



LOOK FOR any students who used the grid to help them determine the area of the rectangles.

LOOK FOR students who accurately apply area and perimeter formulas to draw rectangles.



What was your strategy in finding the volume of the blue prism?



How can the volume formula help you find the missing side length?

AREA, PERIMETER,

Plot the *perimeter* of these shapes on the number line.

I wonder if these rectangles have the same *area*.

Area = **24** sq. in Area = **21** sq. in Area = **25** sq. in

I have the same perimeter as them.

4 in, 6 in, 24 sq. in

7 in, 3 in, 21 sq. in

5 in, 5 in, 25 sq. in

What do I look like?

My area is 35 square units. One side of my rectangle is 2 square units longer than the other.

My area is half the number of square units as my perimeter's length.

List the perimeter and area.

Least: C, B, D, E Greatest: C, E, B & D

AND VOLUME

The volume of this prism is the same as this.

Volume = **72** cu. in

What is the missing side length?

Volume = 60 cubic units

Q: Volume = **4** cu. in

R: Volume = **12** cu. in

S: Volume = **20** cu. in

Q + R + S = **36** cu. in

Volume = **18** cu. in

Volume = **18** cu. in

What's your strategy to find the volume of this prism?

Possible answer: Multiplying length x width x height

I used a similar different strategy to find the volume of this shape.

Possible answer: I found the area of different sections and added them together.



How many different shapes can you find for each clue?



Why don't the least to greatest measurements of perimeter and area match?



What is the most efficient way to find volume? Is it always the most efficient method?

LOOK FOR students who calculate volume by counting cubes, counting layers, and by applying volume formula.