



# PARALLELOGRAMS

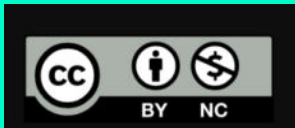
CCSS Standards: Building on

- [4.G.A.2](#)
- [5.G.B](#)

CCSS Standards: Addressing

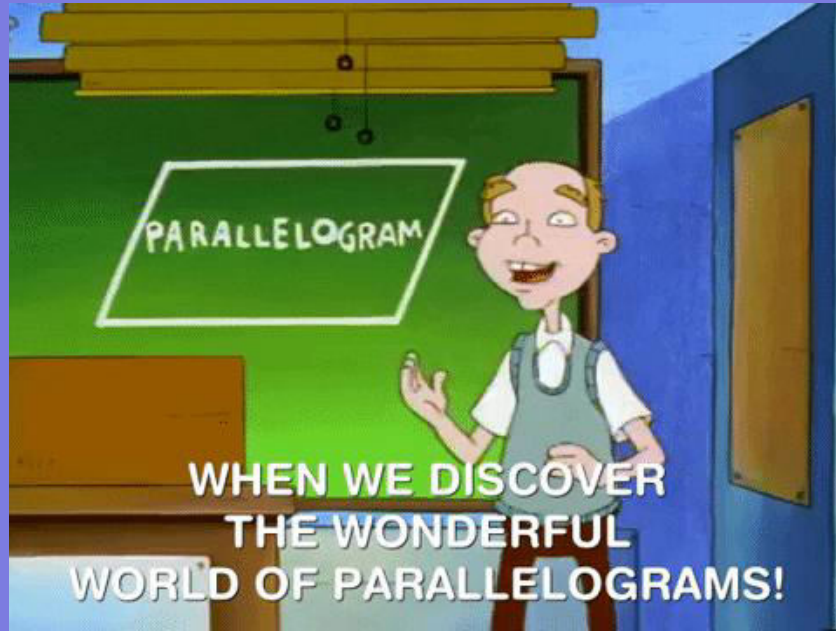
- [6.G.A.1](#)

## Lesson # 4



2019 Open Up Resources | Download for free at [openupresources.org](https://openupresources.org).

# LET'S INVESTIGATE THE FEATURES AND AREA OF PARALLELOGRAMS.

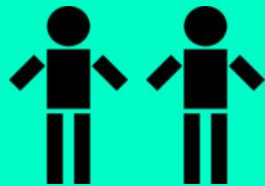


WHEN WE DISCOVER  
THE WONDERFUL  
WORLD OF PARALLELOGRAMS!

