

# Area and Perimeter

## Unit 12 Overview: 7 lessons

Students move from counting squares to the area and perimeter formulas for rectangles:  $A = l \times w$  and  $P = 2 \times l + 2 \times w$ , with  $A = s \times s$  and  $P = 4 \times s$  for a square. They use them with two-digit side lengths, splitting a rectangle at the tens to multiply, work back from the area or the perimeter to a missing side, and solve stories by deciding whether a job covers a shape or goes around it. The unit uses the multiplying and dividing of Units 4 and 5. Some states add rectangles that share a perimeter or an area, shapes made of rectangles, and a first look at volume with unit cubes.

### THE UNIT, DAY BY DAY

|        |                                           |                                                           |
|--------|-------------------------------------------|-----------------------------------------------------------|
| Day 1  | <b>Pre-Check</b>                          | What students already know, before the first lesson.      |
| Day 2  | <b>12.1</b> Area and perimeter formulas   | I can use the area and perimeter formulas.                |
| Day 3  | <b>12.2</b> Larger side lengths           | I can find area and perimeter with two-digit sides.       |
| Day 4  | <b>12.3</b> Find an unknown side          | I can find a missing side from the area or perimeter.     |
| Day 5  | <b>12.4</b> Area and perimeter stories    | I can solve area and perimeter stories.                   |
| Day 6  | <b>12.5</b> Same perimeter or same area ★ | I can compare rectangles with the same perimeter or area. |
| Day 7  | <b>12.6</b> Shapes made of rectangles ★   | I can find the area of a shape made of rectangles.        |
| Day 8  | <b>12.7</b> Volume with unit cubes ★      | I can find volume by counting cubes in layers.            |
| Day 9  | <b>Unit Review</b>                        | The review, to go over together.                          |
| Day 10 | <b>Unit Test</b>                          | Form A; Form B (other numbers) is for a retest.           |

★ Taught in 4th grade in some states. Skip these lessons if yours teaches them in another grade; [animalmath.com/standards](http://animalmath.com/standards) shows your state's list.

### GET READY FOR THE UNIT

- Square tiles and centimeter grid paper (the Graph Paper maker prints it)
- Rulers, and paper rectangles with whole number side lengths
- A wall chart of the area and perimeter formulas for rectangles and squares
- Toothpicks or string for perimeter, and unit cubes for the volume lesson
- Whiteboards and markers

### HOW EACH LESSON GOES

1. **Warm up** (5 min)
2. **Teach** (10 min)
3. **Try it together** (10 min)
4. **Practice** (15 min)
5. **Exit ticket** (5 min): a quick check on the lesson.

Each lesson page ends with the Animal Math sheets, makers, tools and quizzes for it. “Sheet 3” is the third worksheet of a pack; a color pack prints each sheet again in black and white.

### CHECKING AS YOU GO

|                  |                                             |                    |                                                   |
|------------------|---------------------------------------------|--------------------|---------------------------------------------------|
| <b>PRINTABLE</b> | <b>Pre-Check:</b> Day 1, with a key         | <b>EXIT TICKET</b> | <b>Exit Tickets:</b> one a lesson, four to a page |
| <b>PRINTABLE</b> | <b>Unit Review:</b> the day before the test | <b>PRINTABLE</b>   | <b>Unit Test:</b> Forms A and B, with keys        |



# Area and Perimeter

## Lesson 12.1: Area and perimeter formulas

**GOAL** Students write the area of a rectangle as  $A = l \times w$  and its perimeter as  $P = 2 \times l + 2 \times w$  (or  $l + w + l + w$ ), and for a square  $A = s \times s$  and  $P = 4 \times s$ . They put the side lengths in and write the answer with its unit.

