Next identify the perimeter of each rectangle by adding the four sides together. For example:

We Do:

Follow the same procedure using 20 square units as the area. As a class, find the factors of 20: 1 and 20, 2 and 10, 4 and 5. Draw the rectangles on the graph paper, label all sides of the

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California State Standards

3MG 1.2 Estimate or determine the areas and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.

3MG 1.3 Find the perimeter of a polygon with integer sides.

4M.G. 1.0 Students understand perimeter and area

Common Core State Standards

3.MD. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

3.MD.8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters

4.MD.3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

Warm-Up

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One side of a rectangle is 8 feet long.
Another side of the rectangle is 10 feet long.
What are the lengths of the other 2 sides of
the rectangle?

A) They could be any length.

B) 10 feet and 8 feet

C) 10 feet and 10 feet

D) 8 feet and 8 feet

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