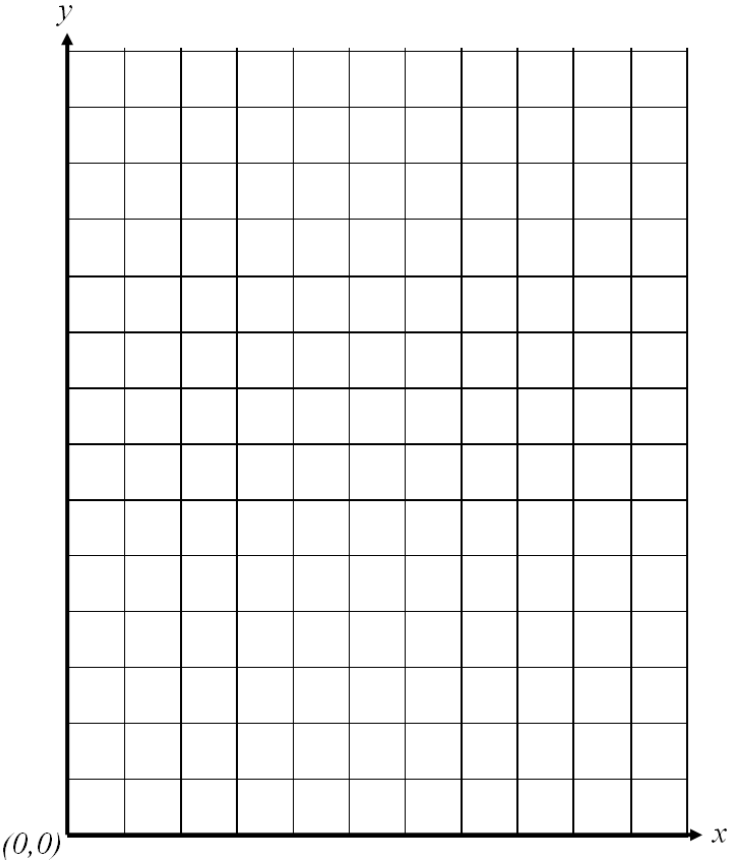
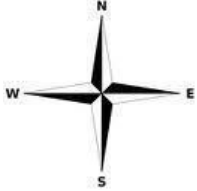


Use the coordinate grid to plot some famous landmarks of Baltimore, Maryland. Label each point.

	 <p>M&T at origin (0, 3)</p> <p>Camden Yards at (0, 5)</p> <p>National Aquarium at (8, 6)</p> <p>Maryland Science Center at (5, 3)</p> <p>Walters Art Museum at (4, 14)</p>
--	--

Name a landmark located south of the National Aquarium? Explain how you can tell that this landmark is south of the Aquarium just by looking at its coordinate points.

Teacher notes:

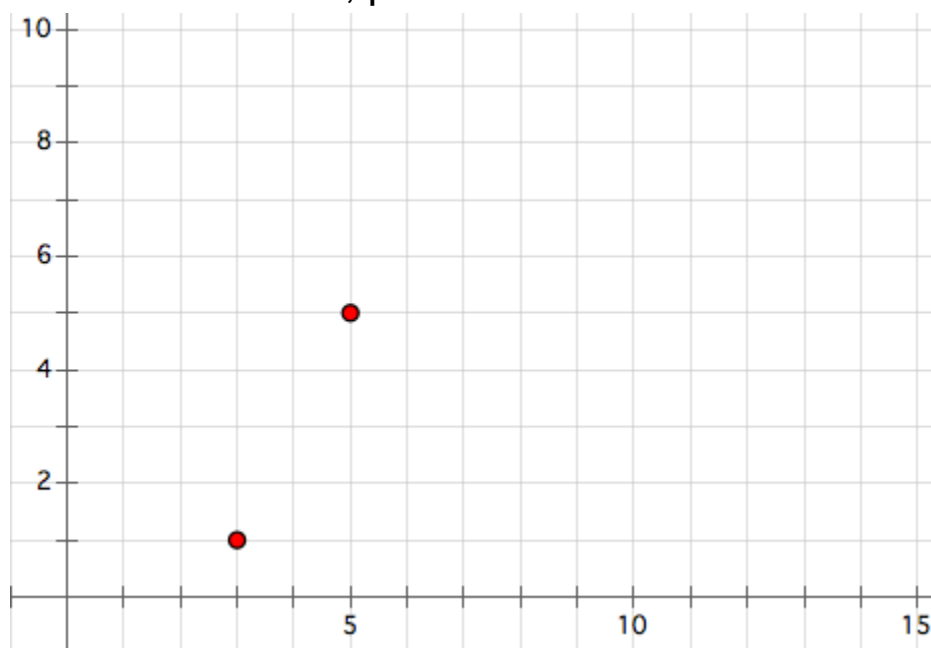
<p>Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure</p>		<p>Got It: Student essentially understands the target concept.</p>	
<p>0 Unsatisfactory: Little Accomplishment</p> <p>The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.</p>	<p>1 Marginal: Partial Accomplishment</p> <p>Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.</p>	<p>2 Proficient: Substantial Accomplishment</p> <p>Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.</p>	<p>3 Excellent: Full Accomplishment</p> <p>Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.</p>

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

Name _____

5.G.2

Given the two vertices below, plot the other two vertices of a trapezoid.