About 45 minutes

**I can use the area and perimeter formulas.**

### THE LESSON

- 1 Warm up** (5 min) Draw a rectangle 5 squares by 4 on grid paper. Students count the squares inside and the edges around it.
- 2 Teach** (10 min) Draw a rectangle 10 m long and 6 m wide. The length tells the squares in a row and the width the rows:  
 $A = l \times w = 10 \times 6 = 60$  square meters. Around it go two lengths and two widths:  $P = 2 \times l + 2 \times w = 32$  meters. A square with sides of 5 ft:  
 $A = s \times s = 25$  square feet, and  $P = 4 \times s = 20$  feet.  
**Say:** "Area is inside, in square units: length times width. Perimeter is around, in units: two lengths and two widths."
- 3 Try it together** (10 min) Pairs measure two paper rectangles in centimeters, write each formula with the numbers in, and check one by counting squares on grid paper. Then the class fills in a chart for a rectangle 12 cm by 5 cm and a square with sides of 3 in.
- 4 Practice** (15 min) Students write each formula with its numbers on sheet 1 of Area and Perimeter Formulas; the review sheets have smaller sides, for a start or for help. Early finishers find a rectangle with a perimeter of 30 and an area of 50.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.1** and circle a face beside the "I can" line. On question 1, look for  $A = 8 \times 7 = 56$  sq m (either order) and  $P = 30$  m; 15 means the sides were added only once, and 112 means the area was doubled. On question 2, look for  $A = 121$  sq ft and  $P = 44$  ft; 22 means only two sides were added.

**Ready for more?** Find two rectangles with the same area as the 10 by 6 rectangle but different perimeters.

### GET READY

- Centimeter grid paper and rulers
- The formula chart
- Paper rectangles with whole number sides

### WORDS TO USE

**formula:** a rule written with letters:  $A = l \times w$

**area (A):** the square units inside a shape

**perimeter (P):** the distance around a shape, in units of length

### ASK

- Which formula is for inside? For around?
- Why is the perimeter of a square  $4 \times s$ ?
- Which unit goes with each?

### WATCH FOR

**Mixes up area and perimeter.** Trace the edge for perimeter; shade the inside for area.

**Adds only two sides for the perimeter.** Label all four sides first. Opposite sides are equal.

**Writes meters for an area.** Area counts squares: square meters.

**Need help?** Draw the rectangle on grid paper, count the squares inside and the units around, then match each count to its formula.

### ON ANIMAL MATH

PRINTABLE

**Area and Perimeter Formulas:** sheet 1

PRINTABLE

**Area and Perimeter:** sheets 1–2, for review

PRINTABLE

**Perimeter:** sheet 3, for review

QUIZ

**Area and Perimeter Quiz:** the Formulas level

EXIT TICKET

**4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.1

# Area and Perimeter

## Lesson 12.2: Larger side lengths

**GOAL** Students use the formulas with two-digit side lengths. They split a rectangle at the tens to multiply (an area model:  $28 \times 14$  is  $200 + 80 + 80 + 32$ ), add the parts, and find the perimeter, writing large areas with commas.

About 45 minutes

**I can find area and perimeter with two-digit sides.**

### THE LESSON

- 1 Warm up** (5 min) Students multiply  $20 \times 10$ ,  $20 \times 4$ ,  $8 \times 10$  and  $8 \times 4$  on whiteboards, then add the four products.
- 2 Teach** (10 min) Sketch a garden 28 ft long and 14 ft wide:  $A = 28 \times 14$ . Cut the length into 20 and 8 and the width into 10 and 4: four parts,  $200 + 80 + 80 + 32 = 392$  square feet. Then  $P = 2 \times 28 + 2 \times 14 = 56 + 28 = 84$  feet. Last, a hall 62 m long and 8 m wide:  $A = 62 \times 8$ , which is  $480 + 16 = 496$  square meters, and  $P = 124 + 16 = 140$  meters.  
**Say:** "I split the sides at the tens, find the area of each part, and add them. The perimeter is still two lengths and two widths."
- 3 Try it together** (10 min) Pairs find the area and perimeter of a rug 13 ft by 11 ft and of a playground 45 m by 31 m with area models, then check one with a calculator and compare with another pair.
- 4 Practice** (15 min) Students find the four parts, the area and the perimeter of each rectangle on sheet 2 of Area and Perimeter Formulas, then fill in the table at the bottom of sheet 4. Sheet 3 of Area of Rectangles has smaller sides, for review. Early finishers find the side and the area of a square with a perimeter of 120 m.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.2** and circle a face beside the "I can" line. On question 1, look for 348 sq in and 82 in; 87 means the 1 in 12 was taken as 1, not 10, and 41 means the sides were added only once. On question 2, look for an area of 301 and a perimeter of 100.

