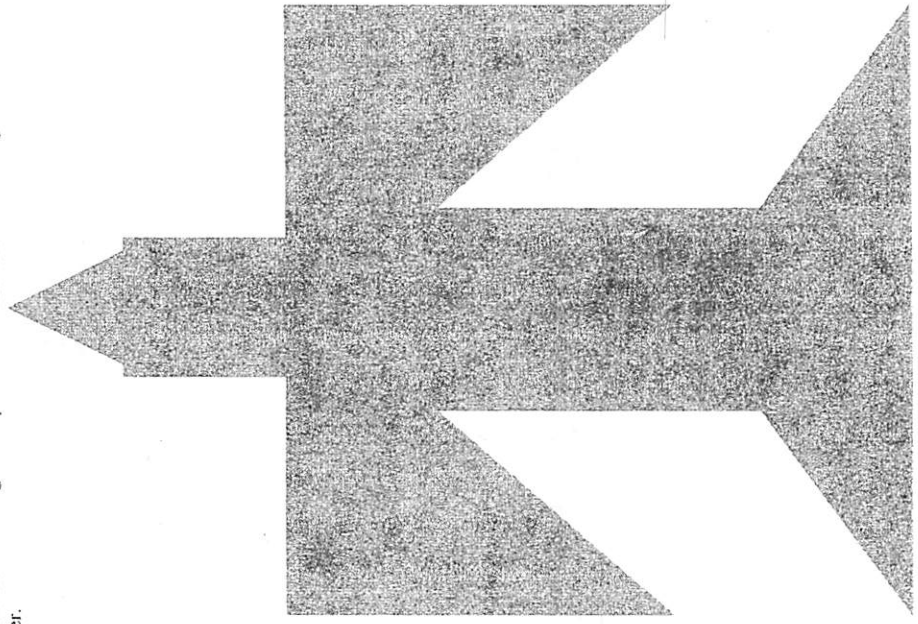


Name \_\_\_\_\_ Date \_\_\_\_\_

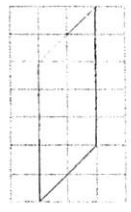
**What's My Area?**

Find the area of this figure in square millimeters. Measure each segment to the nearest millimeter.



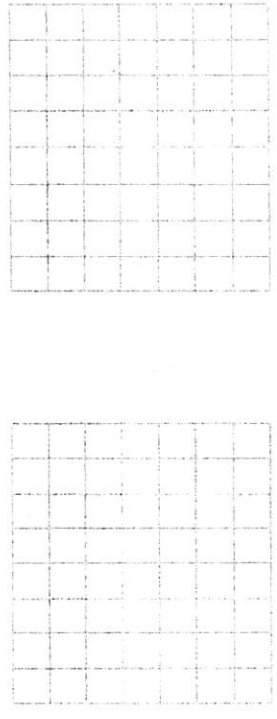
Name \_\_\_\_\_ Date \_\_\_\_\_

7. Use a straight edge to draw a parallelogram in one of the grids at the bottom of the page.
8. Carefully cut out your parallelogram.
9. Follow a line on the graph paper to cut off a triangle from one end of your parallelogram. See the diagram below.



10. Slide the triangle to the opposite side of your parallelogram.  
What shape is formed? \_\_\_\_\_ What is the area? \_\_\_\_\_
11. What are the dimensions of the shape? \_\_\_\_\_
12. Do you think this will always work? Explain your thinking.  
\_\_\_\_\_  
\_\_\_\_\_

13. Use the grid paper below to draw a different parallelogram. Find the area of the parallelogram.



**LEARNING TASK: RECTANGLE WRAP-AROUND**

Name \_\_\_\_\_ Date \_\_\_\_\_

1. On your geoboard, make a square with an area of nine square units. Record it on the given geoboard.

a. Determine its length and its width. \_\_\_\_\_

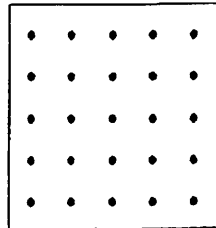
b. Write a formula for the area of the square. \_\_\_\_\_

c. Divide the square in half by drawing a diagonal in the square. \_\_\_\_\_

d. What two congruent shapes have you made? \_\_\_\_\_

e. What is the area of one triangle? \_\_\_\_\_

Explain how you found the area of one triangle. Show all work on the geoboard.



