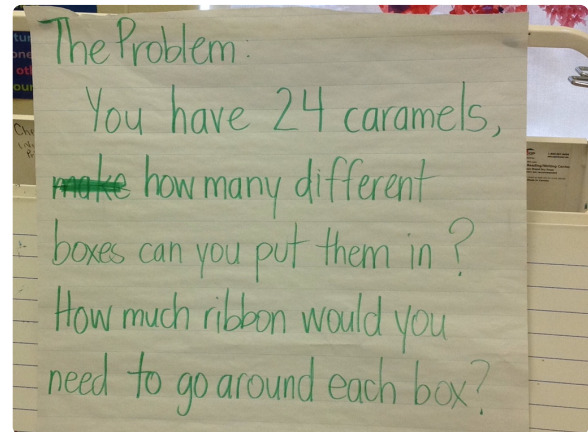


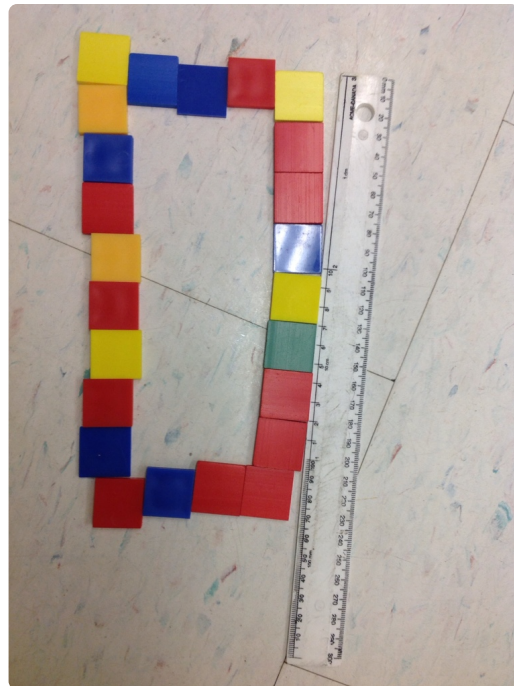
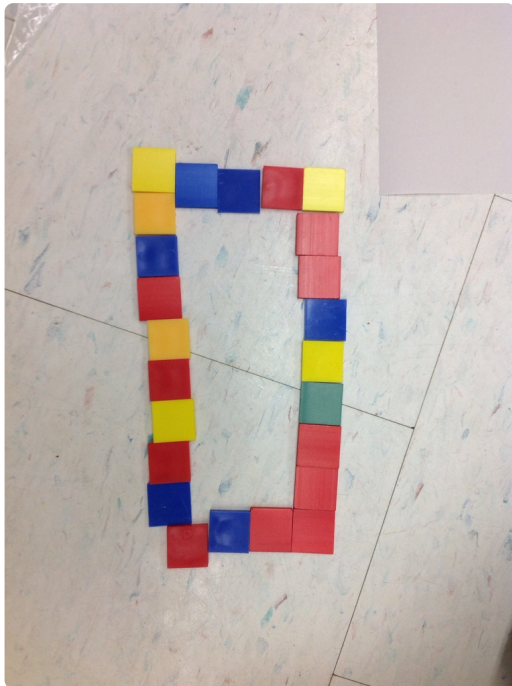
Minds On

-setting the context for the problem, telling the story



- use colour tiles, side by side, to make a box
- what 2D shape could your box be?
- the caramels need to be flat in the box, one layer, not on top of each other