**Need help?** Draw each part of the area model on grid paper in a different color before multiplying.

**Ready for more?** Which has the greater area, a rectangle 40 m by 15 m or one 30 m by 20 m? Which has the greater perimeter?

### GET READY

- Grid paper and colored pencils
- Area model drawings: a rectangle cut into four parts
- Calculators, kept away until the check at the end

### WORDS TO USE

**area model:** a rectangle cut at the tens and ones, one part for each product

**partial products:** the areas of the parts

**two-digit:** a number from 10 to 99

### ASK

- How did you split the sides?
- Do your four parts add up to the whole?
- Is your area about right? Round the sides to check.

### WATCH FOR

**Multiplies only the tens and the ones:**

**$20 \times 10 + 8 \times 4$ .** Draw the area model: there are four parts, not two.

**Drops a zero in a part:  $20 \times 4 = 8$ .** Say it: 2 tens times 4 is 8 tens, 80.

**Finds the perimeter with only one length and one width.** Label all four sides of the sketch before adding.

### ON ANIMAL MATH

PRINTABLE

**Area and Perimeter Formulas:** sheet 2, and the table on sheet 4

PRINTABLE

**Area of Rectangles:** sheet 3, for review

QUIZ

**Area and Perimeter Quiz:** the Formulas level

EXIT TICKET

**4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.2

# Area and Perimeter

## Lesson 12.3: Find an unknown side

**GOAL** Students find a missing side of a rectangle. From the area, they divide by the side they know ( $6 \times ? = 78$ , so  $78 \div 6 = 13$ ). From the perimeter, they halve it to get one length and one width, then subtract. A square's side is its perimeter divided by 4.

About 45 minutes

**I can find a missing side from the area or perimeter.**

### THE LESSON

- 1 Warm up** (5 min) Missing factors on whiteboards:  $3 \times ? = 27$ ,  $? \times 8 = 48$ ,  $7 \times ? = 42$ .
- 2 Teach** (10 min) Sketch a rectangle with an area of 78 square meters and a side of 6 m.  $A = l \times w$ , so  $6 \times ? = 78$ . Divide:  $78 \div 6 = 13$ , so the other side is 13 m. Check:  $6 \times 13 = 78$ . Then a rectangle with a perimeter of 70 cm and a length of 22 cm: half of 70 is 35, one length and one width, so the width is  $35 - 22 = 13$  cm. Check:  $22 + 13 + 22 + 13 = 70$ . Last, a square with a perimeter of 64 in has sides of  $64 \div 4 = 16$  in.  
**Say:** "From the area, I divide by the side I know. From the perimeter, I take half, then subtract the side I know. Then I check."
- 3 Try it together** (10 min) Pairs solve three cards: an area of 135 square feet and a side of 9 ft; a perimeter of 58 m and a width of 12 m; a square with a perimeter of 76 cm. Each pair writes the check for one card on the board.
- 4 Practice** (15 min) Students divide to find a missing side on sheet 3, then use half the perimeter on sheet 4 of Area and Perimeter Formulas (sheet 4 of Perimeter is easier review). Early finishers find every rectangle with whole number sides and an area of 36.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.3** and circle a face beside the "I can" line. On question 1, look for 21 cm; 80 means 4 was taken from 84, and 336 means the numbers were multiplied. On question 2, look for 12 ft; 42 means 18 was taken from 60 once, and 24 means the rest was not halved.

**Need help?** Draw it on grid paper, adding rows until the area matches.

**Ready for more?** A rectangle has an area of 60 square inches and a perimeter of 34 inches. How long are its sides?

### ON ANIMAL MATH

PRINTABLE

**Area and Perimeter Formulas:** sheets 3-4

PRINTABLE

**Perimeter:** sheet 4, for review

QUIZ

**Area and Perimeter Quiz:** the Missing Side level

EXIT TICKET

**4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.3

### GET READY

- Grid paper
- Missing side cards
- Whiteboards

### WORDS TO USE

**unknown:** the number to find, shown as ? or a letter

**half the perimeter:** one length plus one width

**missing factor:** the number in the blank:  
 $6 \times ? = 78$

### ASK

- Do you know the area or the perimeter?
- What is half the perimeter made of?
- How can you check your missing side?

