Reasoning to Find Area

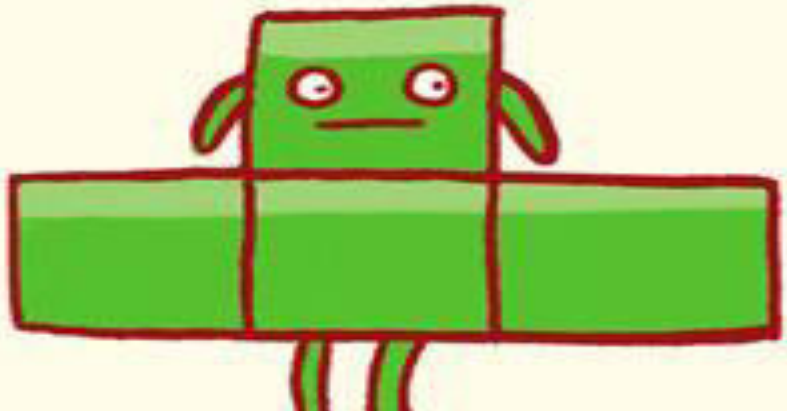
Lesson # 3

CCSS Standards: Building on	• 3.MD.C.7.d
CCSS Standards: Addressing	• 6.G.A.1

Let’s decompose and rearrange shapes to find their area.

Today's Goals:

- ❑ I can use different reasoning strategies to find the area of shapes.



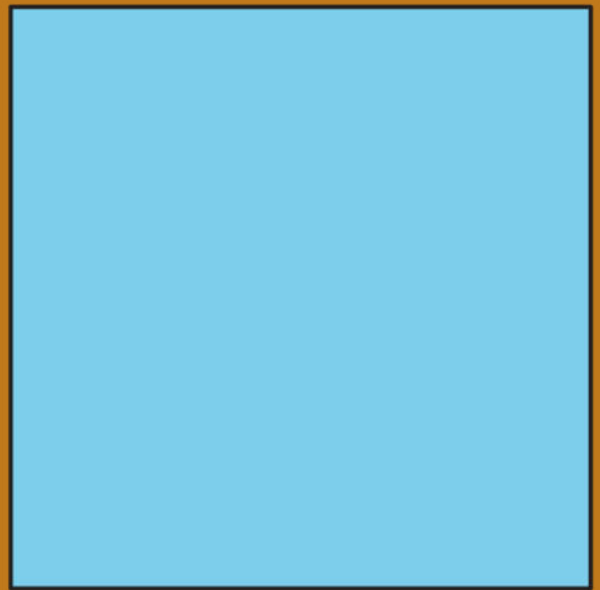
Comparing Regions

Warm Up 1.3

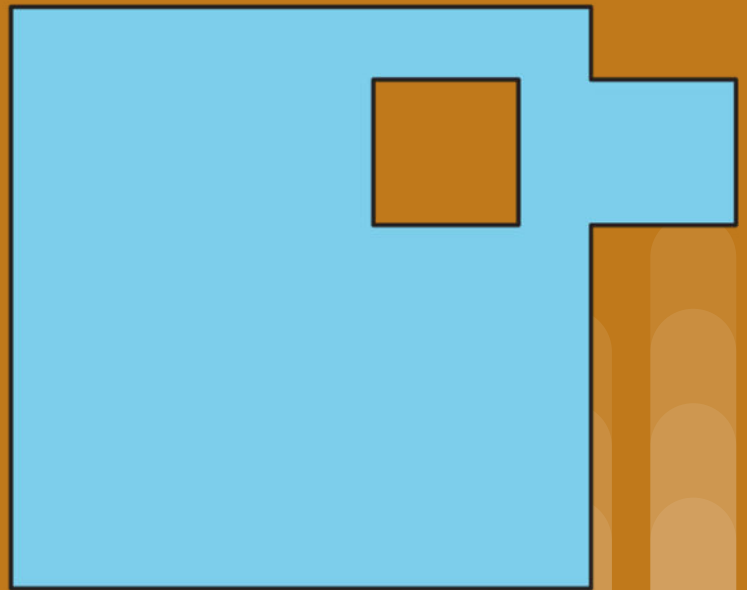
- MLR 8: Discussion Supports

Is the area of Figure A greater than, less than, or equal to the area of the shaded region in Figure B?

