

Name \_\_\_\_\_

Date \_\_\_\_\_

Math- Geometry

Area & Perimeter

Materials:

Square pattern blocks (5 per student)


Copy of garden worksheet

Pencil

Procedures:

1. Tell a story about a rabbit in a garden, similar to Peter Rabbit.

I have a garden in my yard. I just love the taste of fresh beans, so I have planted a lot of beans. They were just starting to sprout and had about 2 leaves on each tiny stem, when I noticed that something was eating the leaves. It was a baby bunny and I knew that if there was one bunny, there would soon be more. What do you think I should do to keep the bunnies from eating my beans? I don't want to hurt the bunnies, but I want to have fresh beans.

2. Yes, I think that putting up a fence would be a great idea. I think that if I go to the hardware store I can buy some fencing. If I buy fencing by the foot, how am I going to figure out how much to buy? Use your pattern blocks to show my garden. It's shaped like a long rectangle. Check to see that students have their blocks in a row. 

Name \_\_\_\_\_

Date \_\_\_\_\_

## Math- Geometry

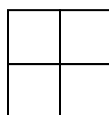
### Area & Perimeter (cont'd)

Demonstrate how to count the units going around the outside of the “garden.”

“The name for the number of units going around something is perimeter. Think of it as measuring how much fence to buy to go around the garden.”

3. Students can use their pattern blocks to make 5 “garden” shaped figures. Then they can draw their shapes by filling in the boxes. Then students should write the perimeter next to each shape they drew.
4. Once the students have completed the perimeter portion of their worksheet, tell the students one more story.

“Besides having a garden, I also like to read. We have a small bedroom in our house that I would like to use for all of our books. I’d also like to have a special, comfy place for reading. It would be great if the room had carpeting because then the room is quieter and cozier. Now, if I go to the hardware to buy carpeting, how will I know how much to buy? Remember that carpeting is sold in square feet. That means that they sell you squares that are one foot on each side.



Name \_\_\_\_\_

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## Math- Geometry

### Area & Perimeter (cont'd)

Use your pattern blocks to make a model of the reading room.  
It is shaped like a square.

Your pattern block reading room is made with four squares, so  
we can say that the area of the reading room is four units.

Think of area as how many squares it takes to “carpet” a room.

5. Students can make more shapes with their pattern blocks. They can draw their shapes by coloring in the boxes. Then students should write the area next to each shape.

**Name** \_\_\_\_\_

**Date** \_\_\_\_\_

Assessment:

Did the student listen attentively?

Did the student follow directions with their pattern blocks?

Was the student able to figure the perimeter of shapes made from blocks?

Was the student able to figure the area of shapes made from blocks?

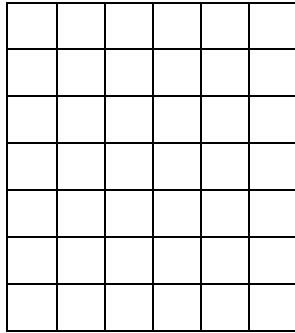
Did the student complete the worksheet with 75% or above?

Name \_\_\_\_\_

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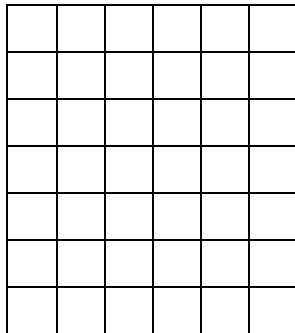
### Area and Perimeter Worksheet

Color in the boxes to show the shapes you made with your pattern blocks. Fill in the area and the perimeter for each shape you drew.



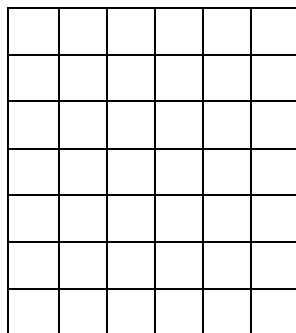
Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units



Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units

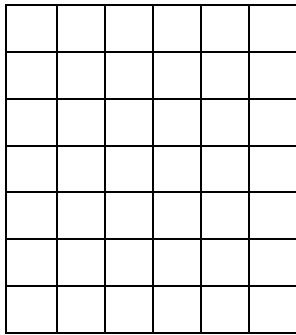


Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units

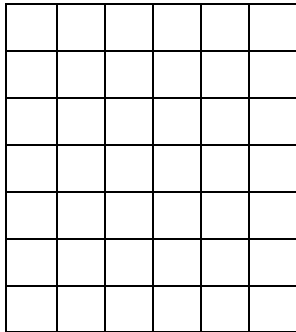
Name \_\_\_\_\_

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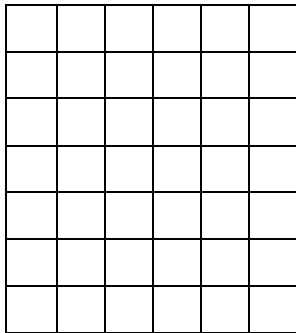
Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units



Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units

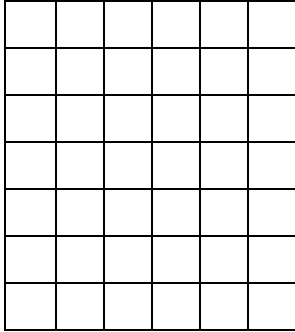


Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units

Name \_\_\_\_\_

Date \_\_\_\_\_



Perimeter \_\_\_\_\_ units

Area \_\_\_\_\_ square units