

## Task-based Activity Cover Sheet

Task Title: Calculate the area of an irregular room to see if furniture will fit

Learner Name:					
Date Started:	Date Started: Date Completed:				
Successful Completion: Yes No	·				
Goal Path: Employment Apprenticeship S	Secondary School Post Secondary Independence -				
Task Description:					
The learner will use a floor plan of an irregular	room to determine if specific pieces of furniture will fit.				
Competency:	Task Group(s):				
C: Understand and Use Numbers	C3: Use measures				
Level Indicators:					
C3.3: Use measures to make multi-step calcul	ations				
Performance Descriptors: See chart or click here					
Skill Building Activities: See last page or click h	<u>nere</u>				
Materials Required:					
<ul> <li>attached room diagram</li> </ul>					
• ruler					
• pencil					
• calculator					
ESKARGO:					
Number Sense and Computation					
<ul> <li>Evaluates expressions containing fractions, decimals, percents and ratios, using the</li> </ul>					
correct order of operations					
Selects appropriate steps to reach a solution					
<ul> <li>Solves multi-step numerical and word problems involving fractions, decimals, percents and ratios</li> </ul>					
Measures					
<ul> <li>Understands and uses ratio and proportion</li> </ul>					
<ul> <li>Interprets and represents area and volume using symbols and abbreviations (e.g., m<sup>3</sup>)</li> </ul>					
<ul> <li>Understands and uses formulas for finding the perimeter, area, and volume of simple,</li> </ul>					
common shapes					
Practitioner.					
We encourage you to talk with the learner about attitudes required to complete this task set. The context of					
the task has to be considered when identifying attitudes. With your learner, please check one of the					
following:					

□ Attitude is not important □ Attitude is somewhat important □ Attitude is very important

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# Learner Information and Tasks:

Floor plans are often used to determine where to place furniture in a room. Look at the bedroom floor plan.

• In the floor plan each small square represents 1 foot squared (1 foot x 1 foot x 1 foot x 1 foot)

**Task 1:** Calculate the perimeter (in feet) of the bedroom.

**Task 2:** Calculate the total area (in feet) of the bedroom.

**Task 3:** Calculate the total approximate amount of the room (in feet) taken up by windows.

Task 4:Use the floor plan below and record the placement you've decided on for each piece of<br/>furniture shown.



# BEDROOM FLOOR PLAN





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# Answer Key

Task 1:	96 feet
	24+24+8+12+16+12
Task 2:	384 feet squared
	12x24 = 288
	12x8=96
	288+96= 384
Task 3:	16 feet
	8+8= 16
Task 4:	Answers will vary but will reflect that the learner understan

**Task 4:**Answers will vary but will reflect that the learner understands that the size of the<br/>furniture is represented by the floor plan grid



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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
C3.3	<ul> <li>calculates using numbers expressed as whole numbers,</li> </ul>			
	fractions, decimals, percentages and integers			
	<ul> <li>understands and uses formulas for finding the perimeter, area and volume of non-rectangular, composite shapes</li> </ul>			
	<ul> <li>manages unfamiliar elements (e.g. context, content) to complete tasks</li> </ul>			
	<ul> <li>makes estimates involving many factors where precision is required</li> </ul>			
	<ul> <li>chooses and performs required operations; makes inferences to identify required operations</li> </ul>			
	<ul> <li>selects appropriate steps to solutions from among options</li> </ul>			
	<ul> <li>identifies a variety of ways to complete tasks</li> </ul>			
	<ul> <li>represents measures using whole numbers</li> </ul>			
	<ul> <li>uses strategies to check accuracy (e.g. estimating, using a calculator, repeating a calculation, using the reverse operation)</li> </ul>			

 This task:
 was successfully completed\_\_\_\_
 needs to be tried again\_\_\_\_

**Learner Comments** 

Instructor (print)

Learner Signature



## **Skill Building Activities**

#### Links to Online Resources:

http://www.gcflearnfree.org/featured/fractions

Basic understanding of fractions, working with common denominators, reducing, improper fractions.

https://www.khanacademy.org/math/pre-algebra/measurement/perimeter/v/introduction-to-perimeter Perimeter

https://www.khanacademy.org/math/pre-algebra/measurement/rectangle-area-perimeter-word-pr/v/lengthand-width-from-perimeter-and-area

Rectangular Area and word problems

https://www.khanacademy.org/math/pre-algebra/measurement/area-basics/v/area-of-rectangles-and-thedistributive-property

https://www.khanacademy.org/math/pre-algebra/measurement/area-basics/v/introduction-to-area-andunit-squares

https://www.mathtv.com/ Geometry- Area and Perimeter

#### LearningHUB online courses available:

- Math, Independent Study (Assigned by practitioner after assessment)
  - Fractions Asg. #1 & 2
  - o Decimals Assignment
  - o Measurement Assignment
  - Geometry Plane Figures Asg. #1
- Live Classes (SABA) Math Stories, Fractions A, B & C, Decimals A & B, Geometry B Part 1,

**\*To access LearningHUB courses**, learners must register for the LearningHUB e-Channel program by completing the registration form on their website and completing the course selection (page 2 of the registration form): <u>https://www.learninghub.ca/get\_registered.aspx</u>

## \*To Access LearningHUB Course Catalogue:

http://www.learninghub.ca/Files/PDFfiles/HUBcoursecatalogue,%20December%2023,%202014%20revision.pdf