List the coordinates of the four vertices.

Teacher notes:

Answers will vary, a trapezoid has one set of parallel lines and it can include a right angle (it does not always look like the red trapezoid in the pattern blocks).

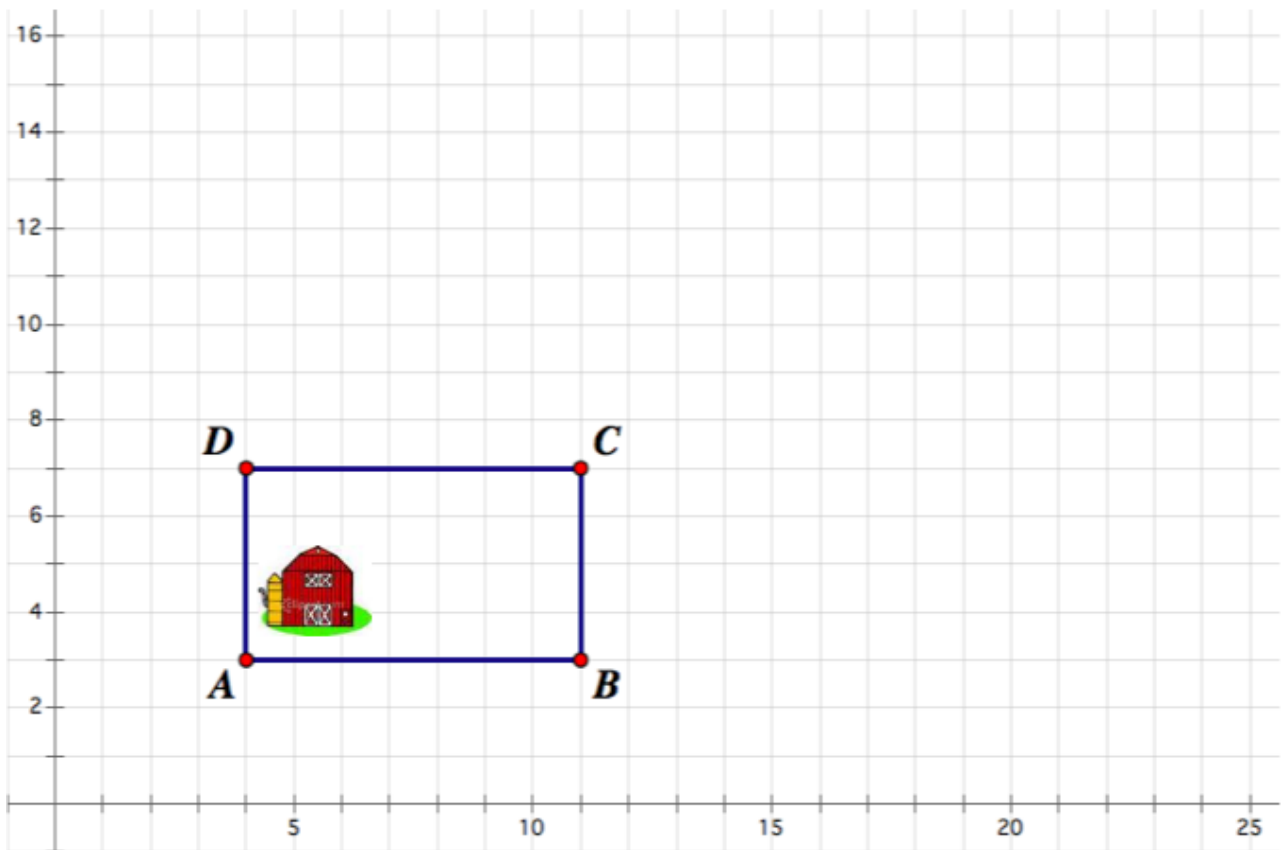
<p>Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure</p>		<p>Got It: Student essentially understands the target concept.</p>	
<p>0 Unsatisfactory: Little Accomplishment</p> <p>The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.</p>	<p>1 Marginal: Partial Accomplishment</p> <p>Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.</p>	<p>2 Proficient: Substantial Accomplishment</p> <p>Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.</p>	<p>3 Excellent: Full Accomplishment</p> <p>Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.</p>

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

Name _____

5.G.2

Farmer Dave built a rectangular fence around the barn to enclose all the animals as shown below. However, his farm is growing and needs more space. He wants to redraw the perimeter of the rectangular fence so that the new width is twice the original width and the new length is 6 units longer than the original length. He wants to keep Point A where it is. Find the new coordinates of Points B, C, and D for the new fence.



