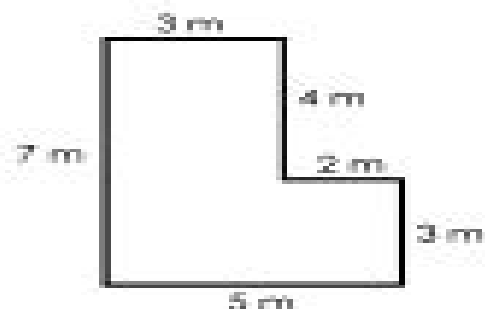


Name: \_\_\_\_\_

## Area of an Irregular Shape

To find the area of an irregular shape made of two or more rectangles, cut the shape into two or more parts and add the area of each part.



**Area of Rectangle 1:**

$$A = l \times w$$

$$A = 4 \times 3$$

$$A = 12 \text{ m}^2$$

**Area of Rectangle 2:**

$$A = l \times w$$

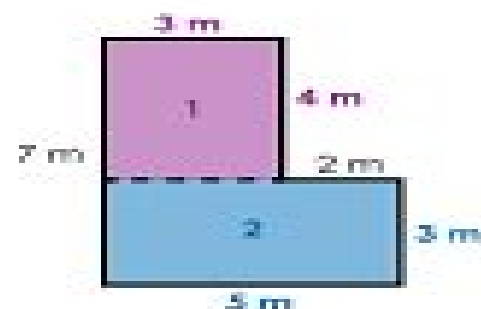
$$A = 5 \times 3$$

$$A = 15 \text{ m}^2$$

**Total Area:**

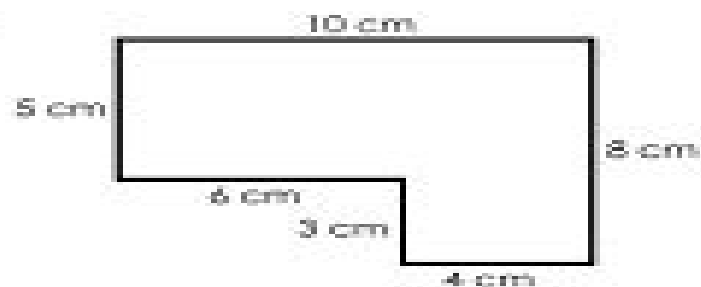
$$A = 12 \text{ m}^2 + 15 \text{ m}^2$$

$$A = 27 \text{ m}^2$$

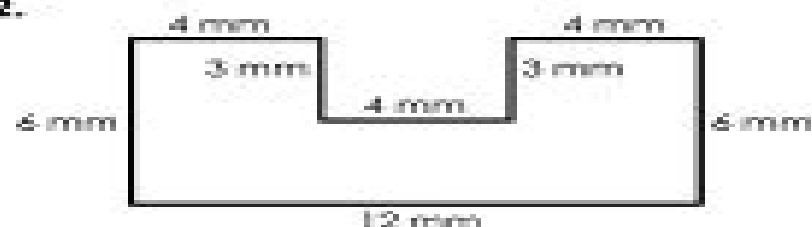


Find the area of each shape. Include units in your answer.

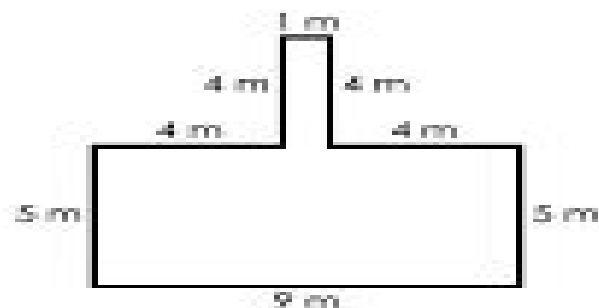
1.