# FEATURES OF A PARALLELOGRAM

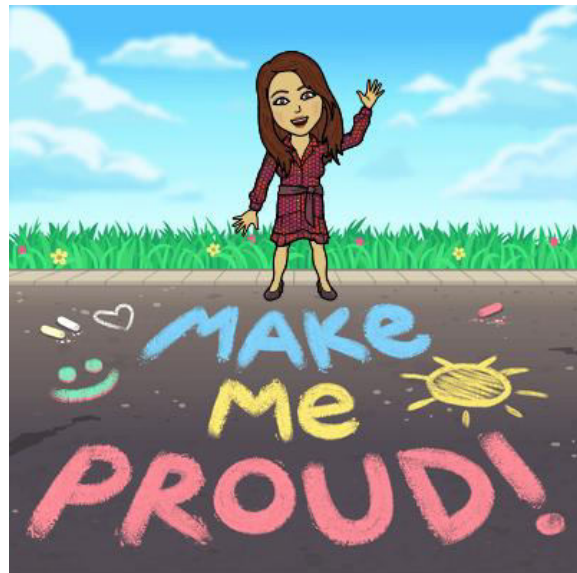
**Warm Up 4.1**

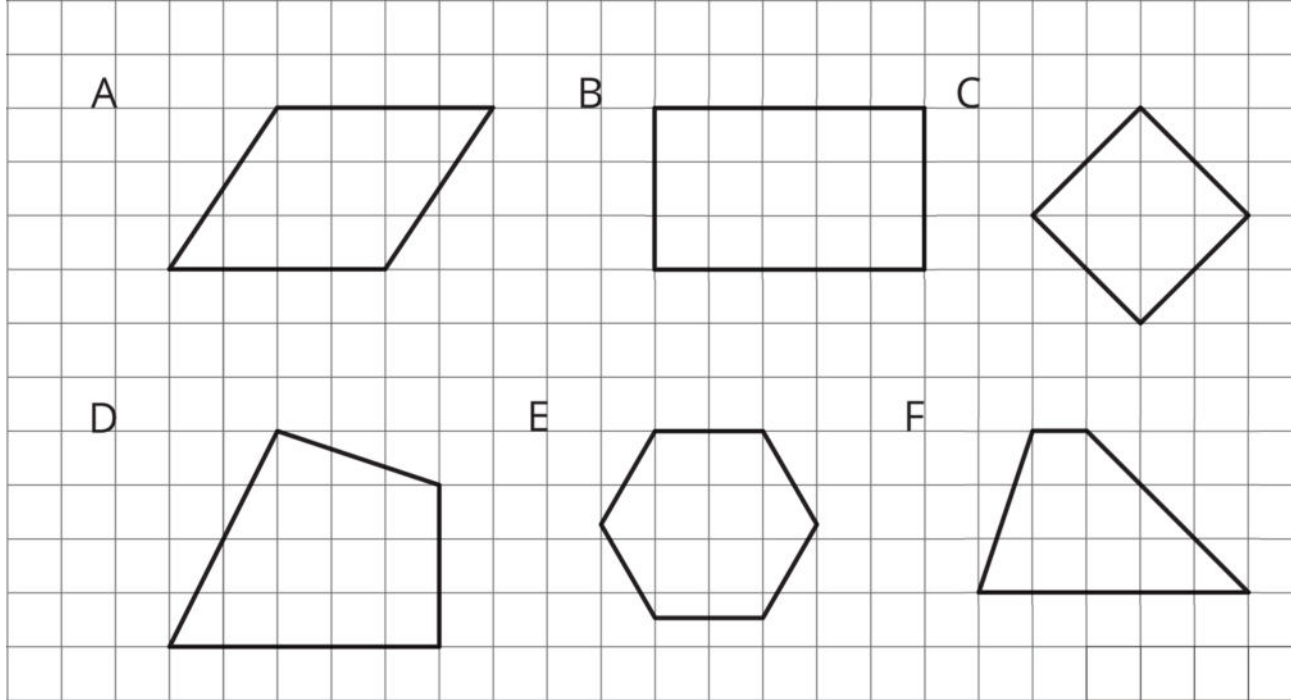
- **Notice & Wonder**



# TODAY'S GOALS

- ❑ I can use reasoning strategies and what I know about the area of a rectangle to find the area of a parallelogram.
- ❑ I know how to describe the features of a parallelogram using mathematical vocabulary.

