

## Same Perimeter Different Area

**Objective:** Students will discover that multiple rectangles can have the same perimeter, yet their area can be different.

**Preparation:** Graph paper, 1" works best, for each student. Post-it note for each pair of students with the perimeter they will work on (see list below of different perimeters). Prepare a graph paper with introductory rectangles already sketched and labeled. (see below)

**Introduction:** Allow students to *Think, Pair, Share* situations in which we would use perimeter in our daily lives. Draw two different rectangles (see below) on the board and ask the students if there is any way that these two rectangles could have the same perimeter (Discussion Time).

“Can both these rectangles have a perimeter of 16 units?” *Think, Pair, Share* [YES]

If students already know how to find the area have them identify the area of each rectangle.

For example:



# Warm-Up

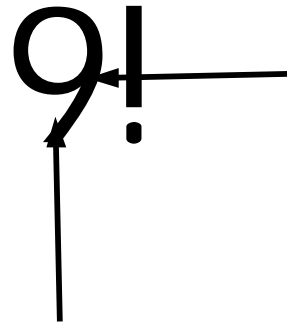
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- B) 5,328
- C) 6,782
- D) 12,782!

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