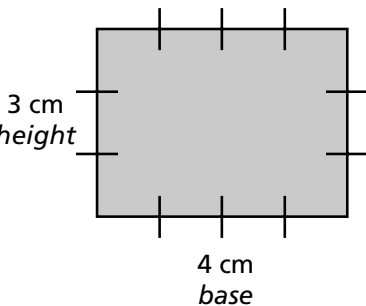




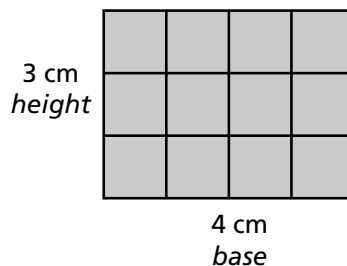
Dear Family,

Your child is currently participating in Geometry activities involving perimeter and area. In this unit, students find the area of a rectangle by counting the number of square units inside the figure. Students also find the perimeter of a rectangle by counting linear units around the outside of the figure.

Students develop and use formulas to find the perimeter and area of a rectangle, as shown below.



$$\begin{aligned} \text{Perimeter} &= \text{base} + \text{height} \\ &\quad + \text{base} + \text{height} \\ P &= b + h + b + h \\ P &= 4 + 3 + 4 + 3 \\ P &= 14 \text{ cm} \end{aligned}$$



$$\begin{aligned} \text{Area} &= \text{base} \times \text{height} \\ A &= b \times h \\ A &= 4 \times 3 = 12 \\ A &= 12 \text{ sq cm} \end{aligned}$$

Students draw rectangles that have the same perimeter but different areas. They discover that for a given perimeter, the longest, skinniest rectangle has the smallest area and the rectangle with sides closest to the same length or the same length has the greatest area.

Students also draw rectangles that have the same area but different perimeters. They discover that for a given area, the longest, skinniest rectangle has the greatest perimeter and the rectangle with sides closest to the same length or the same length has the least perimeter.

Throughout the unit students apply what they have learned about perimeter and area to real-world problems.

If you have any questions or comments, please call or write to me.

Thank you.

Sincerely,  
Your child's teacher