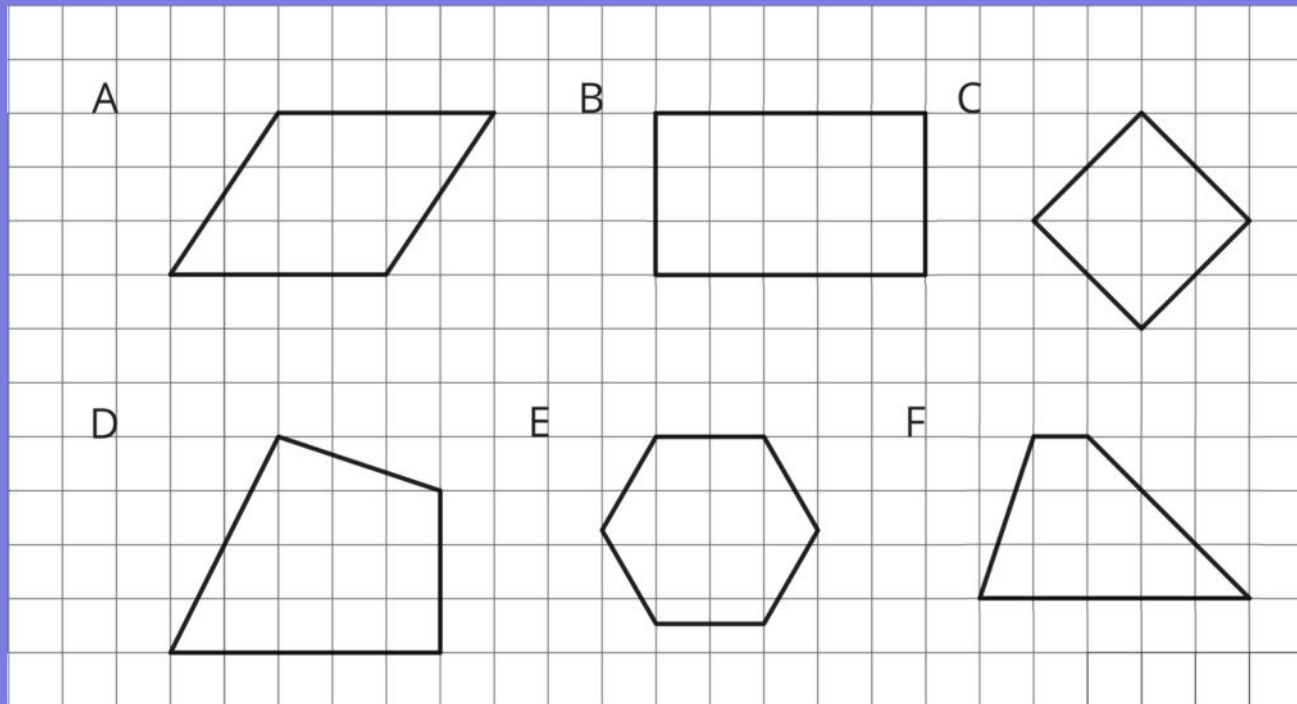




WHAT DO YOU NOTICE?  
WHAT DO YOU WONDER?

**A, B, & C are  
Parallelograms**

**D, E, & F are  
NOT  
Parallelograms**



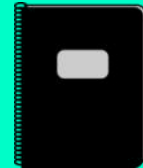
**What do you notice about:**

- the number of sides a parallelogram has?
- opposite sides of a parallelogram?
- opposite angles of a parallelogram?

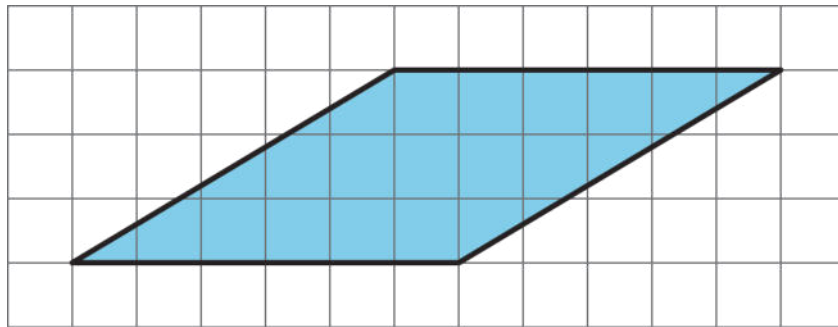
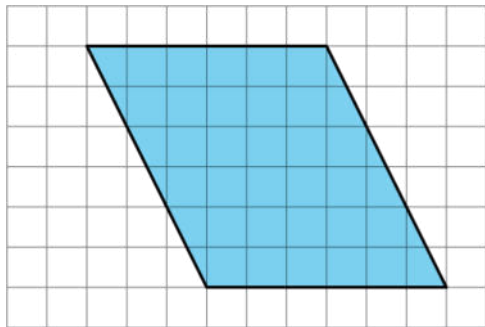
# AREA OF A PARALLELOGRAM

## Activity 4.2

- Anticipate, Monitor,  
Select, Sequence,  
Connect



FIND THE AREA OF EACH PARALLELOGRAM. SHOW YOUR REASONING.





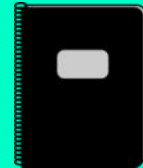
# LET'S SHARE & REFLECT...

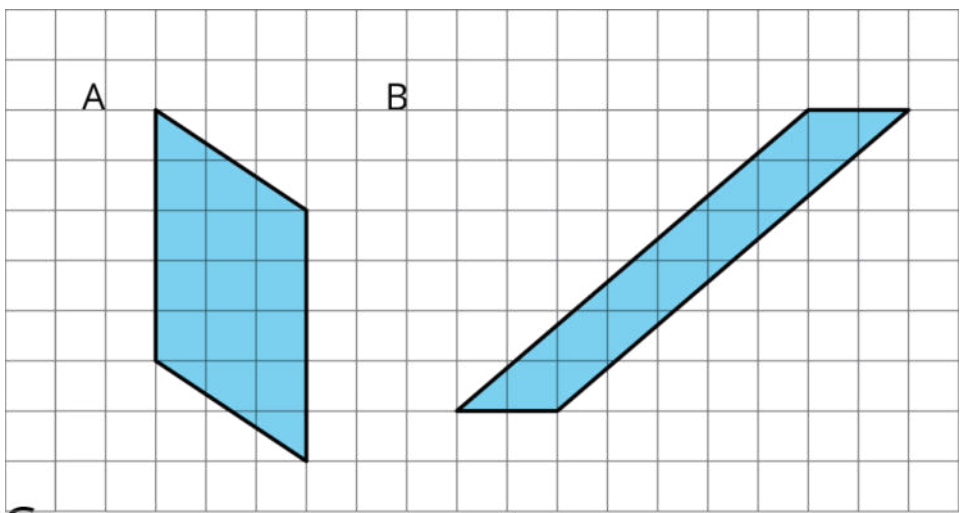
- WHY DID YOU DECOMPOSE THE PARALLELOGRAM THE WAY YOU DID?
- WHY DID YOU REARRANGE THE PIECES THE WAY YOU DID?