2. Make a different rectangle on your geoboard. Record it on the given geoboard.

a. Determine its length and its width. \_\_\_\_\_

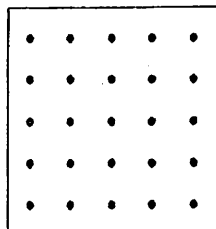
b. Write a formula for the area of the rectangle. \_\_\_\_\_

c. Divide the rectangle in half by drawing a diagonal in the square. \_\_\_\_\_

d. What two congruent shapes have you made? \_\_\_\_\_

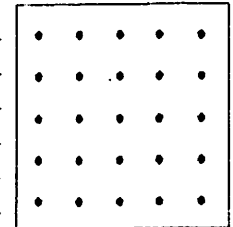
e. What is the area of one triangle? \_\_\_\_\_

Explain how you found the area of one triangle. Show all work on the geoboard.



3. Make another different rectangle on your geoboard. How would you find the area of a triangle created in your rectangle by a diagonal? Explain how you found the area of the triangle. Record your work on the geoboard.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



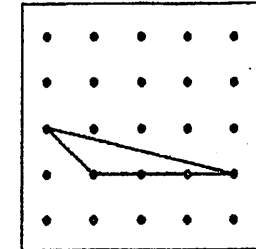
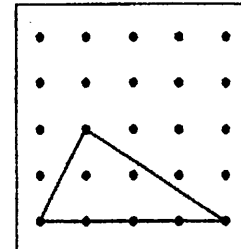
4. What do patterns do you notice about finding the area of a triangle?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. What is a formula we could use to find the area of a triangle?

