



## TEACHER PAGE

### Lesson: Perimeter of Polygons - Getting Into Shape

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**New Arizona Math Strand 4 Geometry and Measurement**      **Grades 4,5,6**  
**Articulated 4M64-06** Solve problems involving the perimeter of polygons; **4M64-10** Identify parallelograms having the same perimeter or area; **4M44-08** Determine perimeter of simple polygons; **4M54-05** Solve problems involving perimeter of convex polygons.

**Old Arizona Math Standard 4 Geometry, Essentials 4**      **Grades 4-8**  
**4ME4-PO3** Draw or build a variety of shapes having the same perimeter and area.

**Learning Objectives:** the student will be able to:

- explain the method of calculating perimeter of simple and convex polygons
- demonstrate correct use of the method of calculating perimeter
- explain the reason two different shapes can have the same perimeter

#### **Overview and Content:**

A he-man gets into shape by running around the perimeter of various shapes and structures. Students will learn how to calculate the perimeter of shapes and learn that different shapes can have the same perimeter. Students can solve problems with mental math or pencil and paper. A variety of geometric shapes are used, not just rectangles and squares.

#### **Engaging Students:**

Establish a need to knowing perimeter, such as, how much fencing is needed for the corral, how much land is there on a ranch, how much beading is needed for the hem of the skirt (?).

#### **Follow-up:**

Vary the measurement tools used to measure objects in the classroom or on the playground, allow students to select some. Students will then share and verbally express their units of measure with the class. Take advantage of designing flags in the DIG DEEPER and testing yourself further on perimeter in a game (web site) in the TALK ABOUT IT!



#### **Assessment:**

Students will correctly fill in the missing side lengths of various shapes to show understanding of perimeter