



Tiling the Plane

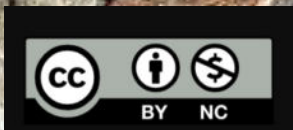
Lesson 1

CCSS Standards: Building on

- 3.G.A

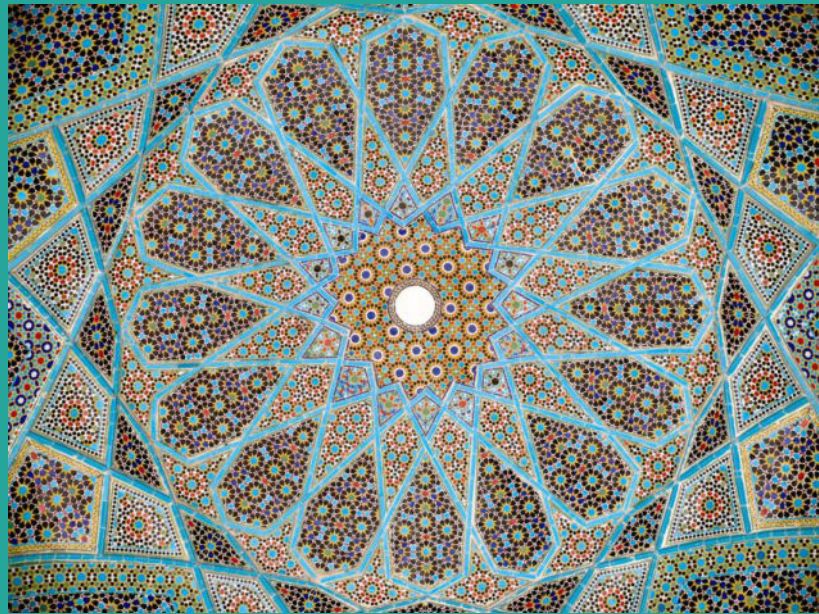
CCSS Standards: Building towards

- 6.G.A.1



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Let's look at
tiling patterns
and think about
area.



Today's Goal

- ❑ I can explain the meaning of area.



Which One Doesn't Belong: Tilings

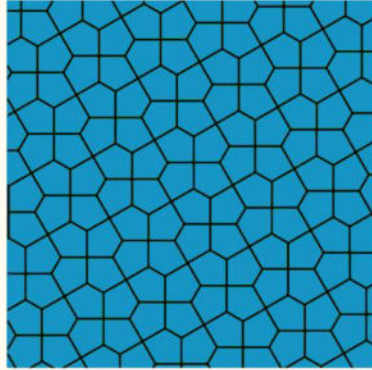
Warm Up 1.1

- Which One Doesn't Belong
- Collect & Display

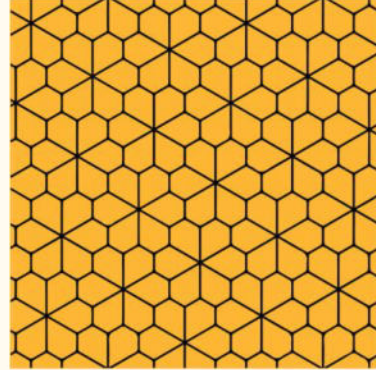


Which one doesn't belong?

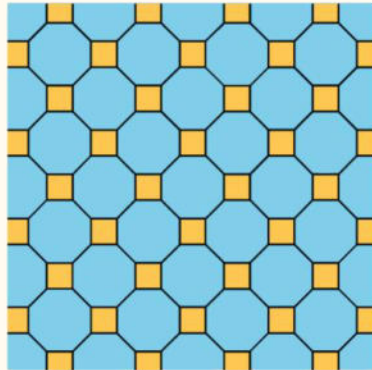
A



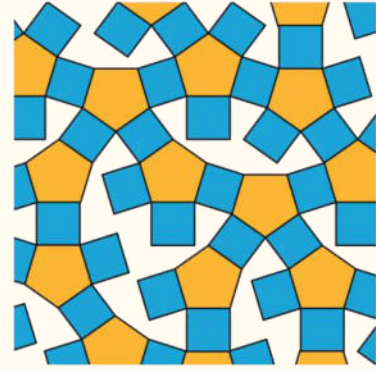
B



C



D



More Red, Green, or Blue?