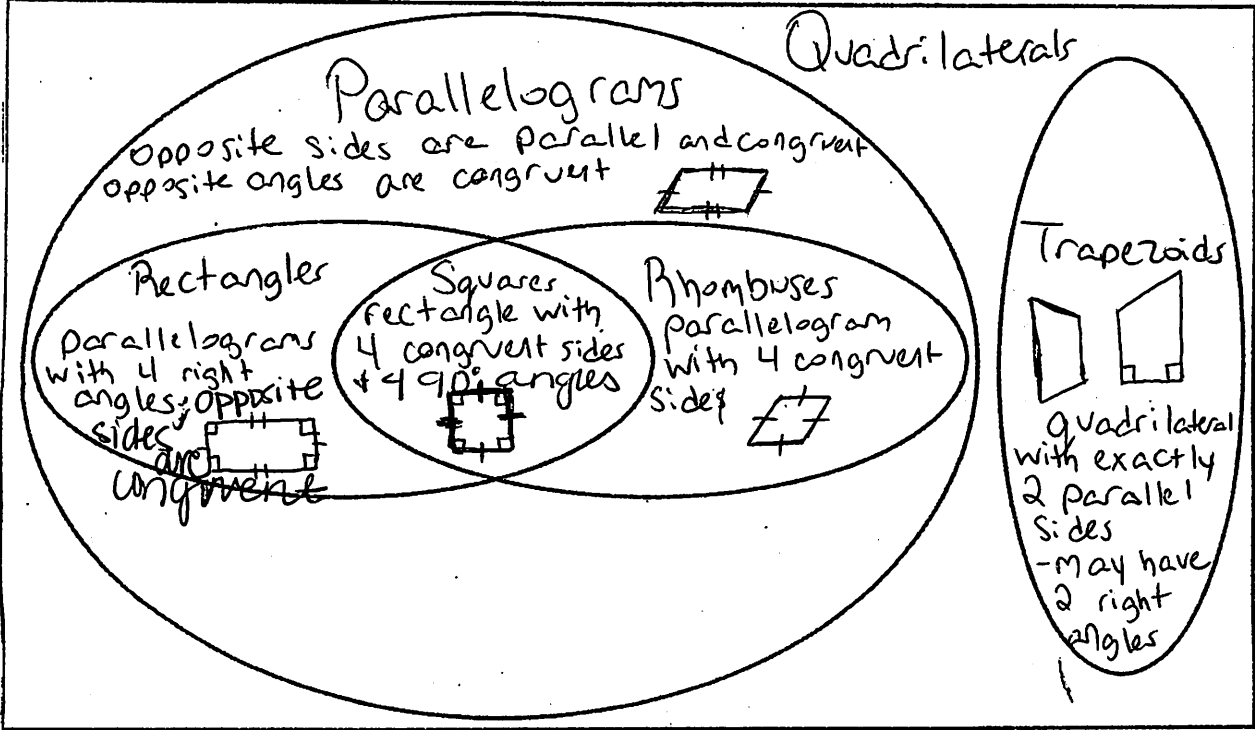
\_\_\_\_\_  
\_\_\_\_\_

6. Use the formula to find the area of the triangles below. Use another method to find the area of each triangle. Verify that the area is the same using both methods. Show all work.



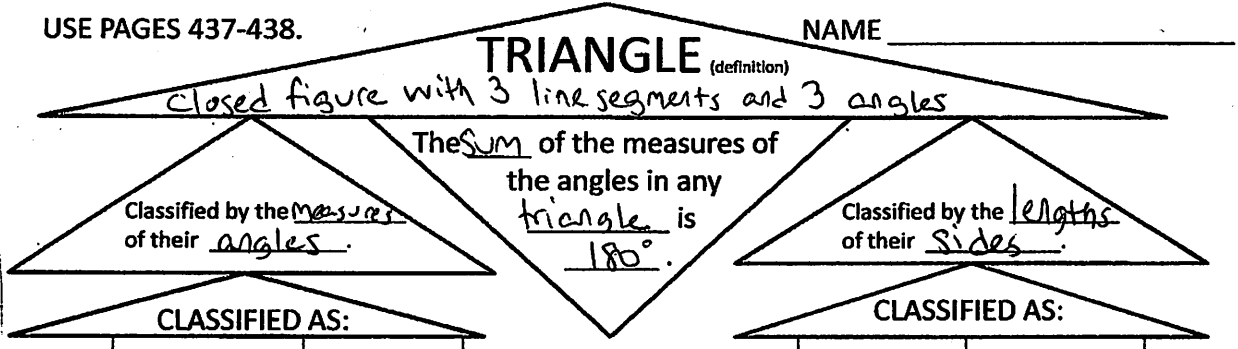
**QUADRILATERALS** (definition): plane figure with 4 sides and four angles  
 The sum of the interior angle measures is  $360^\circ$  (see bottom of pg 446).

**DIRECTIONS:**  
 Set up your organizer like the one on page 443 and then use the drawings and chart on page 442 to complete your organizer.



USE PAGES 437-438.

NAME \_\_\_\_\_



<p>Type of triangle: acute</p> <p>Definition: a <math>\Delta</math> with all angles measuring less than <math>90^\circ</math></p> <p>Drawing: </p>	<p>Type of triangle: obtuse</p> <p>Definition: a <math>\Delta</math> with one obtuse angle</p> <p>Drawing: </p>	<p>Type of triangle: right</p> <p>Definition: a <math>\Delta</math> containing a right angle</p> <p>Drawing: </p>
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<p>Type of triangle: Scalene</p> <p>Definition: a <math>\Delta</math> with no congruent sides</p> <p>Drawing: </p>	<p>Type of triangle: isosceles</p> <p>Definition: a <math>\Delta</math> with at least 2 congruent sides</p> <p>Drawing: </p>	<p>Type of triangle: Equilateral</p> <p>Definition: a <math>\Delta</math> with 3 congruent sides</p> <p>Drawing: </p>
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