### WATCH FOR

**Divides the perimeter by the side it gives.** Ask: is this an area or a perimeter? Only the area is length times width.

**Takes the known side from the whole perimeter once.** Draw all four sides: two lengths come off, and the rest is two widths.

**Writes square units for a side.** A side is a length: meters, not square meters.

# Area and Perimeter

## Lesson 12.4: Area and perimeter stories

**GOAL** Students read a story and decide whether it asks for the area (to cover) or the perimeter (to go around), sketch and label the rectangle, write an equation with a letter for the unknown, and answer with the right unit.

About 45 minutes

**I can solve area and perimeter stories.**

### THE LESSON

- 1 Warm up** (5 min) Read jobs aloud: paint for a door, trim around a window, carpet for a hallway. Students hold up A for area or P for perimeter.
- 2 Teach** (10 min) Read: A patio is 18 feet long and 14 feet wide. How much stone covers it? Cover means area:  $A = 18 \times 14 = 252$  square feet. Then: a fence goes around a garden 24 meters long and 13 meters wide. Around means perimeter:  $P = 2 \times 24 + 2 \times 13 = 74$  meters. Last: a rug covers 147 square feet and is 7 feet wide.  $7 \times l = 147$ , so it is 21 feet long.  
**Say:** "I ask: does the story cover the shape or go around it? Then I sketch it and write the equation and the unit."
- 3 Try it together** (10 min) Pairs sort six story cards into area and perimeter, then solve two on whiteboards: a ribbon around a poster 30 in by 22 in, and tiles for a hallway 35 ft by 6 ft.
- 4 Practice** (15 min) Students circle area or perimeter, write the equation and answer on sheet 5 of Area and Perimeter Formulas; the stories on sheet 5 of Area of Rectangles and of Perimeter are review. Early finishers write a story whose answer is 200 feet of fence.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.4** and circle a face beside the "I can" line. On question 1, look for 144 square inches; 25 or 50 means the sides were added. On question 2, look for 130 meters; 1,000 is the area, and 65 is one length and one width.

**Need help?** Sketch each story, then shade it (area) or trace it (perimeter).

**Ready for more?** With 60 m of fence, which rectangular pen has the most room?

### GET READY

- Story cards: gardens, fences, rugs, floors
- Grid paper for sketches
- A chart: cover is area, around is perimeter

### WORDS TO USE

**cover:** carpet, tiles, paint: the area

**around:** a fence, a frame, a border: perimeter

**equation:** a number sentence with a letter:  
 $A = 18 \times 14$

### ASK

- Does it cover the shape or go around it?
- What unit will your answer have?
- What does your letter stand for?

### WATCH FOR

**Finds the area for every story.** Act it out: walk around a desk for perimeter, cover it with paper for area.

**Writes square units for a fence.** A fence is a length. Only covering is in square units.

**Uses a number the story does not need.** Sketch the rectangle and label only what the story gives.

### ON ANIMAL MATH

PRINTABLE

**Area and Perimeter Formulas:** sheet 5

PRINTABLE

**Area of Rectangles:** sheet 5, for review

PRINTABLE

**Perimeter:** sheet 5, for review

QUIZ

**Area and Perimeter Quiz:** the Formulas level

EXIT TICKET

**4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.4

# Area and Perimeter

## Lesson 12.5: Same perimeter or same area

**GOAL** Students draw every rectangle with whole number sides for a perimeter and see that the areas differ (the closer to a square, the greater the area), then draw rectangles with the same area and see that the perimeters differ (the longer and thinner, the greater the perimeter).