A



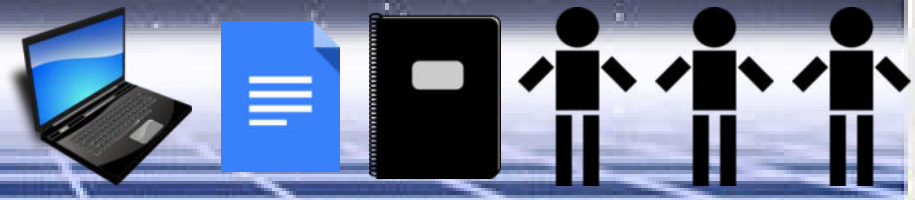
B



On the Grid

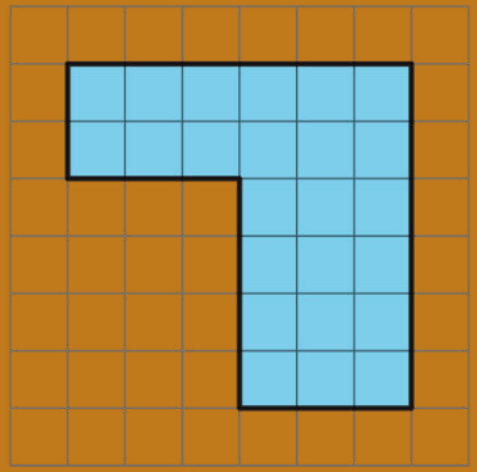
Activity 3.2

- Anticipate, Monitor, Select, Sequence, Connect
- Think, Pair, Share
- MLR 3: Critique, Correct & Clarify

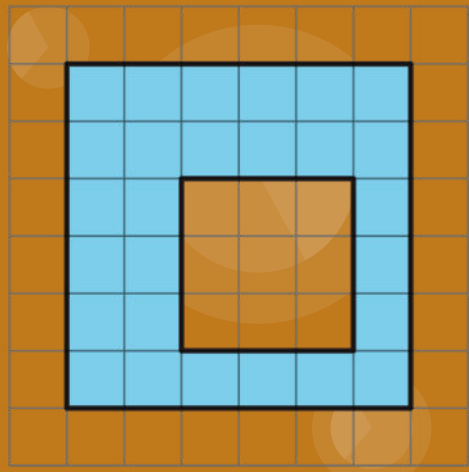


Each grid square is 1 square unit. Find the area, in square units, of each shaded region without counting every square.

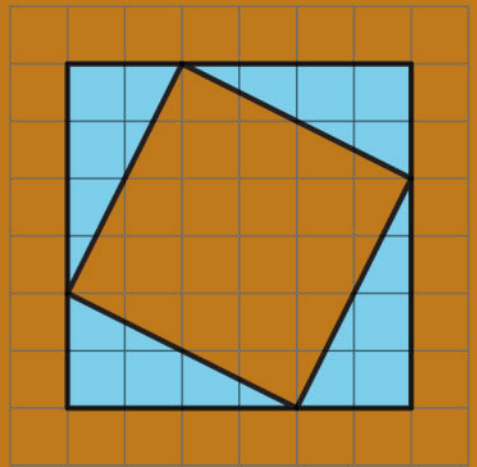
A



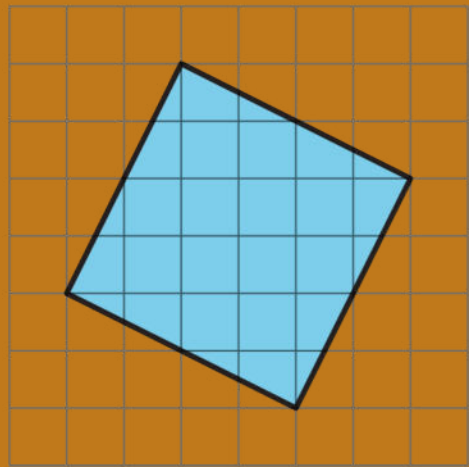
B



C



D



Let’s reflect on what we did

- The strategies used to find the areas of figures _____ and _____ are alike in that. . .
- The strategies used to find the areas of figures _____ and _____ are different in that. . .

