Day 7: Problem Solving
Lesson Target:

- **Solve** single- and multi-step word problems involving perimeters of quadrilaterals and verify the solutions.

Process	Activities/Expected Students' responses	Teacher's Support
Understand the Goal	Julie and Jacob have recently created two rectangular vegetable gardens in their backyard. One garden measures 6 ft by 8 ft, and the other garden measures 10 ft by 5 ft. They decide to place a small fence around the outside of each garden to prevent their dog from getting into their new vegetables. How many feet of fencing should Julie and Jacob buy to fence both gardens?	**Display** vocabulary cards; **Perimeter, Quadrilateral,** and **Rectangle** **Introduce** a problem
Explore/ Investigate/Solve	**Find** and **underline** number information. **Find** some evidence of vocabulary cards • Rectangle: 6 ft by 8 ft, and 10ft by 5 ft • Perimeter: small fence around the outside of each garden **Underline** a question sentence with a wavy line. "How many feet of fencing should Julie and Jacob buy to fence both gardens? **Discuss** their own plans to find the answer with a partner. **Synthesize** their ideas step by step in class. 1. Find Julie's garden's perimeter 2. Find Jacob's garden's perimeter 3. Add both perimeters **Solve** the problems **Add** their own (pretend) garden's perimeter **S:** My garden is 7 ft x 8 ft. So its perimeter is: **S:** Julie and Jacob need 58 ft. If I add mine, it would be 58 + 30 = 88. 88 ft.	**Record** their findings in the class chart with a vocabulary cards (6 + 8) x 2= 28 (10 + 5) x 2 = 30 28 + 30 = 58 58 ft • 7 x 2 + 8 x 2 = 30 • (7 + 8) x 2 = 30 • 7 + 7 + 8 + 8 = 30
Conclude	**Make** another garden and **find** its perimeter.	

Assessment:

- **Identify** important information in the word problem
- **Follow** steps to lead the accurate answer.