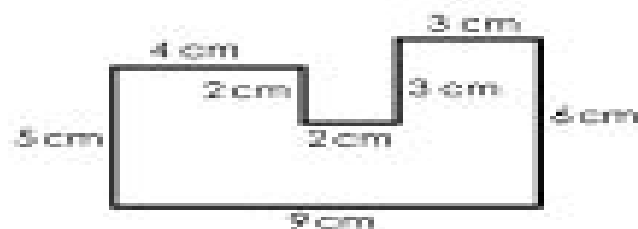
2.



3.



4.



# Problems On Areas Of Irregular Figures

**G Orfield**



## **Problems On Areas Of Irregular Figures:**

Geometry Levelled Problems: Boxy Areas Anne M. Collins, Ph.D.,2014-07-01 Differentiate problem solving in your classroom using effective research based strategies This lesson focuses on solving problems related to finding the area of irregular polygons The problem solving mini lesson guides teachers in how to teach differentiated lessons The student activity sheet features a problem tiered at three levels

**Geometry Levelled Problems: Dot Polygons** Anne M. Collins, Ph.D.,2014-07-01 Differentiate problem solving in your classroom using effective research based strategies This lesson focuses on solving problems related to dot polygons The problem solving mini lesson guides teachers in how to teach differentiated lessons The student activity sheet features a problem tiered at three levels

Word Problems, Grade 7 Spectrum,2013-12-02 Word Problems Grade 7 for kids ages 12 Support your child s educational journey with Spectrum s 7th grade math workbook that teaches essential 7th grade math skills to middle school students 7th grade word problem book are a great way for children to learn math skills through word problems that cover geometry fractions decimals and more through a variety of learning activities that are both fun AND educational Why You ll Love This 7th Grade Math Word Problems Book Engaging and educational math activities Graphing Finding the area and volume of shapes and Converting measurements are a few of the fun math activities that incorporate word problems to help inspire learning into your child s classroom or homeschool curriculum Tracking progress along the way Pretests posttests a mid test and final test are included to test student knowledge along the way Use the scoring record and answer key in the back of the Spectrum math pre algebra workbook to track student progress before moving on to new and exciting activities Practically sized for every activity The 128 page math workbook is sized at about 8 1 4 inches x 10 3 4 inches giving your child plenty of space to complete each exercise About Spectrum For more than 20 years Spectrum has provided solutions for parents who want to help their children get ahead and for teachers who want their students to meet and exceed set learning goals providing workbooks that are a great resource for both homeschooling and classroom curriculum The 7th Grade Math Workbook Contains 11 chapters of versatile math activities Pretests posttests a mid test and final test Scoring record sheets and answer key

**Engineering Mathematics** John Bird,2010-09-08 First published in 2010 Engineering Mathematics is a valuable contribution to the field of Further Education

Bird's Engineering Mathematics John Bird,2021-03-15 Now in its ninth edition Bird s Engineering Mathematics has helped thousands of students to succeed in their exams Mathematical theories are explained in a straightforward manner supported by practical engineering examples and applications to ensure that readers can relate theory to practice Some 1 300 engineering situations problems have been flagged up to help demonstrate that engineering cannot be fully understood without a good knowledge of mathematics The extensive and thorough topic coverage makes this a great text for a range of level 2 and 3 engineering courses such as for aeronautical construction electrical electronic mechanical manufacturing engineering and vehicle technology including for BTEC First National and

Diploma syllabuses City Guilds Technician Certificate and Diploma syllabuses and even for GCSE and A level revision Its companion website at [www.routledge.com/cw/bird](http://www.routledge.com/cw/bird) provides resources for both students and lecturers including full solutions for all 2 000 further questions lists of essential formulae multiple choice tests and illustrations as well as full solutions to revision tests for course instructors

**Measurement and Data Levelled Problems: Area and Perimeter** Anne M. Collins, Ph.D.,2014-07-01 Differentiate problem solving in your classroom using effective research based strategies This lesson focuses on solving problems related to area and perimeter The problem solving mini lesson guides teachers in how to teach differentiated lessons The student activity sheet features a problem tiered at three levels

