

MeTEOR Performance Task

Fifth Grade

Mathematics
I Want That Room



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MeTEOR
CONNECTING THE DOTS

Performance Task Item: I Want that Room!

Task/Question 1:

Scenario: Your family is moving to a new house with five bedrooms. One room will be for your parents, one room will be yours, one room will be for your brothers, one room will be for your sisters, and the last room will be for guests.

Your parents took the entire family to look at the house in order to see each room and choose the one you wanted.

To make a decision, your dad asked you to help measure each room. Below are the dimensions:

Rooms	Length	Width
Bedroom A (tan room)	40 feet	15 and $\frac{1}{3}$ yards
Bedroom B (blue room)	$\frac{3}{4}$ the length of Bedroom A	15 and $\frac{1}{3}$ yards
Bedroom C (purple room)	1 and $\frac{3}{16}$ the length of Bedroom A	15 and $\frac{1}{3}$ yards
Bedroom D (pink room)	1 and $\frac{1}{8}$ the length of Bedroom A	15 and $\frac{1}{3}$ yards
Bedroom E (white room)	$\frac{7}{8}$ the length of Bedroom A	15 and $\frac{1}{3}$ yards

- A. Based on the room dimensions, which bedrooms are larger than bedroom A?

- B. Based on the room dimensions, which bedrooms are smaller than bedroom A?

- C. Explain how you arrived at your answers for Part A and B above:

Task/Question 2:

A. Using the chart in Task 1, order the rooms in ascending order in terms of size:

B. Write an explanation about how you determined the order of the room:

Task/Question 3:

- A.** Use the chart in Task 1 to find the total area for each bedroom. Show your work.

Bedroom A:

Bedroom B:

Bedroom C:

Bedroom D:

Bedroom E:

- B.** The family decided that Room E would be the guest room. This room will have a bed, a dresser and a desk that takes up $\frac{2}{3}$ of the area in the room. Create a fraction bar, shade in the area to represent the amount of space needed for the bed, dresser and desk:

- C.** What percentage of space is the bed, dresser and desk? (round to nearest ones)

Task/Question 4:

- A.** You want feedback from your classmates on selecting the best room for yourself. They all looked confused when you “told them” the dimensions and area of each room. Therefore, your group task is to create an authentic model of your assigned room (A, B, C, D, or E) so students can visualize the true size of each room. Use the following tools to create your model: duct tape and a tape measure.

- B.** Determine any three items you might find in this bedroom. On your notecard list the three items and their estimated dimensions.

- C.** Using your tape measure and duct tape place the three items in the room. Be sure to label your items.

- D.** With your group start at Room A; observe and take notes. Complete the same process for rooms B, C, D, and E. Once finished, stop and think to yourself for three minutes. Reflect on the differences of each room. Discuss with your group members how adjusting the length of room A by $\frac{3}{4}$, $1\frac{3}{16}$, $1\frac{1}{8}$, and $\frac{7}{8}$ changed the area.

Task/Question 5:

Using your knowledge of calculating area, seeing the actual size of each room and considering additional items in the room. Write about which room you want in your family's new house? Use evidence to support your reasoning. (Don't forget your Mom said she gets the biggest room. 😊)



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