Important Concepts of Grade 6 Mathematics

W1 - Lesson 1 ............................................................. Basic Facts, Basic Operations, and Integers
W1 - Lesson 2 ...........................................Place Value, Whole Numbers, Decimals, and Common Fractions
W1 - Lesson 3 ............................................................. Improper Fractions and Mixed Numbers
W1 - Lesson 4 ............................................................. Ratios and Percents
W1 - Lesson 5 ............................................................. Number Operations with Decimals
W1 - Quiz

W2 - Lesson 1 ............................................................. Factors, Multiples, and Prime Factorizations
W2 - Lesson 2 ............................................................. Metric Measurement
W2 - Lesson 3 ............................................................. Perimeter and Area
W2 - Lesson 4 ............................................................. Surface Area and Volume
W2 - Lesson 5 ............................................................. Working with Angles and Drawing Objects and Shapes
W2 - Quiz

W3 - Lesson 1 ............................................................. Transformations
W3 - Lesson 2 ............................................................. Bar Graphs, Line Graphs, and Circle Graphs
W3 - Lesson 3 ............................................................. Collecting and Analyzing Data
W3 - Lesson 4 ............................................................. Number Patterns, Magic Squares, and Problem Solving
W3 - Lesson 5 ............................................................. Probability and Outcomes
W3 - Quiz

Materials Required: A textbook is not needed. This is a stand-alone course.

Mathematics Grade 6
Version 5
Preview/Review W2 - Lesson 3

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Preview/Review Concepts for Grade Six Mathematics

W2 - Lesson 3: Perimeter and Area
OBJECTIVES

By the end of this lesson, you should

- understand the perimeter as the distance around a figure
- understand area as the size of a surface
- use metric units of measure to determine perimeter and area

GLOSSARY

area - the amount of surface a figure covers

parallelogram - a variation of a rectangle, but opposite angles are equal

perimeter - distance around any shape

polygon - a straight-sided figure with three or more sides

quadrilateral - a straight-sided figure with four sides

rectangle - a variation of a square, but opposite sides are equal

square - a figure with four equal sides and angles
W2 - Lesson 3: Perimeter and Area

Welcome to W2 - Lesson 3! This lesson is about perimeter and area. You will use your skills in metric measurement to find lengths and areas. The lesson has three topics:

- Perimeter
- Area
- Areas of Irregular Shapes

Have fun with shapes and sizes!

Perimeter

The distance around any shape is its **perimeter**. Perimeter is found by adding the lengths of all sides of the figure. Perimeter is usually measured in kilometres, metres, centimetres, or millimetres.

All straight-sided figures with three or more sides are called polygons. The names of some common polygons are given in this chart.

<table>
<thead>
<tr>
<th>Number of Sides</th>
<th>Name of Polygon</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-sided figure</td>
<td>triangle</td>
</tr>
<tr>
<td>4-sided figure</td>
<td>quadrilateral</td>
</tr>
<tr>
<td>5-sided figure</td>
<td>pentagon</td>
</tr>
<tr>
<td>6-sided figure</td>
<td>hexagon</td>
</tr>
<tr>
<td>7-sided figure</td>
<td>heptagon</td>
</tr>
<tr>
<td>8-sided figure</td>
<td>octagon</td>
</tr>
</tbody>
</table>

Special **quadrilaterals** that you can see frequently include the following:

**Square** - All four sides and angles (corners) are equal.

**Rectangle** - Opposite sides are equal, and all angles are equal.

**Parallelogram** - Opposite sides are parallel and equal, but pairs of opposite angles are equal.
Questions

1. Find the perimeter of the following polygons. Write the formula (such as \( 8 + 4 + 4 = 16 \)) each time and always write the units of measurement in your answer. (km, m, cm, or mm)

a. 
![Triangle Diagram]

\[ 6 \text{ cm} + 6 \text{ cm} + 4 \text{ cm} = 16 \text{ cm} \]

b. 
![Square Diagram]

\[ 12 \text{ mm} + 12 \text{ mm} + 12 \text{ mm} + 12 \text{ mm} = 48 \text{ mm} \]

c. 
![Rectangle Diagram]

\[ 10 \text{ km} + 14 \text{ km} + 10 \text{ km} + 14 \text{ km} = 48 \text{ km} \]

d. 
![Parallelogram Diagram]

\[ 40 \text{ mm} + 55 \text{ mm} + 40 \text{ mm} + 55 \text{ mm} = 180 \text{ mm} \]
e. 