**50 Levelled Math Problems Level 6** Anne Collins,2012-04-01 It includes 50 leveled math problems 150 problems total an overview of the problem solving process and ideas for formative assessment of students problem solving abilities It also includes 50 mini lessons and a student activity sheet featuring a problem tiered at three levels plus digital resources that include electronic versions of activity sheets This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction

**50 Levelled Math Problems Level 5** Anne Collins,2012-04-01 It includes 50 leveled math problems 150 problems total an overview of the problem solving process and ideas for formative assessment of students problem solving abilities It also includes 50 mini lessons and a student activity sheet featuring a problem tiered at three levels plus digital resources that include electronic versions of activity sheets This resource is aligned to the interdisciplinary themes from the Partnership for 21st Century Skills and supports core concepts of STEM instruction

**Graphing Calculator Strategies** Donna Erdman,2006-12-01 Integrate TI Graphing Calculator technology into your mathematics instruction with these resource books Lesson plans are easy to follow and each lesson explains the concepts demonstrates how to use the calculator and applies the concept Differentiate instruction with Extension Ideas and strategies that simplify the lessons for students needing extra support Teacher Resource CD includes a Using the Calculator section to help students visualize the concepts great for English language learners Practice pages help prepare students for testing situations that include the use of graphing calculators

**The Math Teacher's Problem-a-Day, Grades 4-8** Judith A. Muschla,Gary R. Muschla,2008-04-11 From bestselling authors Judith and Gary Muschla The Math Teacher's Problem a Day is a hands on resource containing 180 handy worksheets one for each day of the school year to help students in grades 4 8 acquire the skills needed to master mathematics These reproducible worksheets are perfect for sponge activities five minute challenges to start or end a class period that can also be used as supplemental lessons homework or extra credit With problems based on the Standards and Focal Points of the National Council of Teachers of Mathematics the book is designed to give students valuable practice in math skills using specific activities to enhance critical thinking and boost test scores The topics covered focus on the core math concepts and skills required for middle school students including Numbers and Operations Algebra Geometry Measurement Data Analysis Part of the 5 Minute Fundamentals series The Math Teacher's

Problem a Day is an important resource that will help today's students understand more concepts make connections between branches of mathematics and apply math skills to a variety of real life problems **The Accomplished Tutor** Thomas Hodson, 1806 **Problems in Land and Mine Surveying** Daniel Davies (M.I.M.E., of Aberdare.), 1921 *Math Trailblazers 2E G3 Teacher Implementation Guide* TIMS Project, 2004 A complete research based K 5 mathematics program integrating math science and language arts The program embodies the NCTM Principles and standards for school mathematics and is based on the ideas that mathematics is best learned by solving problems in real world contexts and that a curriculum should balance conceptual understanding and procedural skill P 4 of cover *Implementation Research on Problem Solving in School Settings* Inga Gebel, 2019 Content of the Book The University of Potsdam hosted the 25th ProMath and the 5th WG Problem Solving conference Both groups met for the second time in this constellation which contributed to profound discussions on problem solving in each country taking cultural particularities into account The joint conference took place from 29th to 31st August 2018 with participants from Finland Germany Greece Hungary Israel Sweden and Turkey The conference revolved around the theme Implementation research on problem solving in school settings These proceedings contain 14 peer reviewed research and practical articles including a plenary paper from our distinguished colleague Anu Laine In addition the proceedings include three workshop reports which likewise focused on the conference theme As such these proceedings provide an overview of different research approaches and methods in implementation research on problem solving in school settings which may help close the gap between research and practice and consequently make a step forward toward making problem solving an integral part of school mathematics on a large scale Content PLENARY REPORT Anu Laine How to promote learning in problem solving pp 3 18 This article is based on my plenary talk at the joint conference of ProMath and the GDM working group on problem solving in 2018 The aim of this article is to consider teaching and learning problem solving from different perspectives taking into account the connection between 1 teacher's actions and pupils solutions and 2 teacher's actions and pupils affective reactions Safe and supportive emotional atmosphere is base for students learning and attitudes towards mathematics Teacher has a central role both in constructing emotional atmosphere and in offering cognitive support that pupils need in order to reach higher level solutions Teachers need to use activating guidance i e ask good questions based on pupils solutions Balancing between too much and too little guidance is not easy [https://doi.org/10.37626/GA9783959871167\\_0\\_01](https://doi.org/10.37626/GA9783959871167_0_01) RESEARCH REPORTS AND ORAL COMMUNICATIONS Lukas Baumanns and Benjamin Rott Is problem posing about posing problems A terminological framework for researching problem posing and problem solving pp 21 31 In this literature review we critically compare different problem posing situations used in research studies This review reveals that the term problem posing is used for many different situations that differ substantially from each other For some situations it is debatable whether they provoke a posing activity at all For other situations we propose a terminological differentiation between posing routine tasks and posing