# LOTS OF PARALLELOGRAMS

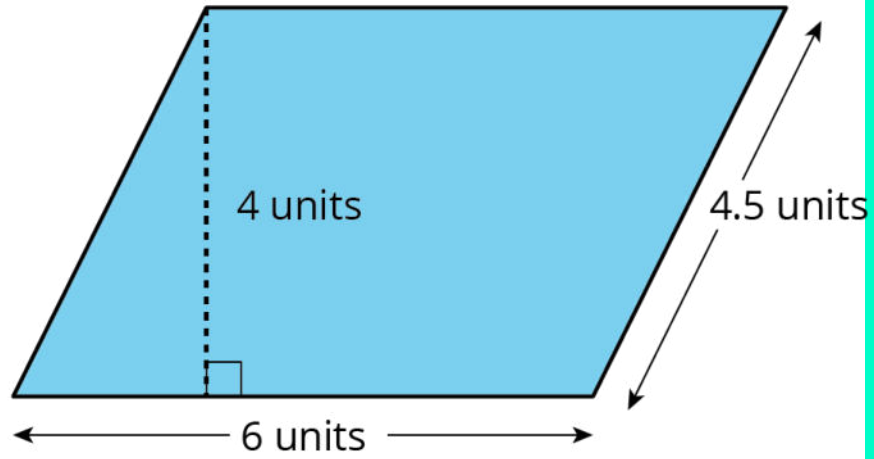
## Activity 4.3

- Anticipate, Monitor,  
Select, Sequence,  
Connect



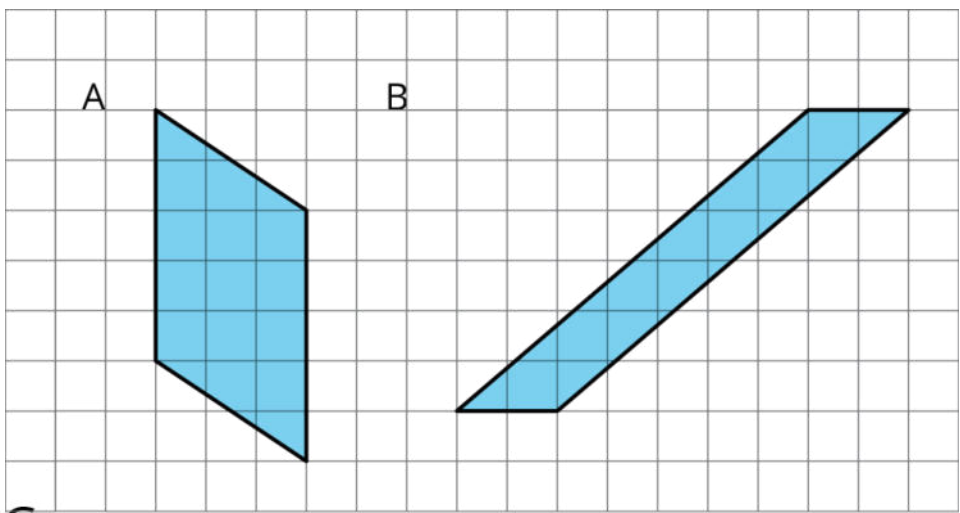


C

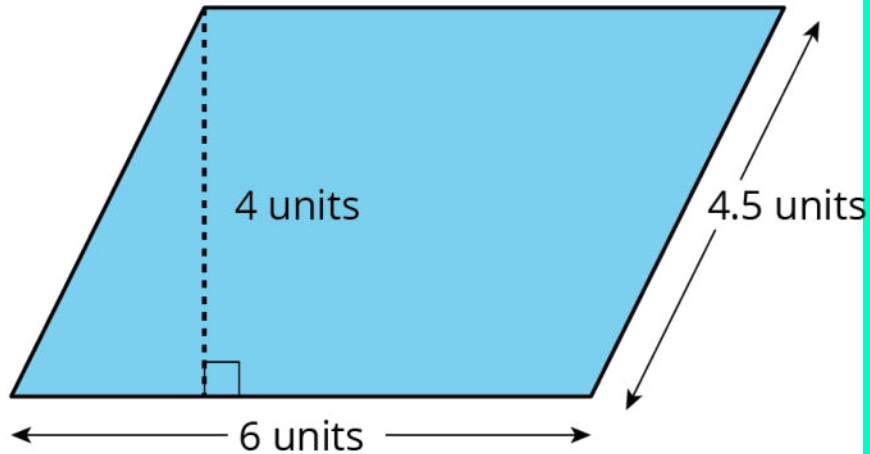