![Diagram of a scalene triangle with sides 8 mm, 6 mm, 6 mm, and 4 mm.]

f. 

![Diagram of a regular pentagon with sides 11 cm, 22 cm, 22 cm, 22 cm, and 11 cm.]

g. 

![Diagram of a rectangle with sides 6 m and 24 m.]

h. 

![Diagram of a right triangle with sides 50 mm, 85 mm, and 70 mm.]
2. Use a ruler to measure the sides of the following polygons, and write the lengths on the figure. Then, find the perimeter of each. Write your answers in centimetres.

a.  
   - 4 cm
   - 2 cm

b.  
   - 6.7 cm
   - 6.7 cm
   - 6 cm


c.  
   - 4 cm
   - 2.5 cm


d.  
   - 2.8 cm


e.  
   - 3.7 cm
   - 1 cm
   - 2.5 cm

f.  
   - 2 cm
   - 2 cm
   - 2 cm
3. Calculate the perimeter for each polygon. Use the space below to do your calculations.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Type of Polygon</th>
<th>Length of Sides</th>
<th>Perimeter</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>triangle</td>
<td>13.1 m, 17.8 m, 14.4 m</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>square</td>
<td>55 mm</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>rectangle</td>
<td>4.7 cm, 7.6 cm</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>parallelogram</td>
<td>63 cm, 24 cm</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>regular octagon*</td>
<td>16 m</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>hexagon</td>
<td>1.5 m, 4.0 m, 3.6 m, 5.2 m, 5.8 m, 2.8 m</td>
<td></td>
</tr>
</tbody>
</table>

* A regular octagon has eight equal sides.
4. Calculate the perimeter for each polygon. Note carefully the units of measurement. Write all the answers in centimetres. Use the space below to do your calculations.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Type of Polygon</th>
<th>Length of Sides</th>
<th>Perimeter (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>triangle</td>
<td>3.1 m, 178 cm, 144 cm</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>quadrilateral</td>
<td>65 mm, 123 mm 15 cm, 18.5 cm</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>pentagon</td>
<td>67 cm, 7.6 cm, 67 cm, 54 cm, 54 cm</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>hexagon</td>
<td>63 cm, 24 cm, 122 mm, 134 mm, 51 cm, 33 cm</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>octagon</td>
<td>16 m, 9 m, 18 m, 7 m, 234 cm, 543 cm, 430 cm, 742 cm</td>
<td></td>
</tr>
</tbody>
</table>
Area

Area is the amount of surface a figure covers. Square units are used to measure area.

- $\text{mm}^2 = \text{square millimetres}$
- $\text{cm}^2 = \text{square centimetres}$
- $\text{m}^2 = \text{square metres}$
- $\text{km}^2 = \text{square kilometres}$

Formula for Area of Quadrilaterals

Because quadrilaterals are regular figures, formulas are useful to calculate area.

**Rectangle:**
Area = base $\times$ height
$A = b \times h$ (abbreviated form)
$A = 5 \times 3 = 15 \text{ cm}^2$
(Count the squares.)

**Parallelogram:**
Remember: Height means the vertical height - the distance up and down.

$A = b \times h$
$A = 5 \times 2 = 10 \text{ km}^2$

**Triangle:**
A triangle is one half a rectangle.

$\text{Area} = \frac{1}{2} \text{ base} \times \text{height}$

$A = \frac{1}{2} b \times h$

$A = \frac{1}{2} (2.5 \times 4) = \frac{1}{2} (10) = 5 \text{ cm}^2$
A = \frac{1}{2} b \times h

A = \frac{1}{2} (5 \times 6) = \frac{1}{2} (30) = 15 \text{ km}^2

Note: The height is the vertical height.

A = \frac{1}{2} b \times h

A = \frac{1}{2} (25 \times 40)

A = \frac{1}{2} (1 000)

A = 500 \text{ mm}^2

**Remember:** The height is the vertical height.
Questions

1. Use the correct formula to calculate the area of each of the following polygons. Write your answer in square units (mm², cm², m², or km²).

a. 

![Rectangle](6 km x 8 km)

b. 

![Rectangle](30 mm x 18 mm)

c. 

![Square](4 cm x 4 cm)

d. 

