 

**MIDDLE SCHOOL**

**Math & Engineering**

**Intended Occupants: Optional**

**Goals:** To complete a literature connection allowing student to envision the people for whom they are building a house

**Objectives:** Students will…..

* Consider elements of character development
* Use descriptive terms
* Understand the grading criteria by reviewing the rubric

**Standards met:**

Connections: Recognize & apply mathematics in context outside of class

**Time required:** 45 minutes

**Materials: (for 30)**

* 30 copies Intended Occupants Student Sheet
* 30 copies Intended Occupants – Rubric

**Procedure:**

* Ask students to define the word, “occupants”
* Review the definition
* one who occupies a particular place (dictionary.com)
* Explain to students in order to successfully build a house they will have to consider the people who will live there
* Tell students it is important to visualize these occupants and imagine how they will live
* Give each student a copy of “Intended Occupants – Student Sheet”
* Walk them through the example
* Give each student a copy of “Intended Occupants – Grading Rubric”
* In pencil, student should circle the area that best describes the example. Ask:
* What total grade did this student earn?
* What suggestions do you have for his/her improvement
* Allow students the rest of class to complete the sheet.
* Collect both the student sheet and rubric

**Assessment:**

* “Intended Occupants - Student Sheet”
* “Intended Occupants – Rubric”

**Intended Occupants – Student Sheet**

“Occupant” is a word that means “someone who lives in a particular place”. The house you're designing will have at least one occupant.

Use the space below to describe the occupant(s) of your home. **Please write complete sentences for items 1 and 3.**

1. How many occupants are you designing for (how many people will live in the house)?
2. Complete the chart below on the occupants:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Age | Size  height & weight | Demeanor  How this person generally acts. Easy-going? Uptight? Etc. | Career/School | Hobbies & Talents |
| *Ferbie*  *Furbilicious* | *14* | *5’9”*  *140 lbs.* | *Relaxed, a bit of a slob. Goes with the flow. Friendly person with a smile for all. Can’t wait to change the first name!* | *Attends Horrific High School as a 9th grader – loves it and gets mostly “B”s* | *Cooking & experimenting in the kitchen, best drummer at school, water skis competitively* |
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|  |  |  |  |  |  |
|  |  |  |  |  |  |

\*more on back!

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Name | Age | Size  height & weight | Demeanor  How this person generally acts. Easy-going? Uptight? Etc. | Career/School | Hobbies & Talents |
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3. Pick 4 words to describe the house your occupants would like to have.

**Intended Occupants: Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Excellent | Acceptable | Poor |
| Provides thorough description of occupants | Includes all suggested details | Includes partial list of suggested details | Includes little or none of the suggested details |
| **Uses occupant description to provide 4 relevant adjectives** | Provides 4 stretch words that are incredibly relevant | Provides 4 descriptive words | Provides less than 4 descriptive words |
| **Uses complete sentences for questions 1 & 3.** | Uses complete sentences consistently. | Uses complete sentences somewhat consistently. | Does not use complete sentences. |
| **Uses appropriate grammar and sentence construction.** | Uses correct grammar and sentence construction in all writing. | Makes occasional grammatical mistakes but overall readable. | Filled with grammar mistakes and improper sentence construction. |