Activity 1.2

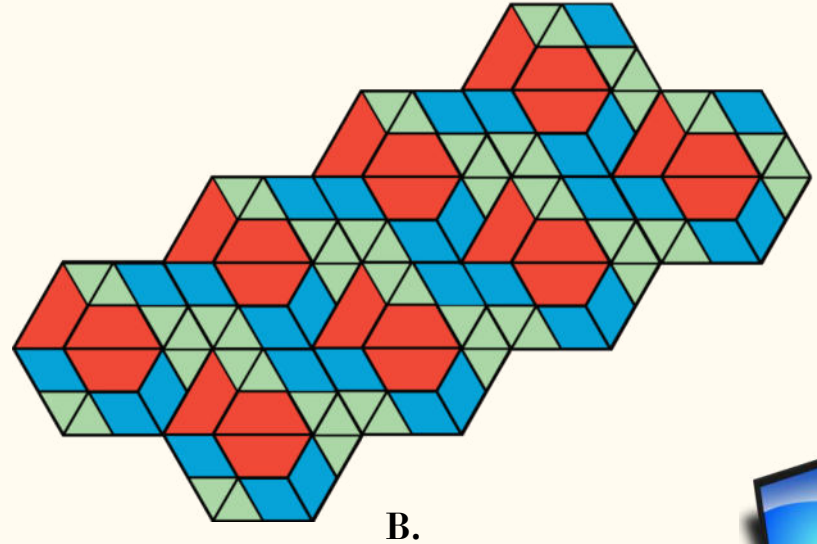
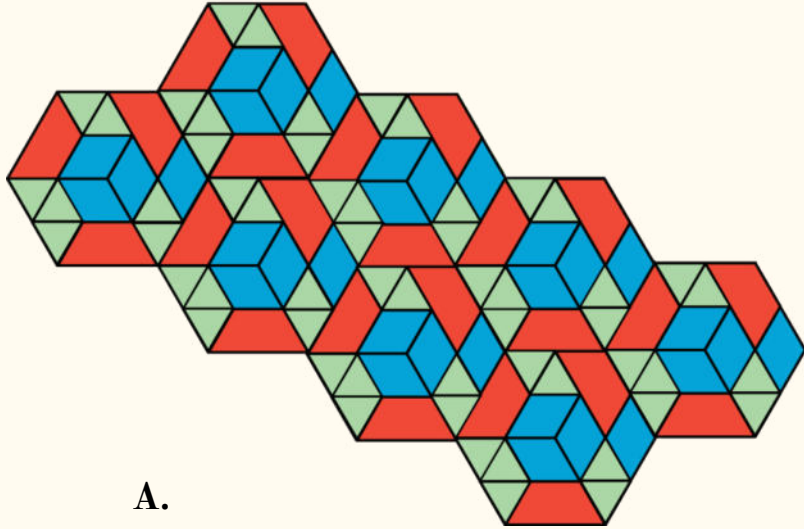
- Anticipate, Monitor, Select, Sequence, Connect
- Think, Pair, Share,
- Stronger & Clearer Each Time,
- Collect & Display



Triangle Square Dance (10 min)

Your teacher will assign you to look at Pattern A or B.

In your pattern, which shapes cover more of the plane: blue rhombuses, red trapezoids, or green triangles? Explain how you know.



Are You Ready For More?

On graph paper, create a tiling pattern so that:

- **The pattern has at least two different shapes.**
- **The same amount of the plane is covered by each type of shape.**

How does the area of
the trapezoid compare
to the area of the
triangle?

How does the area of the rhombus compare to the area of the triangle?

Is it possible to compare
the area of the rhombuses
in Pattern A and the area
of the triangles in Pattern
B? How?

What are some of the tools in the geometry tool-kit and what are they used for?



- “Draw two shapes that you know do not have the same area. How can you tell?”



We will continue to think about area,
to do and talk about mathematics,
and to learn to use tools
strategically.

THINKING...



Today's Goal

- ❑ I can explain the meaning of area.



What is area?

Cool Down 1.3