**I can compare rectangles with the same perimeter or area.**

**About 45 minutes**

★ Taught in 4th grade in some states

### THE LESSON

- 1 Warm up** (5 min) Each pair makes a rectangle with all 20 toothpicks. Compare: did everyone make the same rectangle?
- 2 Teach** (10 min) With a perimeter of 16 units, list the rectangles: 7 by 1, 6 by 2, 5 by 3 and 4 by 4. Their areas are 7, 12, 15 and 16 square units: the same fence, different room inside, and the square has the most. Then 36 square tiles: 36 by 1, 18 by 2, 12 by 3, 9 by 4 and 6 by 6. Their perimeters are 74, 40, 30, 26 and 24: the same area, different fences, and the long thin one needs the most.  
**Say:** "Two rectangles can share a perimeter and have different areas, or share an area and have different perimeters. I draw them all to see."
- 3 Try it together** (10 min) Pairs build every rectangle they can with 20 tiles and record the length, width, area and perimeter of each in a table. Then they make rectangles with the 20 toothpicks and record those too. Which rectangle had the greatest area?
- 4 Practice** (15 min) Students compare areas on sheet 3 and draw rectangles on the grids of sheet 4 of Area and Perimeter. Early finishers find the rectangle with the greatest area for a perimeter of 38 units, with whole number sides.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.5** and circle a face beside the "I can" line. On question 1, look for areas of 6 and 10, with 10 circled. On question 2, look for perimeters of 28 and 36, with 36 circled; 45 written means the area was found instead.

**Need help?** Build each rectangle with tiles or toothpicks before drawing it on grid paper.

**Ready for more?** A garden has 24 meters of fence. Which rectangle gives the most room for plants? Which gives the least?

### GET READY

- Centimeter grid paper (the Graph Paper maker prints it)
- 20 toothpicks for each pair
- Square tiles, 36 for each pair

### WORDS TO USE

**same perimeter:** the same distance around, like the same length of fence

**same area:** the same number of squares inside

**dimensions:** the length and the width

### ASK

- How do you know the two rectangles have the same perimeter?
- Which rectangle has the most room inside? Why?
- What happens to the perimeter as a rectangle gets longer and thinner?

### WATCH FOR

**Thinks the same perimeter means the same area.** Build both with tiles and count the squares inside.

**Counts only two sides of each rectangle.** Trace all the way around and add four sides.

**Misses a rectangle when listing them.** List the widths in order (1, 2, 3, ...) until the rectangles repeat.

### ON ANIMAL MATH

**PRINTABLE**

**Area and Perimeter:** sheets 3–4

**MAKER**

**Graph Paper:** Paper Type Square Grid, Square Size 1 Centimeter

**EXIT TICKET**

**4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.5

# Area and Perimeter

## Lesson 12.6: Shapes made of rectangles

**GOAL** Students find the area of a shape made of two rectangles: they split it with a line, find any missing side lengths from the outside ones, find each rectangle's area and add. Splitting another way gives the same area.

**About 45 minutes**

★ Taught in 4th grade in some states

**I can find the area of a shape made of rectangles.**

### THE LESSON

- 1 Warm up** (5 min) Show an L shape on grid paper. Students count its squares, then ask: is there a faster way?
- 2 Teach** (10 min) Draw an L-shaped room: a part 10 m by 4 m along the bottom and a part 3 m wide going up from its left end, the whole left side 9 m. Find the missing side first: the upper part is  $9 - 4 = 5$  m tall. Split across: 10 by 4 is 40 and 3 by 5 is 15, so 55 square meters. Split the other way: 3 by 9 is 27 and 7 by 4 is 28, and  $27 + 28 = 55$  again.  
**Say:** "I split the shape into rectangles, find each area and add. Any split gives the same total."
- 3 Try it together** (10 min) Pairs split the same paper L two ways and compare totals. Then they find the area of a T shape on grid paper: a bar 9 by 2 across the top of a stem 3 by 5.
- 4 Practice** (15 min) Students find the area of each part and add on sheets 1 and 2 of Area of Composite Shapes, then split shapes with side lengths and room plans on sheets 3 to 5. Early finishers draw a shape of three rectangles with an area of 40 square units.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.6** and circle a face beside the "I can" line. On question 1, look for 21 square feet, split either way ( $12 + 9$  or  $6 + 15$ ); 30 means the empty corner was counted. On question 2, look for 30 square meters ( $24 + 6$ ); 15 means the side lengths were added.