Find the area of each parallelogram. Show your reasoning.

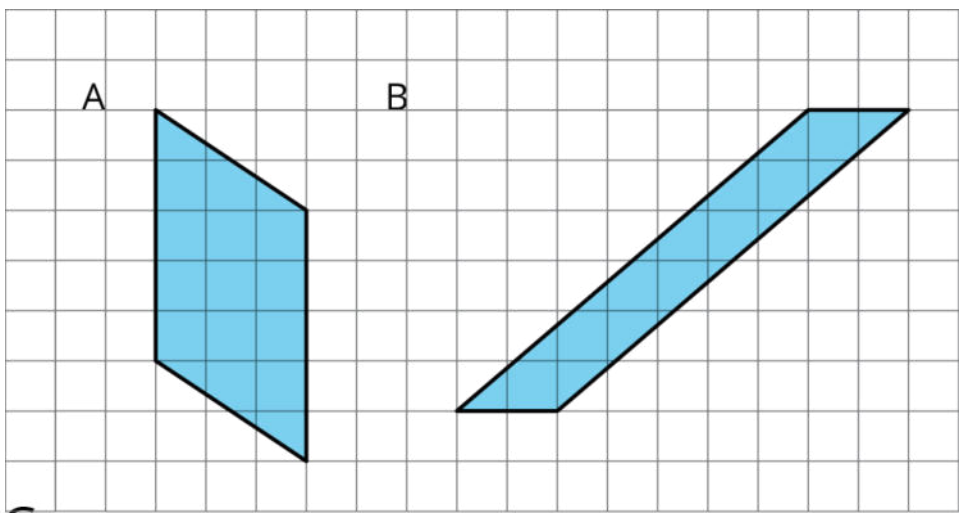
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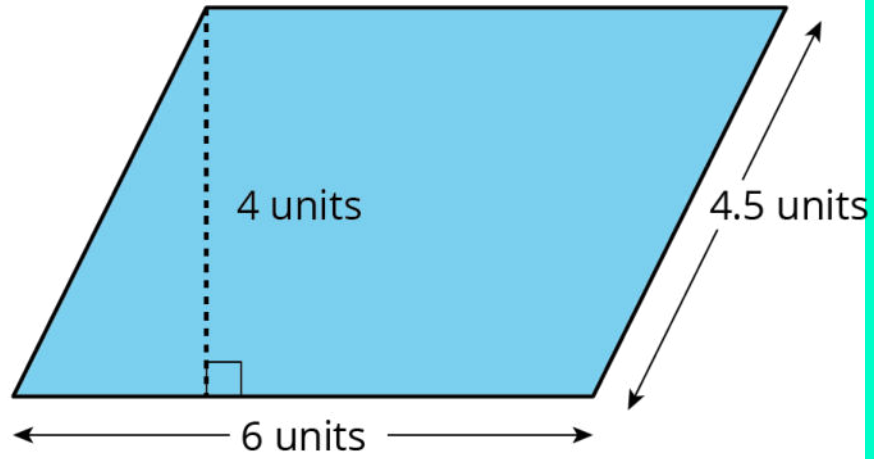
C



Is parallelogram A different than others you've seen so far? How so?