![Parallelogram](5 km x 12 km)
e. 
\[ \begin{array}{c}
42 \text{ mm} \\
61 \text{ mm}
\end{array} \]

f. 
\[ \begin{array}{c}
18 \text{ km} \\
10 \text{ km}
\end{array} \]

g. 
\[ \begin{array}{c}
36 \text{ mm} \\
47 \text{ mm}
\end{array} \]

h. 
\[ \begin{array}{c}
3.5 \text{ km} \\
5 \text{ km}
\end{array} \]
2. Calculate the area of each polygon. Write your answer in square units (mm\(^2\), cm\(^2\), m\(^2\), or km\(^2\)). Use the space below to do your calculations.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Type of Polygon</th>
<th>Base</th>
<th>Height</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>triangle</td>
<td>22 mm</td>
<td>12 mm</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>square</td>
<td>17 cm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>rectangle</td>
<td>23 m</td>
<td>11 m</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>parallelogram</td>
<td>18 km</td>
<td>25 km</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>triangle</td>
<td>30 m</td>
<td>22 m</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>rectangle</td>
<td>112 mm</td>
<td>200 mm</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>parallelogram</td>
<td>33 cm</td>
<td>44 cm</td>
<td></td>
</tr>
</tbody>
</table>
3. Determine the area of each polygon. Note carefully the units of measurement. Write your answer in square centimetres (cm²).

Hint: You should convert all measurements to cm before completing the calculations.

<table>
<thead>
<tr>
<th>Figure</th>
<th>Type of Polygon</th>
<th>Base</th>
<th>Height</th>
<th>Area (cm²)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>triangle</td>
<td>80 mm</td>
<td>12 cm</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>square</td>
<td>0.4 m</td>
<td>0.4 m</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>rectangle</td>
<td>0.35 m</td>
<td>55 m</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>parallelogram</td>
<td>24 mm</td>
<td>4 dm</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>triangle</td>
<td>1.0 m</td>
<td>2.2 cm</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>rectangle</td>
<td>92 mm</td>
<td>32 cm</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>parallelogram</td>
<td>43 cm</td>
<td>14 cm</td>
<td></td>
</tr>
</tbody>
</table>
4. Use a ruler to measure the base and height of each of the following polygons and then calculate the area. Your measurements should be within 2 mm of the correct answer. Measure carefully!

<table>
<thead>
<tr>
<th>PERIMETER</th>
<th>AREA</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 cm</td>
<td>5 cm</td>
</tr>
<tr>
<td>3.5 cm</td>
<td></td>
</tr>
<tr>
<td>5 cm</td>
<td></td>
</tr>
<tr>
<td>5 cm</td>
<td></td>
</tr>
<tr>
<td>5 cm</td>
<td></td>
</tr>
<tr>
<td>5 cm</td>
<td></td>
</tr>
<tr>
<td>2.5 h</td>
<td></td>
</tr>
<tr>
<td>9 cm</td>
<td></td>
</tr>
<tr>
<td>3 cm</td>
<td></td>
</tr>
</tbody>
</table>
Areas of Irregular Shapes

Finding the areas of figures that are not triangles, rectangles, or parallelograms is a challenge for you. You likely see that this figure below is actually two rectangles—one larger than the other.

Figure ABCDEFG is not a regular polygon but it can be viewed as two rectangles. Then, the areas can be added to find the total.

Area of rectangle ABFG = \( b \times h = 4 \times 3 = 12 \text{ cm}^2 \)
Area of rectangle CDEF = \( b \times h = 3 \times 2 = 6 \text{ cm}^2 \)
Total area = 18 cm\(^2\)
Questions

1. Find the perimeter and area of each of the figures below.

a. [Diagram of figure with dimensions: 12 cm x 7 cm, 7 cm x 19 cm, 7 cm x 3 cm]

b. [Diagram of figure with dimensions: 3 cm x 4.5 cm, 2.5 cm x 2 cm, 2 cm x 1.5 cm]

c. [Diagram of figure with dimensions: 1.3 cm x 2.8 cm, 2.8 cm x 6 cm, 1.5 cm x 1 cm]
2. Draw a polygon with the following characteristics.

   a. rectangle with a perimeter of 12 cm and an area of 8 cm$^2$

   b. square with a perimeter of 24 cm and an area of 36 cm$^2$
Homework Assignment

1. Find the perimeter and area of the following figures.

a. [Diagram of a rectangle with dimensions 10 mm, 20 mm, 10 mm, and 40 mm]

b. [Diagram of a complex figure with dimensions 7 km, 9.5 km, 6 km, 2 km, and 16 km]
Self-Evaluation

Ask yourself some important questions. Write your answers in sentences for your teacher.

1. In this lesson, what part of your work was excellent?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. In this lesson, what part of your work needs improvement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. If you want help for some of the work in this lesson, ask your teacher in this space.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________