**Task 1- Kitchen Sized**

**The rectangular floor plan of the first level of a house is shown in
the following diagram:**



**Both the laundry room and the dining room are square with areas of 4 m2 and 25m2, respectively. The living room is rectangular, with an area of 30m2. Determine the area of the kitchen.**

**Possible Answers:**

**a) 16 m2  c) 14m2**

**b) 18m2  d) 21m2**

**Task 1- Kitchen Sized**

|  |  |  |  |
| --- | --- | --- | --- |
| **Answer** | **Correct (Yes or No)** | **Mathematical Explanation****(Show all steps)** | **Communicate the Errors or Correct response using words** |
| **a) 16 m2** |  |  |  |
| **b) 18m2** |  |  |  |
| **c) 14m2** |  |  |  |
| **d) 21m2** |  |  |  |

**Task 2**

**Success Criteria:**

***-Ruler was used throughout for the design***

***-Picture/diagram makes sense (ex-scale and area) ***

***-Question posed is relevant to the diagram, clear and grammatically correct ***

***-Calculations are shown for each answer (step by step/ 1 = sign per line) ***

***-Proper units used throughout (ex- cm2 vs cm3) ***

***- “Therefore” statement provided for each answer (correct (1) and errors (3))*** **

***Learning Goals:***

***-Determine, through investigation using a variety of tools the relationships among area, perimeter, corresponding side lengths similar shapes.***

***- Describe, and report on applications of area and capacity measurement.***

***- Reflect on and evaluate your own work and the work of another student.***

***-Create a well-developed, multi-step inquiry problem.***

***-Gain useful feedback from students in class.***

*Task 2/3 Rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***Category*** | ***Level 4*** | ***Level 3*** | ***Level 2*** | ***Level 2*** |
| ***Questions***  | *Questions were detailed well thought out. All the criteria were followed (success criteria listed on board) throughout.* | *Questions were well thought out and developed. Most of the criteria was followed (success criteria listed on board) throughout.* | *Questions were lacking detail and complexity. Some of the criteria was followed (success criteria listed on board) throughout.* | *Questions were missing components and complexity. Most of the criteria was missed (success criteria listed on board) throughout.* |
| ***Steps***  | *All work and calculations were shown with detail. No errors throughout steps. Detailed written explanation for each problem was provided.* | *Most of the work and calculations were shown. Little to no errors throughout steps. Written explanation for each problem was provided.* | *Some of the work and calculations were shown. Some errors throughout procedural steps. Some explanations were written and provided.* | *Very little work and calculations were shown. Numerous errors throughout steps. Answer weren’t communicated or explained.* |
| ***Solving other problems***  | *Solutions and explanations were detailed and thorough. Provided great feedback for students from other groups.* | *Solutions and explanations were well developed. Solutions provided good feedback for students from other groups.* | *Solutions and explanations were missing some detailed and thought. Answers provided some feedback for students from other groups.* | *Solutions and explanations weren’t detailed or thorough. Provided little to no feedback for students from other groups* |
| ***Class Time*** | *Class time was used effectively and efficiently when creating problems, finding solutions and solving the questions from other students.* | *Most of the class time was used effectively and efficiently when creating problems, finding solutions and solving the questions from other students.* | *Some of the class time was used effectively and efficiently when creating problems, finding solutions and solving the questions from other students.* | *Class was not used effectively and efficiently when creating problems, finding solutions and solving the questions from other students.* |