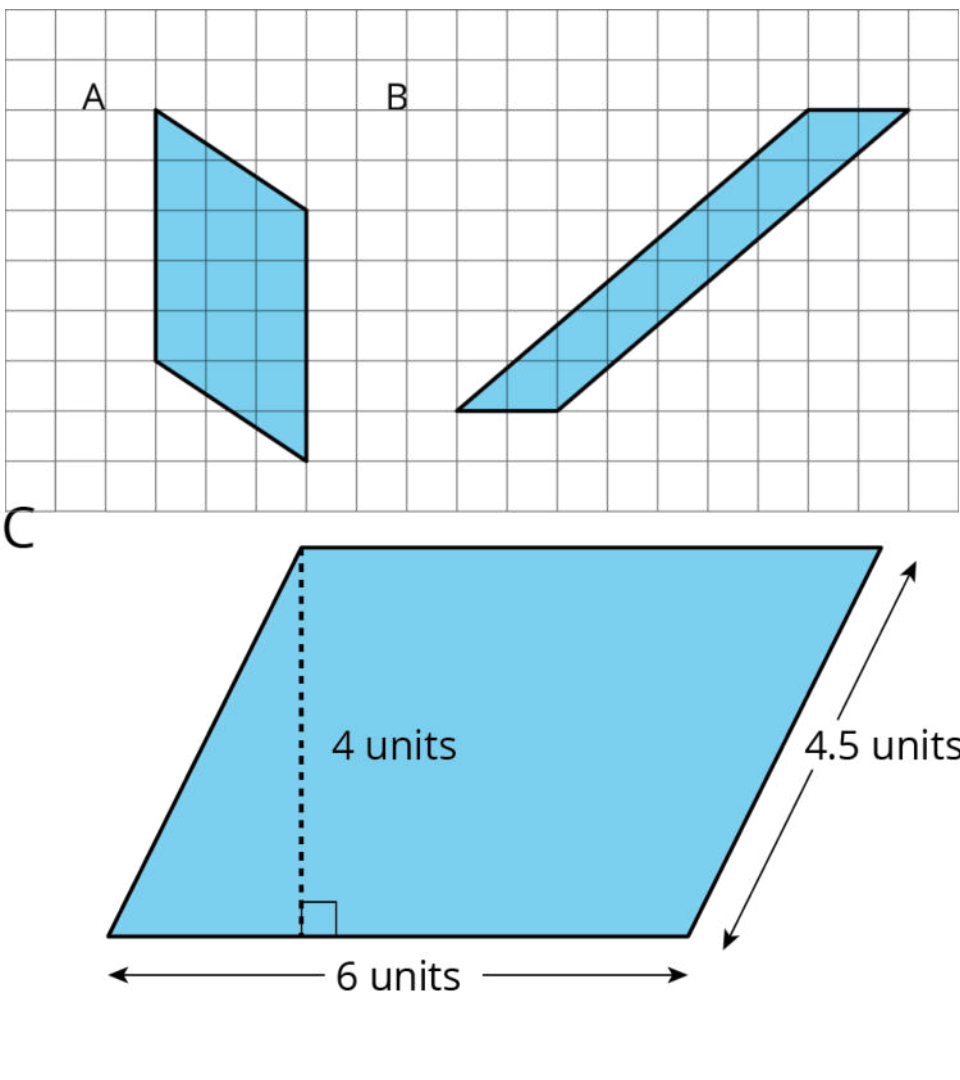


C



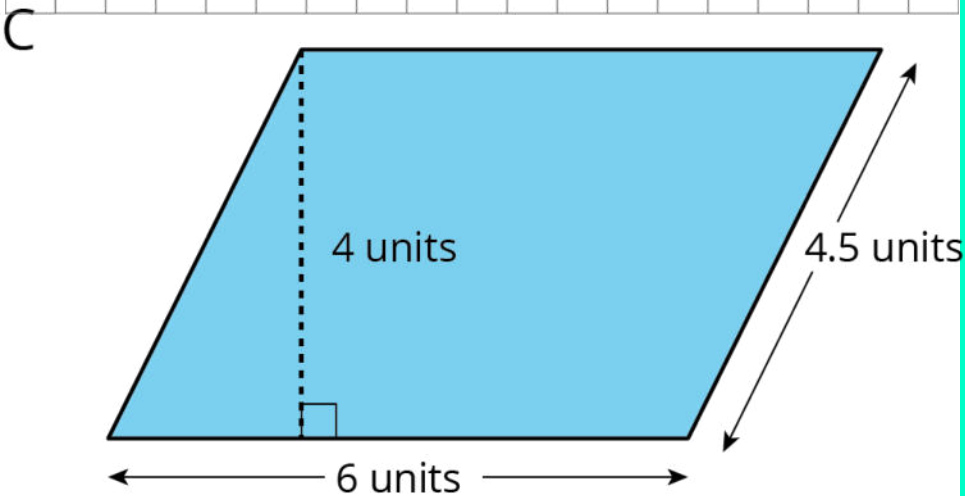
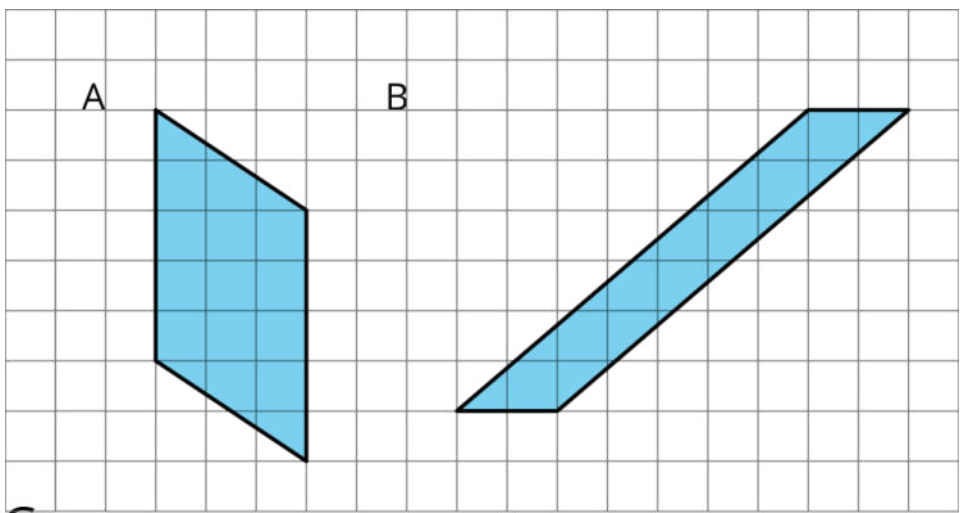
Which strategy—decomposing and rearranging, or enclosing and subtracting—seems more practical for finding a parallelogram such as B? Why?

