

ROBIN EVERAGE: Area.

STUDENT: Yes.

ROBIN EVERAGE: So now what do we find? Okay, if we looked at a perimeter chart, are we adding, subtracting, multiplying, dividing, what are we going to do to find the perimeter?

STUDENT: Um, [inaudible].

ROBIN EVERAGE: So, what would we be adding?

STUDENT: Um, well...12? Or one?

ROBIN EVERAGE: Did you write that down and try it?

STUDENT: But it's 24, because 12 plus 12 is 24.

ROBIN EVERAGE: Hold on. You said 12 and 12 is what?

STUDENT: 24.

ROBIN EVERAGE: And what's one and one?

STUDENT: Two.

ROBIN EVERAGE: And then what?

ROBIN EVERAGE: What's 24 plus 2?

STUDENT: 26.

ROBIN EVERAGE: Write it down, I'm gonna show you. Come on, write it down! Now is it squared? What are we doing, look on perimeter? Do we write squares or it's just inches?

STUDENT: Inches.

ROBIN EVERAGE: So, what did you guys do to find 12? What did you do, you basically what?

STUDENT: Added—

ROBIN EVERAGE: You counted right? So, count that for me.

STUDENT: One, two, three, four, five, six, seven eight, nine, ten, eleven, twelve.

ROBIN EVERAGE: So, I'm going to show you how to use a strategy that they used over there, our tick marks. Remember? Can I see your pencil? When you're counting, when you make a tick mark to show one, two...you do it.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24.

ROBIN EVERAGE: So how many do you have on this side, count again.

STUDENTS: One, two, three, four, five, six, seven eight, nine, ten, eleven.

ROBIN EVERAGE: How many do you have here?

STUDENTS: One, two, three, four, five, six, seven, eight, nine, ten, eleven.

ROBIN EVERAGE: What was the area we were supposed to have?

STUDENT: We're missing one.

ROBIN EVERAGE: Okay, so what are we going to do to fix it? So, show me the fixing.

STUDENT: [inaudible]

ROBIN EVERAGE: But then what's this going to change to? Or is it twelve?

STUDENT: Twelve.

ROBIN EVERAGE: What do you need to put your tick mark here? So now if you counted them all, would you get 26 inches for your perimeter? Count all your tick marks slowly.

STUDENTS: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26.

ROBIN EVERAGE: So, what happened?

STUDENT: We got one more.

ROBIN EVERAGE: You had to add because you forgot one of them out again. Okay.

ROBIN EVERAGE: Eyes on me real quick. I know somebody you are finishing up and you can finish after I'm done talking. I want you to look at all the different shapes you created, and I want you to look at all the areas you came up with, all the perimeters you came up with, everything.

And what do you notice about them? What do you notice with your answers? Anything? What do you notice about your areas and perimeters? Looking at what you built in the problems you created. Talk with your island friends. Go.

STUDENT: I also want to add anything, if we didn't take away anything, if we didn't add anything, it's the same thing. [inaudible]

STUDENT: That the perimeter [inaudible] all kept changing.

STUDENT: Those, but Ms. Everage said...

STUDENT: 16 and 14. Is you add those two together. It does once [inaudible].

ROBIN EVERAGE: So, what do you guys notice about your area and your perimeters here?

STUDENT: Area always equals the same amount.

ROBIN EVERAGE: It does?

STUDENT: Yes. It's 12, because one times 12 is always the same number times itself. So, times one it'd be 12. And 2 times 6 you count to six two times it equals 12 and if you count 3, 4 times two times.

STUDENT: Three *times* four.

ROBIN EVERAGE: So, then what about that? What about perimeter? What did you notice?

STUDENT: Perimeter is always—

STUDENT: Sometimes they could kind of be an equation, because look 12 plus 14 equals 26 as this perimeter. Area, perimeter.

ROBIN EVERAGE: Okay, but what do you notice about this perimeter, that perimeter, and that perimeter?

STUDENT: They're all different.

ROBIN EVERAGE: Why do you think that is?

STUDENT: They're all different. They're all different because if you add them, like we did— it's 6, 6 and 2, 2 so it would be 4.

ROBIN EVERAGE: What did you say, Georgia?

STUDENT: They're different shapes.

ROBIN EVERAGE: They're different shapes. Well, this one was extremely long, correct? So that showed us the different perimeter of a—

STUDENT: Also, if you add the sides, it's 12 and 12, but none of them have that good amount because...

ROBIN EVERAGE: So, the side length, the whole length of the side is changing.

STUDENT: Yeah.

ROBIN EVERAGE: Correct on each one.

STUDENT: It's changing except these two because they're technically same thing but they're...

ROBIN EVERAGE: Okay, good. I'm going to talk to other groups so this in your assignment. You're going to turn this over. Be careful on this top part, it's sticky. So, don't use the dirty size. Actually, nope there are no squares, so we're going to get a new paper.

STUDENT: Okay.

ROBIN EVERAGE: And then the new area you're going to work with is 36.

STUDENT: 36, okay.

ROBIN EVERAGE: So, if you want to go and get your 36 blocks ready and then I'll get you another paper.

STUDENT: This is twelve or 48...