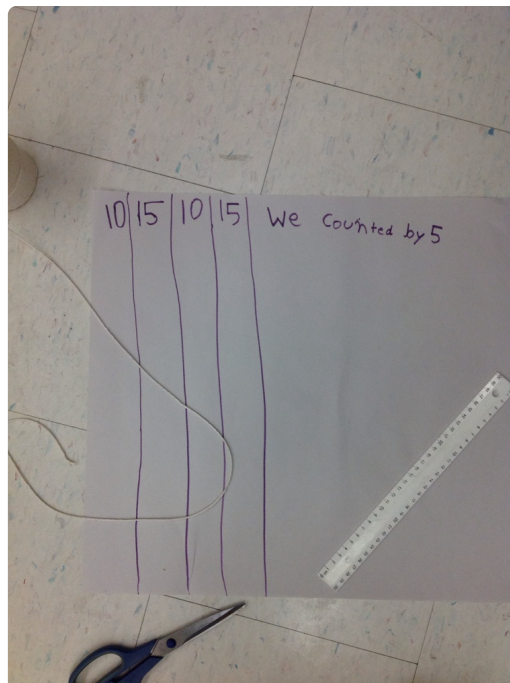
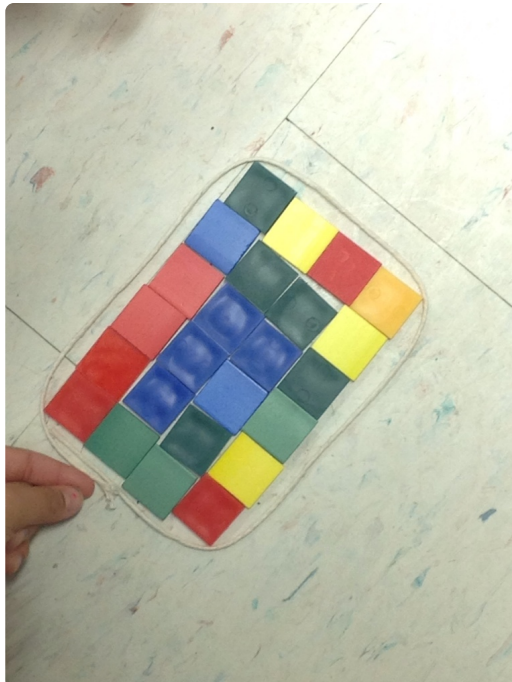
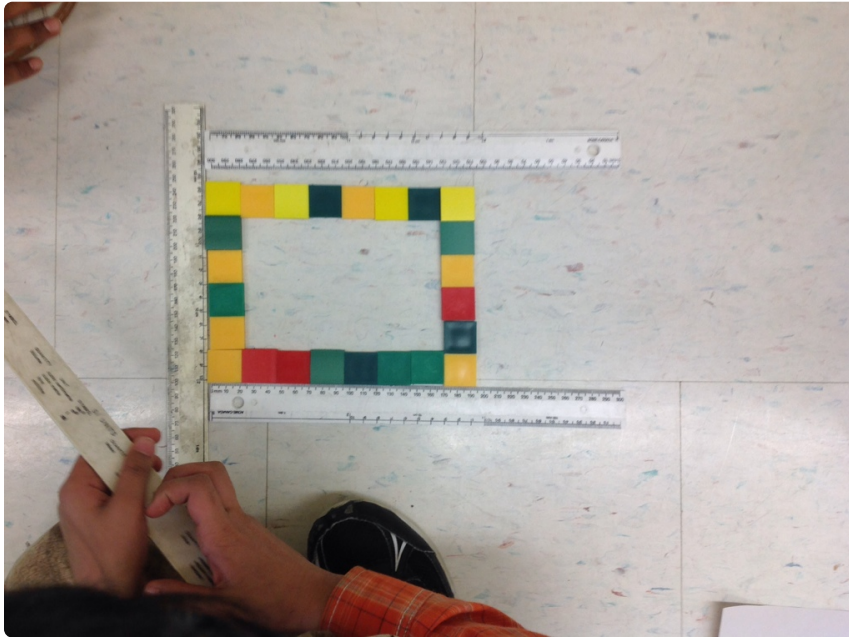
Is it a rectangle? How do you know it is 230 mm around?



Many students are using the wrong side of the ruler to measure with
-they are not lining the ruler up accurately

Would it have helped to use cube a links, since with tiles they are creating perimeters, and they move around so easily? Or maybe we could have

given students the shapes, and focused on the measurement and estimation?

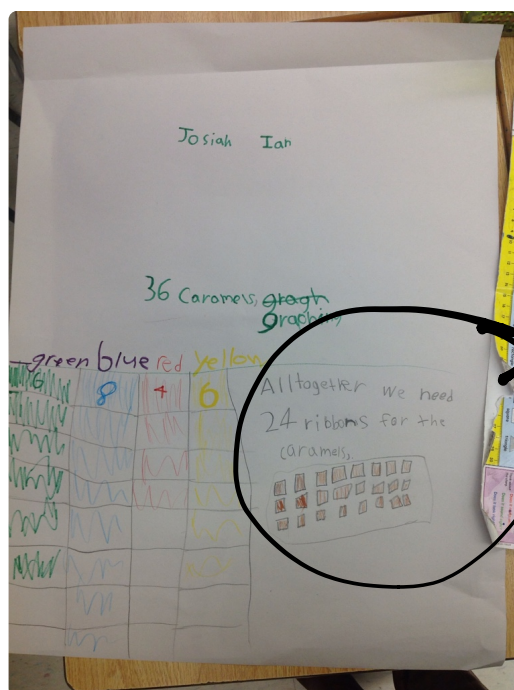


How can the string help us to know how much ribbon we need?

"We can measure it"
(With a ruler)

How do you know it is a rectangle?

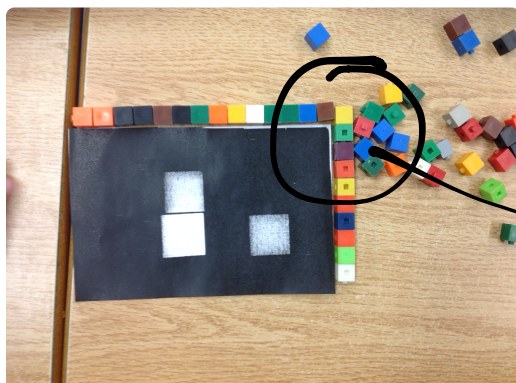
Two longs and two shorts- this is an attribute and not a property of a rectangle...we use properties to classify shapes

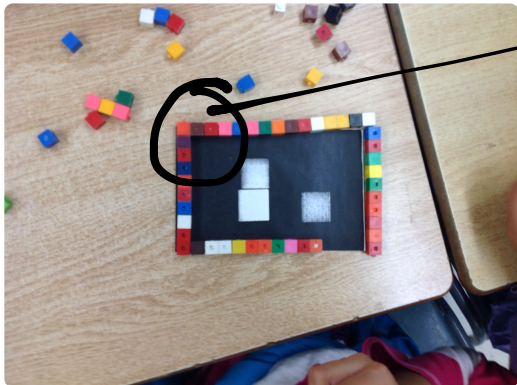


units?

The Debrief

We will further investigate perimeter using the same unit of measurement, the centicube, to address misconceptions around how students measure





- Do we include corner cubes in the count?
- do we put the cubes inside if the

rectangle or on the "edges"?

Why might we have different answers?

So what is the perimeter if the long sides are 15 units each, and the short sides are 10 units each? What strategies did you use to solve the perimeter?

- doubling
- making tens
- counting up the cubes