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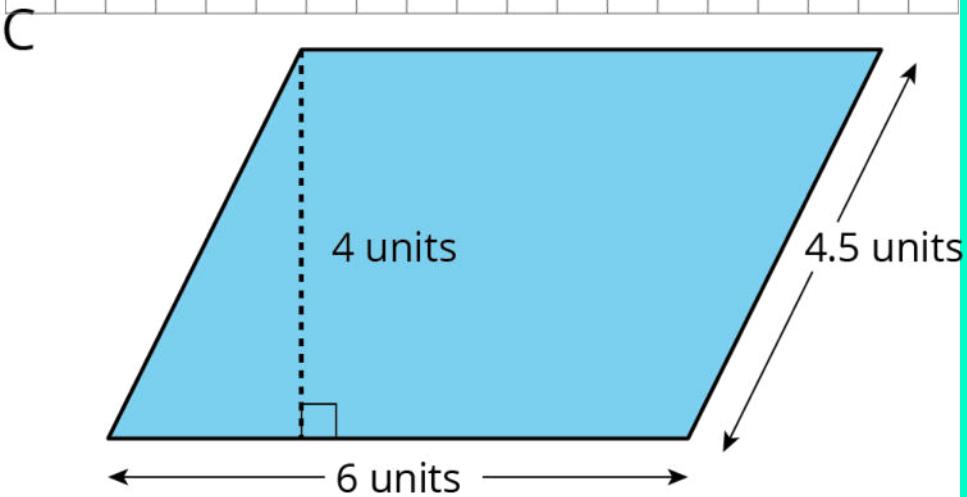
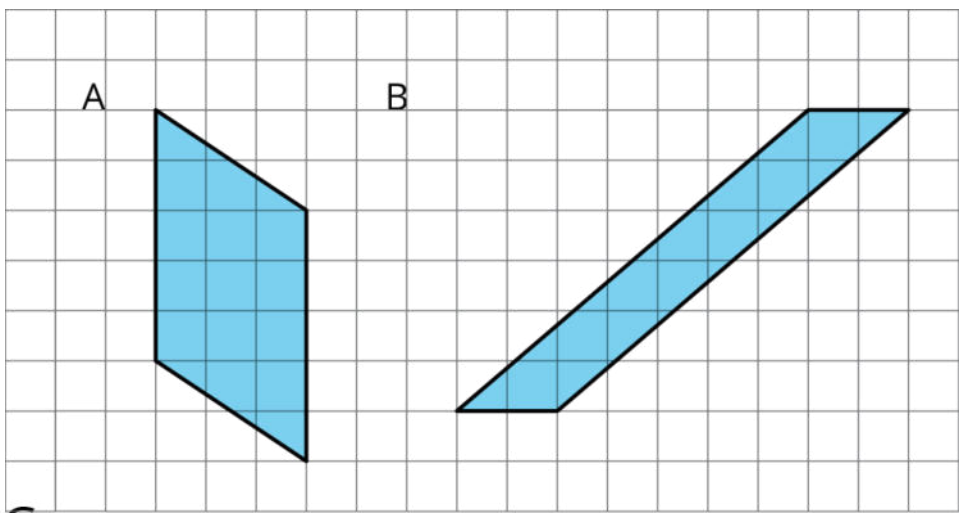
If you decomposed C into a right triangle and another shape, how do you know that the cut-out piece actually fits on the other side, given that there's no grid to verify?