Point B _____ Point C _____ Point D _____

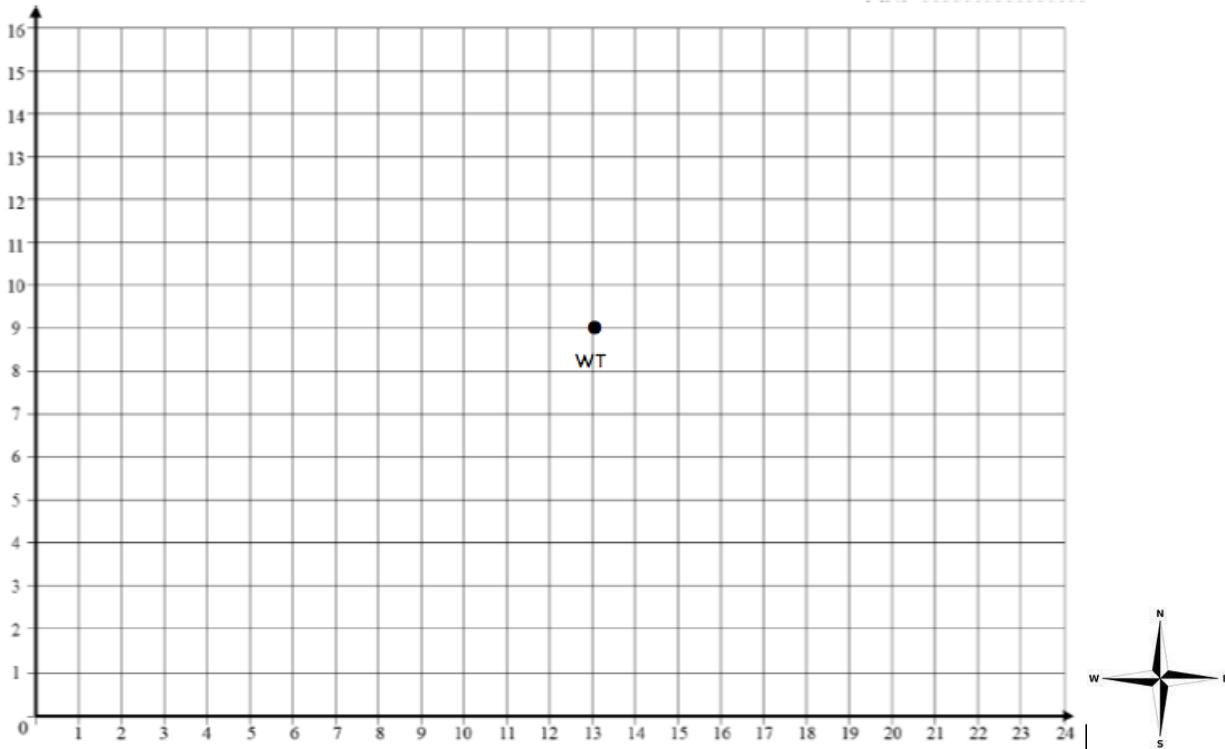
Teacher notes:

Point B: (17,3)
 Point C: (17,11)
 Point D: (4, 11)

<p>Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure</p>		<p>Got It: Student essentially understands the target concept.</p>	
<p>0 Unsatisfactory: Little Accomplishment</p> <p>The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.</p>	<p>1 Marginal: Partial Accomplishment</p> <p>Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.</p>	<p>2 Proficient: Substantial Accomplishment</p> <p>Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.</p>	<p>3 Excellent: Full Accomplishment</p> <p>Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.</p>

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65

A new town is being developed in Maryland. Follow the developers' directions below to figure out how they have mapped out the community.



- The water tower, WT, is located centrally in the town. Name the coordinates of its location. _____
- The fire department is 5 units east and 2 units south of the water tower. Plot and label this point as FD.
- The police department is 12 units west of the fire department. Plot and label this point as PD.
- The hospital is located exactly halfway between the police department and the fire department. Plot and label this point as H.
- The bank is 11 units north and 3 units east of the origin. Plot and label this point as B.

The developer wants you to find a location for a school. Name its coordinates and describe where you have placed it.

Teacher notes:

<p>Not yet: Student shows evidence of misunderstanding, incorrect concept or procedure</p>		<p>Got It: Student essentially understands the target concept.</p>	
<p>0 Unsatisfactory: Little Accomplishment</p> <p>The task is attempted and some mathematical effort is made. There may be fragments of accomplishment but little or no success. Further teaching is required.</p>	<p>1 Marginal: Partial Accomplishment</p> <p>Part of the task is accomplished, but there is lack of evidence of understanding or evidence of not understanding. Further teaching is required.</p>	<p>2 Proficient: Substantial Accomplishment</p> <p>Student could work to full accomplishment with minimal feedback from teacher. Errors are minor. Teacher is confident that understanding is adequate to accomplish the objective with minimal assistance.</p>	<p>3 Excellent: Full Accomplishment</p> <p>Strategy and execution meet the content, process, and qualitative demands of the task or concept. Student can communicate ideas. May have minor errors that do not impact the mathematics.</p>

Adapted from Van de Walle, J. (2004) Elementary and Middle School Mathematics: Teaching Developmentally. Boston: Pearson Education, 65