**Need help?** Cut the paper shape into two rectangles, find each area, then put the shape back together.

**Ready for more?** Find the area of a frame: a rectangle 10 by 8 with a rectangle 5 by 3 cut out of the middle.

### GET READY

- Grid paper and colored pencils
- L-shaped paper cut-outs to split
- Rulers

### WORDS TO USE

**composite shape:** a shape made of two or more rectangles

**split:** draw a line that makes rectangles

**missing side:** a side length found from the others

### ASK

- Where can you draw a line to make two rectangles?
- Which side lengths are missing? How can you find them?
- Does splitting another way change the area?

### WATCH FOR

**Multiplies the two longest outside sides.** Shade the empty corner: it is not part of the shape.

**Uses a whole outside side for one part when it is too long.** Color each rectangle and label only its own sides.

**Adds the side lengths instead of multiplying.** Each part is a rectangle: length times width.

### ON ANIMAL MATH

**PRINTABLE**

**Area of Composite Shapes:** sheets 1-5

**QUIZ**

**Area and Perimeter Quiz:** the Shapes Made of Rectangles level

**EXIT TICKET**

**4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.6

# Area and Perimeter

## Lesson 12.7: Volume with unit cubes

**GOAL** Students find the volume of a box shape by counting the unit cubes in the bottom layer (rows times cubes in a row) and multiplying by the number of layers, in cubic units.  
**I can find volume by counting cubes in layers.**

**About 45 minutes**  
 ★ Taught in 4th grade in some states

### THE LESSON

- 1 Warm up** (5 min) Build a rectangle 4 by 2 from cubes. Ask how many cubes there are, and how they counted.
- 2 Teach** (10 min) Build a box shape 6 cubes long, 3 wide and 3 tall. Count the bottom layer: 3 rows of 6 cubes, 18. There are 3 layers of 18, so  $18 + 18 + 18 = 54$  cubes, or  $18 \times 3$ . The volume is 54 cubic units. Then a box shape 7 long, 3 wide and 2 tall: a bottom layer of 21, 2 layers, 42 cubic units. Cubes we cannot see count too: every layer is full.  
**Say:** "I find how many cubes are in the bottom layer, then multiply by the number of layers."
- 3 Try it together** (10 min) Pairs build two different box shapes with 30 cubes and write each one's bottom layer, layers and volume. Then they fill a small box with cubes, layer by layer, and count.
- 4 Practice** (15 min) Students count cubes layer by layer on sheet 5 of Solid Figures: Faces, Edges and Vertices, then fill in the tables on sheet 2 and the boxes on sheet 4 of Counting Cubes, a 3rd grade pack. Early finishers do sheets 1 and 2 of Volume of Rectangular Prisms, a 5th grade pack.
- 5 Exit ticket** (5 min) Students do **Exit Ticket 12.7** and circle a face beside the "I can" line. On question 1, look for 12 cubes in the bottom layer, 4 layers and 48 cubic units; a smaller number means only the cubes that show were counted. On question 2, look for 60 cubic units; 12 means the numbers were added.

**Need help?** Build every box shape from cubes and count one layer before stacking.

**Ready for more?** Find every box shape you can build with 12 cubes. Do they all have the same volume?

### GET READY

- Unit cubes (centimeter cubes or snap cubes), about 60 for each pair
- Small boxes to fill
- Pictures of box shapes built from cubes

### WORDS TO USE

**volume:** how much space a solid takes up, counted in cubes

**unit cube:** a cube 1 unit on each side: 1 cubic unit

**layer:** one flat level of cubes

### ASK

- How many cubes are in the bottom layer? How do you know?
- How many layers are there?
- Are there cubes you cannot see? How do you count them?

### WATCH FOR

**Counts only the cubes that show.** Build it and take it apart layer by layer.

**Adds the length, width and height.** Build one layer: it is rows times cubes in a row, not plus.

**Writes square units for a volume.** Volume counts cubes: cubic units.

### ON ANIMAL MATH

- PRINTABLE** **Solid Figures: Faces, Edges and Vertices:** sheet 5
- PRINTABLE** **Counting Cubes:** sheets 2 and 4, 3rd grade
- PRINTABLE** **Volume of Rectangular Prisms:** sheets 1-2, 5th grade
- EXIT TICKET** **4th Grade Area and Perimeter Exit Tickets:** Exit Ticket 12.7