non routine problems To reinforce our terminological specification and to empirically verify our theoretical considerations we conducted some task based interviews with students <https://doi.org/10.37626/GA9783959871167.0.02> Kerstin Bruning Long term study on the development of approaches for a combinatorial task pp 33 50 In a longitudinal research project over two years we interviewed children up to 6 times individually to trace their developmental trajectories when they solve several times the same tasks from different mathematical areas As a case study I will present the combinatorial task and analyze how two children a girl and a boy over two years approached it As a result of the case studies we can see that the analysis of the data product oriented or process oriented provides different results It is also observable that the developmental trajectory of the girl is a more continuous learning process which we cannot identify for the boy <https://doi.org/10.37626/GA9783959871167.0.03> Lars Burman Developing students problem solving skills using problem sequences Student perspectives on collaborative work pp 51 59 Using problem solving in mathematics classrooms has been the object of research for several decades However it is still necessary to focus on the development of problem solving skills and in line with the recent PISA assessment more attention is given to collaborative problem solving This article addresses students collaborative work with problem sequences as a means to systematically develop students problem solving skills The article offers student perspectives on challenges concerning the social atmosphere differentiation on teaching and learning in cooperation In spite of the challenges the students experiences indicate that the use of problem sequences and group problem solving can be fruitful in mathematics education <https://doi.org/10.37626/GA9783959871167.0.04> Alex Friedlander Learning algebraic procedures through problem solving pp 61 69 In this paper I attempt to present several examples of tasks and some relevant findings that investigate the possibility of basing a part of the practice oriented tasks on higher level thinking skills that are usually associated with processes of problem solving The tasks presented and analysed here integrate problem solving components namely reversed thinking expressing and analysing patterns and employing multiple solution methods into the learning and practicing of algebraic procedures such as creating equivalent expressions and solving equations <https://doi.org/10.37626/GA9783959871167.0.05> Thomas Gawlick and Gerrit Welzel Backwards or forwards Direction of working and success in problem solving pp 71 89 We pose ourselves the question What can one infer from the direction of working when solvers work on the same task for a second time This is discussed on the basis of 44 problem solving processes of the TIMSS task K10 A natural hypothesis is that working forwards can be taken as evidence that the task is recognized and a solution path is recalled This can be confirmed by our analysis A surprising observation is that when working backwards pivotal for success is in case of K10 to change to working forwards soon after reaching the barrier <https://doi.org/10.37626/GA9783959871167.0.06> Inga Gebel Challenges in teaching problem solving Presentation of a project in progress by using an extended tetrahedron model pp 91 109 In order to implement mathematical problem solving in class it is necessary to consider many different dimensions the students the teacher the theoretical demands and adequate methods