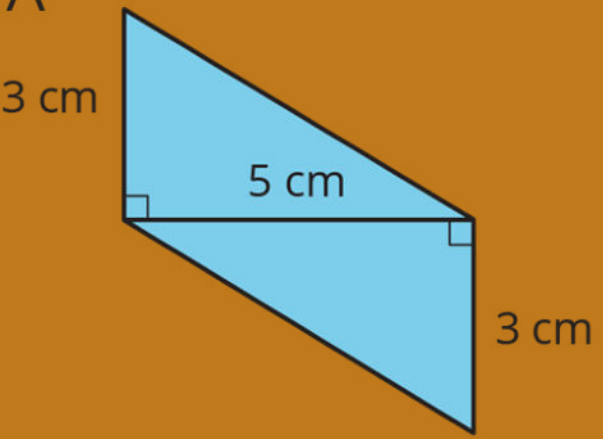
Off the Grid

Activity 3.3

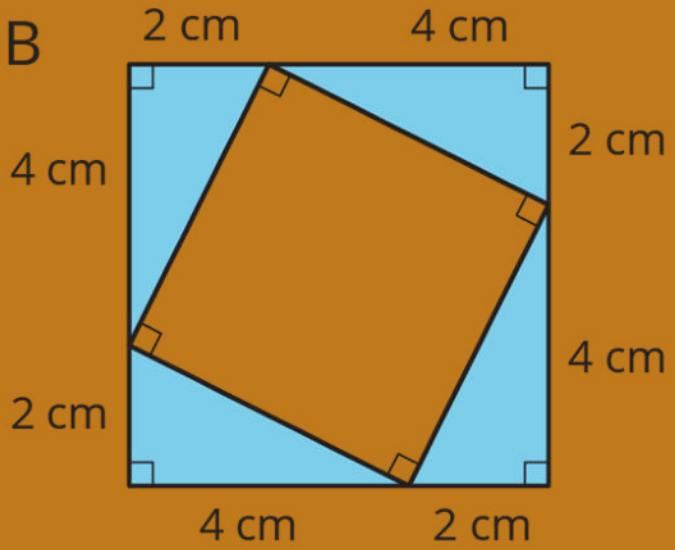
- MLR2: Collect & Display

Find the area of the shaded region(s) of each figure. Explain or show your reasoning.

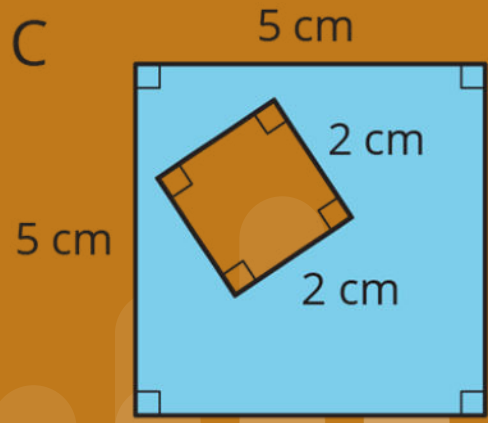
A



B



C



Rewind

Which strategies are similar to the ones you used in the previous activity?”

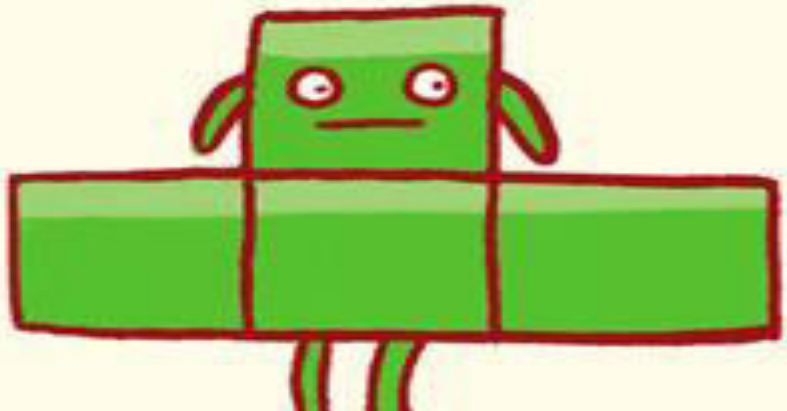
Today we reasoned about the area of a figure on and off a grid by:

- **decomposing it into familiar shapes;**
- **decomposing it and rearranging the pieces into familiar shapes; or**
- **considering it as a shape with missing pieces, then subtracting the areas of the missing pieces from the area of the shape.**

Can you find an example of each of these in the problems we did?

Today's Goals:

- ❑ I can use different reasoning strategies to find the area of shapes.



Maritime Flag

Cool Down 3.4