

**Conceptual Understanding:** Mathematical thinking involves analyzing relationships, systems, and structures.

**Learning Intention:** Understanding the relationship between area and perimeter.

**Success criteria:**

- **Knowledge:** I can calculate the area and perimeter for a variety of rectangles.
- **Process:** I can look for and make use of the structure of the given mathematical relationship to make connections between the different representations.
- **Process:** I can construct viable arguments and critique the reasoning of others based on the given mathematical relationship and connections that are made.

**Task:**

Work in small groups, on large wall chart paper to draw the rectangles described and answer the following questions:

- How many different rectangles can you make with an area of 24 square units?
- What do you notice about the different rectangles?
- What is the perimeter of each of the rectangles you have made?
  - Do they have the same perimeter?

- How many different rectangles can you make with a perimeter of 24 units?
  
  
  
  
  
  
  
  
  
  
- What do you notice about all the rectangles?
  
  
  
  
  
  
  
  
  
  
- What is the area of each of the rectangles you have made?
  - Do they have the same area?
  
  
  
  
  
  
  
  
  
  
- What can you determine about the relationship between perimeter and area?