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Three measurements are shown for Parallelogram C. Which ones did you use? Which ones did you not use? Why and why not?

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Why did your strategy make the most sense to you for this parallelogram?

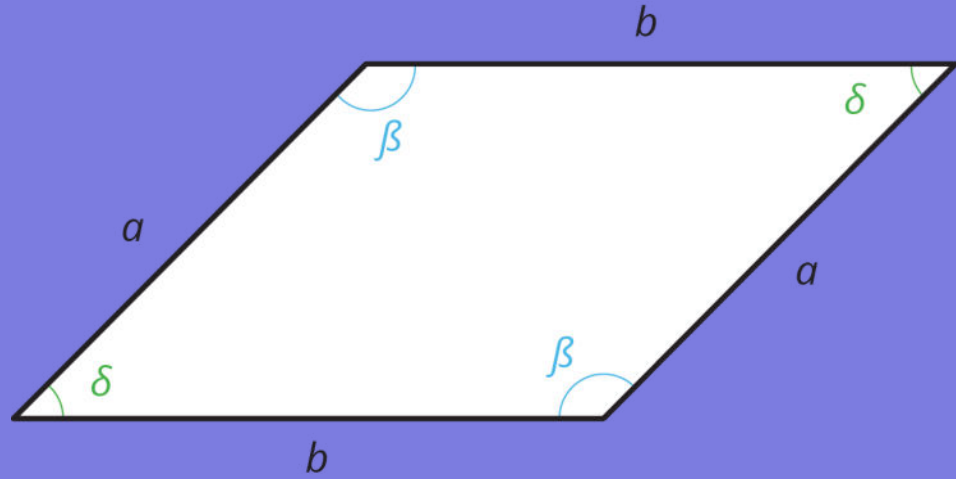


# PARALLELOGRAM

A parallelogram is a four-sided polygon with two pairs of parallel sides.

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# PARALLELOGRAM

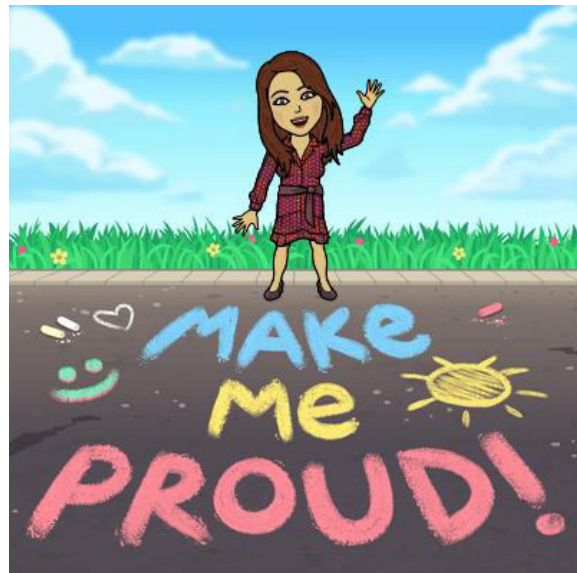


OPPOSITES SIDES HAVE EQUAL LENGTH

OPPOSITE SIDES ARE PARALLEL

# TODAY'S GOALS

- ❑ I can use reasoning strategies and what I know about the area of a rectangle to find the area of a parallelogram.
- ❑ I know how to describe the features of a parallelogram using mathematical vocabulary.



# HOW WOULD YOU FIND THE AREA?

**Cool Down 4.4**