and materials In this paper an implementation process is presented that considers the above dimensions as well as the research perspective by using an extended tetrahedron model as a structural framework In concrete terms the development and initial evaluation of a task format and a new teaching concept are presented that focus on differentiated problem solving learning in primary school The pilot results show initial tendencies towards possible core aspects that enable differentiated problem solving in mathematics teaching <https://doi.org/10.37626/GA9783959871167.0.07> Heike Hagelgans Why does problem oriented mathematics education not succeed in an eighth grade An insight in an empirical study pp 111–119 Based on current research findings on the possibilities of integration of problem solving into mathematics teaching the difficulties of pupils with problem solving tasks and of teachers to get started in problem solving this article would like to show which concrete difficulties delayed the start of the implementation of a generally problem oriented mathematics lesson in an eighth grade of a grammar school The article briefly describes the research method of this qualitative study and identifies and discusses the difficulties of problem solving in the examined school class In a next step the results of this study are used to conceive a precise teaching concept for this specific class for the introduction into problem oriented mathematics teaching <https://doi.org/10.37626/GA9783959871167.0.08> Zoltán Kovács and Eszter Kónya Implementing problem solving in mathematics classes pp 121–128 There is little evidence of teachers are using challenging problems in their mathematics classes in Hungary At the University of Debrecen and University of Nyregyháza we elaborated a professional development program for inservice teachers in order to help them implementing problem solving in their classes The basis of our program is the teacher and researcher collaboration in the lessonplanning and evaluation In this paper we report some preliminary findings concerning this program <https://doi.org/10.37626/GA9783959871167.0.09> Ana Kuzle Campus school project as an example of cooperation between the University of Potsdam and schools pp 129–141 The Campus School Project is a part of the Qualitäts offensive Lehrerbildung project whose aim is to improve and implement new structures in the university teacher training by bringing all the essential protagonists namely university staff preservice teachers and in service teachers together and having them work jointly on a common goal The department of primary mathematics education at the University of Potsdam has been a part of the Campus School Project since 2017 Thus far several cooperations emerged focusing on different aspects of problem solving in primary education Here I give an overview of selected cooperations and the first results with respect to problem solving research in different school settings <https://doi.org/10.37626/GA9783959871167.0.10> Ioannis Papadopoulos and Aikaterini Diakidou Does collaborative problem solving matter in primary school The issue of control actions pp 143–157 In this paper we follow three Grade 6 students trying to solve at first individually and then in a group arithmetical and geometrical problems The focus of the study is to identify and compare the various types of control actions taken during individual and collaborative problem solving to show how the collective work enhances the range of the available control actions At the same time the analysis of the findings give evidence about the impact of the collaborative

