

Area and Perimeter Rectangles and Squares

Name: _____

Date: _____

The area of a rectangular field is 180 square meters. The width is 12 meters.

a. Find the length.

$$180 \div 12 = 15$$

The length of the rectangular field is 15 m.



b. Find the perimeter of the field.

$$2(12) + 2(15) = 54 \text{ m}$$

The perimeter of the rectangular field is 54 m.

The area of a rectangular pool is 60 square meters. The length of the pool is 12 meters.

a. Find the width.

$$60 \div 12 = 5$$

The width of the rectangular pool is 5 m.

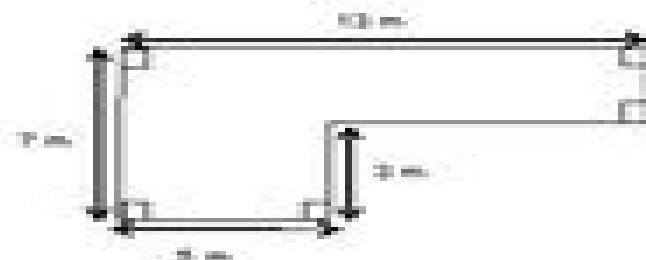


b. Find the perimeter of the pool.

$$2(12) + 2(5) = 34 \text{ m}$$

The perimeter of the rectangular pool is 34 m.

Find the unknown side of each figure. Then find the perimeter of each figure.

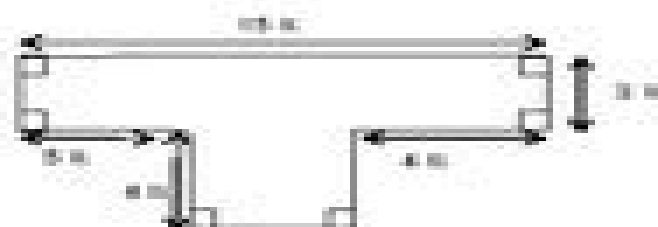


$$7 \text{ m} - 3 \text{ m} = 4 \text{ m}$$

$$10 \text{ m} - 5 \text{ m} = 5 \text{ m}$$

$$10 \text{ m} + 7 \text{ m} + 5 \text{ m} + 3 \text{ m} + 4 \text{ m} + 8 \text{ m} = 40 \text{ m}$$

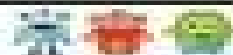
Perimeter = 40 m



$$15 \text{ ft} - (5 + 4) \text{ ft} = 6 \text{ ft}$$

$$15 + 5 + 4 + 2(3) + 2(4) + 6 = 44$$

Perimeter = 44 ft



Perimeter Singapore Math

A Gutmann



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Singapore Math Method Mason Ross, AI, 2025-02-21 Singapore Math Method explores the highly effective mathematics education system that consistently places Singapore at the top of international assessments It examines the core principles underpinning this approach including a focus on conceptual understanding achieved through methods like the Concrete Pictorial Abstract CPA approach where abstract math is first introduced with tangible objects before moving to pictures and formulas The book highlights how Singapore's emphasis on problem solving skills rather than rote memorization equips students with critical thinking abilities applicable to real world situations The text delves into Singapore's curriculum development tracing its evolution since the nation's independence It reveals how early educational reforms prioritized mathematical literacy to support economic growth Organized to provide a complete understanding the book begins with the philosophy behind the Singapore Math Method progresses through specific teaching strategies and analyzes the curriculum's structure across grade levels This academic textbook stands out by deconstructing the Singapore Math Method into practical components offering educators a guide to adopt or adapt its principles By examining the teaching strategies curriculum structure and student achievement data the book provides valuable insights for educators curriculum developers and anyone interested in improving mathematics education

Singapore Math Challenge, Grades 5 - 8 Frank Schaffer Publications, 2013-02-01 Get ready to take the Math Challenge Singapore Math Challenge will provide fifth grade students with skill building practice based on the leading math program in the world Singapore Math Common Core Standards accelerate math expectations for all students creating a need for challenging supplementary math practice Singapore Math Challenge is the ideal solution with problems puzzles and brainteasers that strengthen mathematical thinking Step by step strategies are clearly explained for solving problems at varied levels of difficulty A complete worked solution is also provided for each problem Singapore Math Challenge includes the tools and practice needed to provide a strong mathematical foundation and ongoing success for your students The Common Core State Standards cite Singapore math standards as worldwide benchmarks for excellence in mathematics

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Trigonometry (IB Math) Lee Jun Cai, Confused about the various concepts on Vectors taught in school This book on

Trigonometry seeks to offer a condensed version of what you need to know for your journey in IB Mathematics HL alongside with detailed worked examples and extra practice questions Tips on certain question types are provided to aid in smoothing the working process when dealing with them This chapter assumes the reader has IGCSE Add Math Trigo background

Conceptual Maths Peter Mattock, 2023-04-05 Written by Peter Mattock Conceptual Maths Teaching about rather than just how to do mathematics in schools aims to empower teachers to support students on a comprehensive and coherent journey through school mathematics Showcasing the best models metaphors and representations it provides excellent examples explanations and exercises that can be used across the curriculum Concepts are at the heart of the study of mathematics They are the ideas that remain constant whenever they are encountered but which combine and build upon each other to create the mathematical universe It is the structure of each concept that gives rise to the procedures that are used in calculation and problem solving and by learning about these structures a learner can make sense of how different processes work and use them flexibly as need demands In his first book Visible Maths Peter Mattock focused on the use of representations and manipulatives as images and tools and how this can provide a window into some of these mathematical structures His aim in Conceptual Maths is to go deeper beyond the procedures and to shed greater light on the structures of the subject's different concepts The book explores how a variety of visual tools and techniques can be used in the classroom to deepen pupils' understanding of mathematical structures concepts and operations including number addition and subtraction multiplication and division and factors proportionality functionality measures accuracy probability shape and transformation and vectors among many others In so doing Peter equips teachers with the confidence and practical know how to help learners assimilate knowledge of mathematical concepts into their schema and take their learning to the next level Containing numerous full colour diagrams and models to illustrate the conceptual takeaways and teaching techniques discussed Conceptual Maths also includes a glossary covering the key mathematical terms Suitable for teachers of maths in primary secondary and post 16 settings

Knowing and Learning Mathematics for Teaching National Research Council, Mathematical Sciences Education Board, Center for Education, Mathematics Teacher Preparation Content Workshop Program Steering Committee, 2001-01-25 There are many questions about the mathematical preparation teachers need Recent recommendations from a variety of sources state that reforming teacher preparation in postsecondary institutions is central in providing quality mathematics education to all students The Mathematics Teacher Preparation Content Workshop examined this problem by considering two central questions What is the mathematical knowledge teachers need to know in order to teach well How can teachers develop the mathematical knowledge they need to teach well The Workshop activities focused on using actual acts of teaching such as examining student work designing tasks or posing questions as a medium for teacher learning The Workshop proceedings *Knowing and Learning Mathematics for Teaching* is a collection of the papers presented the activities and plenary sessions that took place

Math Instruction for Students with

Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems Second Edition provides a research based approach to mathematics instruction designed to build confidence and competence in pre and in service PreK 12 teachers This core textbook addresses teacher and student attitudes toward mathematics as well as language issues specific mathematics disabilities prior experiences and cognitive and metacognitive factors The material is rich with opportunities for class activities and field extensions and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis

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