

What will be learnt?

In figures with the same perimeter the areas can differ.

Why will it be learnt?

To avoid the common mistake when pupils think that if you alter the area the perimeter (always) will alter at the same time.

How will it be learnt?

We will use the activity "Area with sticks"

Practical preparation

12 sticks to each pupil or pair of pupils.

Preparation

Activity

Area with sticks

Pupil's documentation

They can use the maths hands-on workshop journal.

Ask them to give an example of their own

Previous knowledge

Basic understanding of the concepts of perimeter and area

Other mathematical areas

measuring and logical reasoning

Words and concepts

length and area units, polygons

Introduction

Ask the pupils what they know about perimeter and area. What do they think about the connection between perimeter and area? If one is altered, what happens with the other? Hypotheses?

Discussion and follow-up

Were your hypotheses correct? Why or why not?

How can you express the connection between perimeter and area in general? Give some examples.

Teacher's documentation

I have to talk more about area units before we start next time I use this activity.