problemsolving on the way the students can benefit in terms of aspects of social metacognition [https://doi.org/10.37626/GA9783959871167\\_011](https://doi.org/10.37626/GA9783959871167_011) Sarina Scharnberg Adaptive teaching interventions in collaborative problem solving processes pp 159-171 Even though there exists limited knowledge on how exactly students acquire problem solving competences researchers agree that adaptive teaching interventions have the potential to support students' autonomous problem solving processes. However, most recent research aims at analyzing the characteristics of teaching interventions rather than the interventions' effects on the students' problem solving process. The study in this paper addresses this research gap by focusing not only on the teaching interventions themselves but also on the students' collaborative problem solving processes just before and just after the interventions. The aim of the study is to analyze the interventions' effect on the learners' integrated problem solving processes [https://doi.org/10.37626/GA9783959871167\\_012](https://doi.org/10.37626/GA9783959871167_012) Nina Sturm Self-generated representations as heuristic tools for solving word problems pp 173-192 Solving non-routine word problems is a challenge for many primary school students. A training program was therefore developed to help third-grade students to find solutions to word problems by constructing external representations (e.g., sketches, tables) and to specifically use them. The objective was to find out whether the program positively influences students' problemsolving success and problem solving skills. The findings revealed significant differences between trained and untrained classes. Therefore, it can be assumed that self-generated representations are heuristic tools that help students solve word problems. This paper presents the results on the impact of the training program on the learning outcome of students [https://doi.org/10.37626/GA9783959871167\\_013](https://doi.org/10.37626/GA9783959871167_013) Kinga Szcs Problem solving teaching with hearing and hearing impaired students pp 193-203 In the last decade, the concept of inclusion has become more and more prevalent in mathematics education, especially in Germany. Accordingly, teachers in mathematics classrooms have to face a wide range of heterogeneity which includes physical, sensory, and mental disabilities. At the Friedrich Schiller University of Jena, within the framework of the project Media in mathematics education, it is examined how new technologies can support teaching in inclusive mathematics classrooms. In the academic year 2017/18, the heterogeneity regarding hearing impairment was mainly focussed on. Based on a small case study with hearing and hearing impaired students, a problem solving unit about tangent lines was worked out according to Pólya, which is presented in the paper [https://doi.org/10.37626/GA9783959871167\\_014](https://doi.org/10.37626/GA9783959871167_014) WORKSHOP REPORTS Ana Kuzle and Inga Gebel Implementation research on problem solving in school settings A workshop report 207 On the last day of the conference, we organized a 90-minute workshop. The workshop focused on the conference theme: Implementation research on problem solving in school settings. Throughout the conference, the participants were invited to write down their questions and/or comments as a response to held presentations [https://doi.org/10.37626/GA9783959871167\\_015](https://doi.org/10.37626/GA9783959871167_015) Ana Kuzle, Inga Gebel, and Anu Laine Methodology in implementation research on problem solving in school settings pp 209-211 In this report, a summary is given on the contents of the workshop. In particular, the methodology and some ethical questions in implementation research on problem solving in



school settings are discussed The discussion showed how complex this theme is so that many additional questions emerged  
<https://doi.org/10.37626/GA9783959871167> 0 16 Lukas Baumanns and Sarina Scharnberg The role of protagonists in implementing research on problem solving in school practice pp 213 214 Based on seminal works of P lya 1945 and Schoenfeld 1985 problem solving has become a major focus of mathematics education research Even though there exists a variety of recent research on problem solving in schools the research results do not have a direct impact on problem solving in school practice Instead a dissemination of research results by integrating different protagonists is necessary Within our working group the roles of three different protagonists involved in implementing research on problem solving in school practice were discussed namely researchers pre service and in service teachers by examining the following discussion question To what extent do the different protagonists enable implementation of research findings on problem solving in school practice <https://doi.org/10.37626/GA9783959871167> 0 17 Benjamin Rott and Ioannis Papadopoulos The role of problem solving in school mathematics pp 215 217 In this report of a workshop held at the 2018 ProMath conference a summary is given of the contents of the workshop In particular the role of problem solving in regular mathematics teaching was discussed problem solving as a goal vs as a method of teaching with implications regarding the selection of problems its implementation into written exams as well as teacher proficiency that is needed for implementing problem solving into mathematics teaching <https://doi.org/10.37626/GA9783959871167> 0 18      *Electrical Experimenter* ,1922      **Targeting Maths** Richard Glasson,2001 Targeting maths lower primary measurement      **Elements of Civil Engineering** John Millington,1839      **Geometry, mensuration and the stereometrical tableau** Charles P. Florent Baillaigé,1873

**Using the Standards - Problem Solving, Grade 6** ,2012-10-22 Empower students to build new mathematical knowledge solve problems in context apply and adapt appropriate strategies and reflect on the problem solving process with these reproducible worksheets The content in this book supports and is divided by the NCTM content standards number and operations algebra geometry measurement and data analysis and probability Timesaving teaching aids such as skill checks and cumulative tests are included along with an NCTM correlation chart pretests answer key and vocabulary cards

**Annual Report of the Board of Education** Massachusetts. Board of Education,1895

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