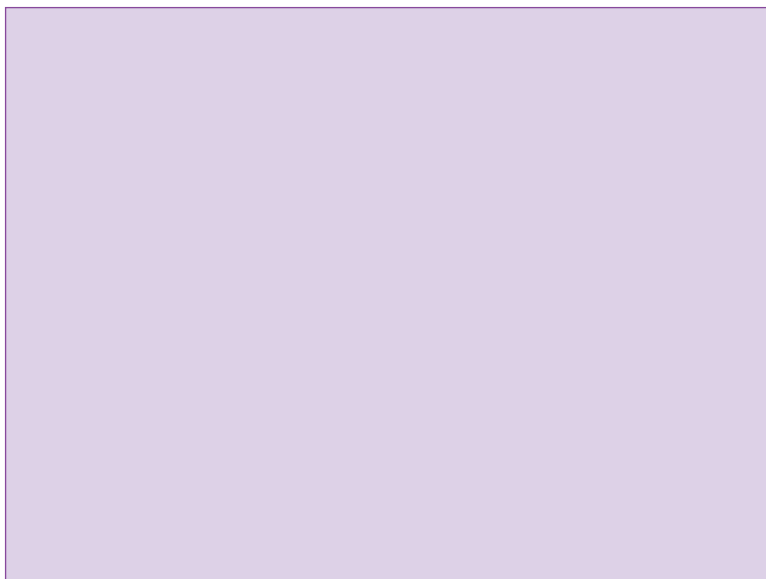
**Instrucciones:** Cubre los modelos con fichas para encontrar el área.

- 1 Parker tiene un afiche con lados de 2 unidades cuadradas y 4 unidades cuadradas. El rectángulo que está debajo es un modelo del afiche.



¿Cuál es el área del afiche de Parker? \_\_\_\_\_

- 2 Blake tiene un afiche con lados de 4 unidades cuadradas y 3 unidades cuadradas. El rectángulo que está debajo es un modelo del afiche.

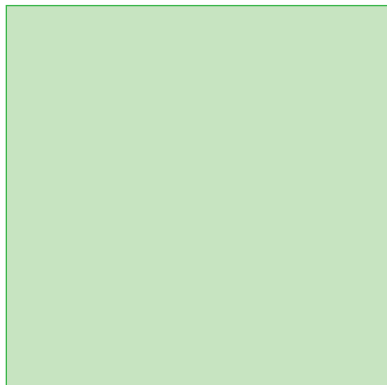


¿Cuál es el área del afiche de Blake? \_\_\_\_\_

# Práctica independiente

**Instrucciones:** Cubre con fichas cada figura para encontrar el área.

1



Área = \_\_\_\_\_ unidades cuadradas

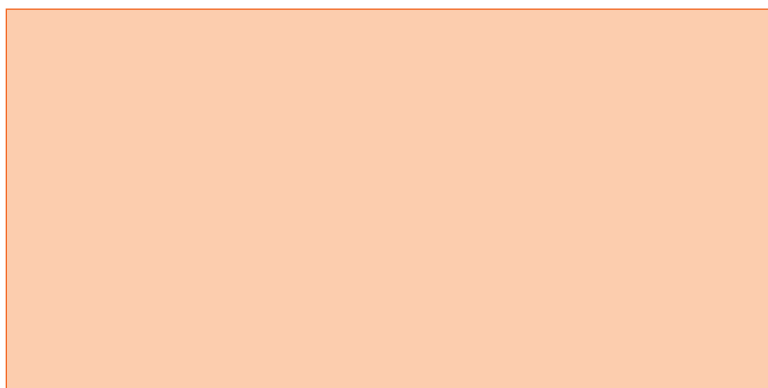


Explica cómo encontraste el área.

---

---

2



Área = \_\_\_\_\_ unidades cuadradas



Explica cómo encontraste el área.

---

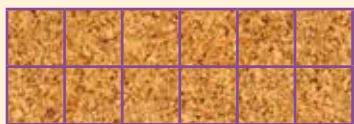
---



# El tablón de anuncios de Nikolas

Nikolas tiene piezas cuadradas de láminas de corcho. Quiere hacer un tablón de anuncios para su cuarto. Distribuyó las piezas cuadradas de dos maneras diferentes.

**Rectángulo 1**



**Rectángulo 2**



Nikolas notó que el Rectángulo 1 es más largo. Dice que quiere decir que debe tener un área más grande. ¿Estás de acuerdo con Nikolas? ¿Por qué sí o por qué no?



**Desarma el problema**



**Prepara un plan**



**Solución**



**Repasa y explica**

# Observaciones

- 1 ¿Cuál es una manera en la que usamos el área?

---

---

---

---

- 2 ¿Qué es una pregunta que todavía tienes sobre cómo calcular el área?

---

---

---

---



## Evaluación diagnóstica

1. Marco tiene 3 frascos. Colocó 8 canicas en cada frasco. ¿Qué ecuación muestra la cantidad total de canicas que Marco colocó en los frascos?

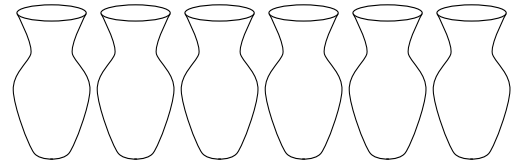
(A)  $8 \div 8 = 1$   
1 canica

(B)  $3 \times 2 = 6$   
6 canicas

(C)  $3 + 8 = 11$   
11 canicas

(D)  $3 \times 8 = 24$   
24 canicas

3. Terry tiene 48 flores. Quiere colocarlas todas equitativamente en 6 floreros. ¿Cuántas flores habrá en cada florero?



(A) 42 flores

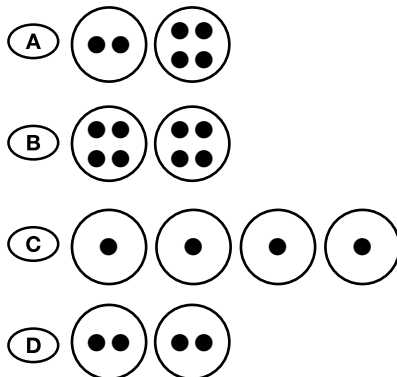
(B) 6 flores

(C) 54 flores

(D) 8 flores

2. ¿Qué imagen corresponde con este problema de multiplicación?

$$2 \times 4 = 8$$



4. La Sra. Ross tiene unos tazones que quiere llenar con naranjas. Tiene 40 naranjas. Coloca 5 naranjas en cada tazón. ¿Cuántos tazones llenó?

(A) 8 tazones

(B) 25 tazones

(C) 9 tazones

(D) 45 tazones

Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

## Tarea de desempeño 1: Desayuno con panqueques

### Parte A

En la Escuela Park View habrá un desayuno con panqueques. Habrá ocho mesas disponibles. En cada mesa, se pueden sentar 6 personas. ¿Cuántas personas podrán sentarse en el desayuno? ¿Cómo lo sabes?

Solución: \_\_\_\_\_

Explica tu solución.

---

---

---

---

---