BLOOMSM4TH

Makes Maths Fun

# Level 2

# AREA

Bloomsmath is a comprehensive mathematics program which provides a fun way for every student to be learning to the best of their ability.

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BLOOMSM4TH Makes Maths Fun

# Level 2

# Area

Level 2 is designed for students in their second year at school often called Year 1. The Area strand allows students to estimate, measure, compare and record areas using informal and basic formal units.

Knowledge: Students will compare various areas informally and order sets of 5 areas and number them from smallest to longest.

Students who demonstrate proficiency in this activity move on to Comprehension.

STOP

Students stop here as they require additional teacher support to master this activity.

Comprehension: Students will use grid paper to find the area of a shape and draw a shape of a given area.

Students who demonstrate proficiency in this activity move on to Application.

STOP

Students stop here if time has run out or they require additional support with this activity.

Application: Students add shapes of various areas together and identify shapes of the same area by colouring them according to the reference provided.

Students who demonstrate proficiency in this activity move on to Analysis.

STOP

Students stop here if time has run out or they require additional support with this activity.

Analysis: Students will use a ruler to draw lines to make squares on given rectangles including a lolly wrapper and will count the squares created to find the shapes area.

Students who demonstrate proficiency in this activity move on to Synthesis.

STOP

Students stop here if time has run out or they require additional support with this activity.

Synthesis: Students will use the length of the sides of a square or rectangle to find the shapes area.

Evaluation: Suggested questions provide a starting point for discussions related to Area.

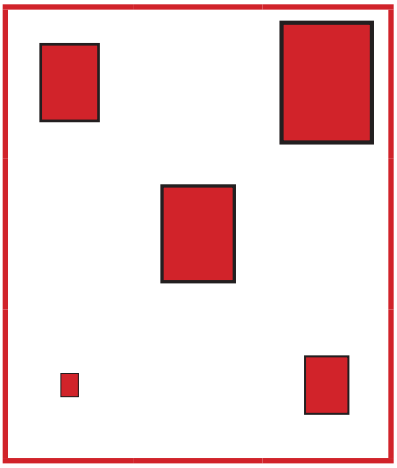
Students may complete more or fewer activities for each learning outcome depending on the time allocated and their strength in the area being covered.

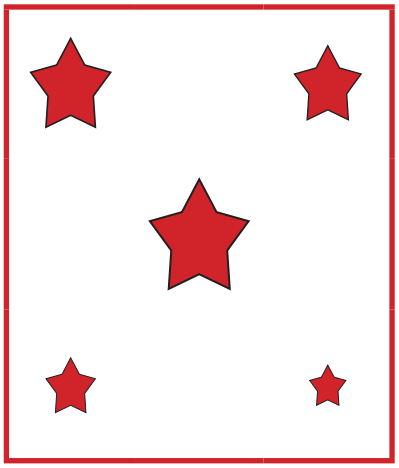
All students should participate in the Evaluation discussion to encourage the use of mathematical language, logical reasoning and reflection on that which they have completed.

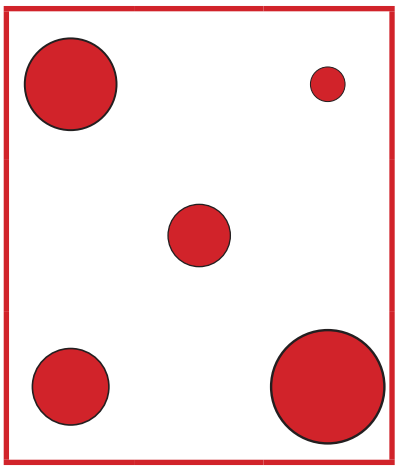
Name: _____

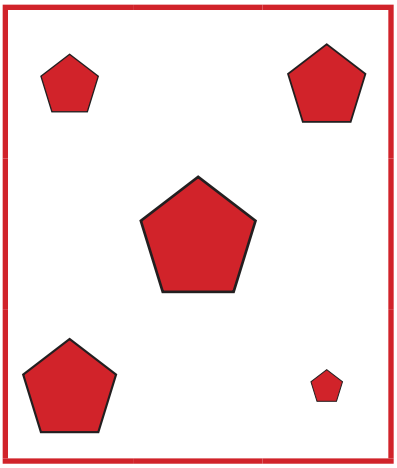
# Smallest To Largest

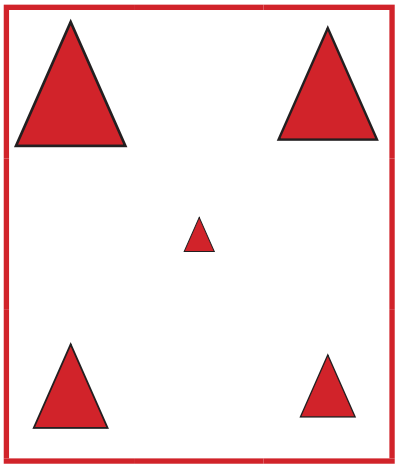
Order each set of shapes from smallest (1) to largest (5).











Let's Try This Again

Progress To Comprehension

AR 2 KN

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

Area - Level 2 - Students will estimate, measure, compare and record areas formally and informally.

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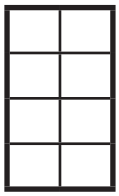
Name: _____

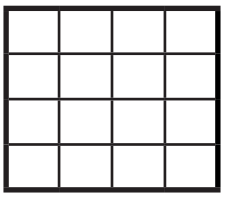
# Measuring Areas

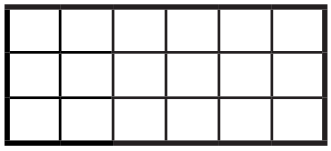
Count the squares to find the area of each shape.

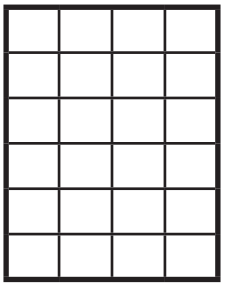
1. 

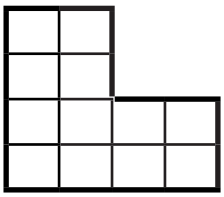
2. 

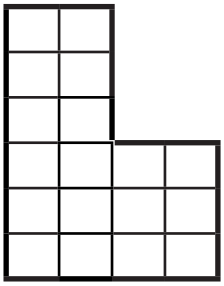
3. 

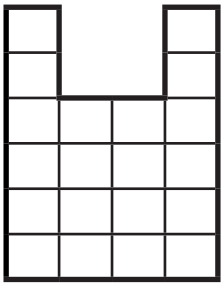
4. 

5. 

6. 

7. 

8. 

9. 

Use the grid paper to draw a shape with an area of:

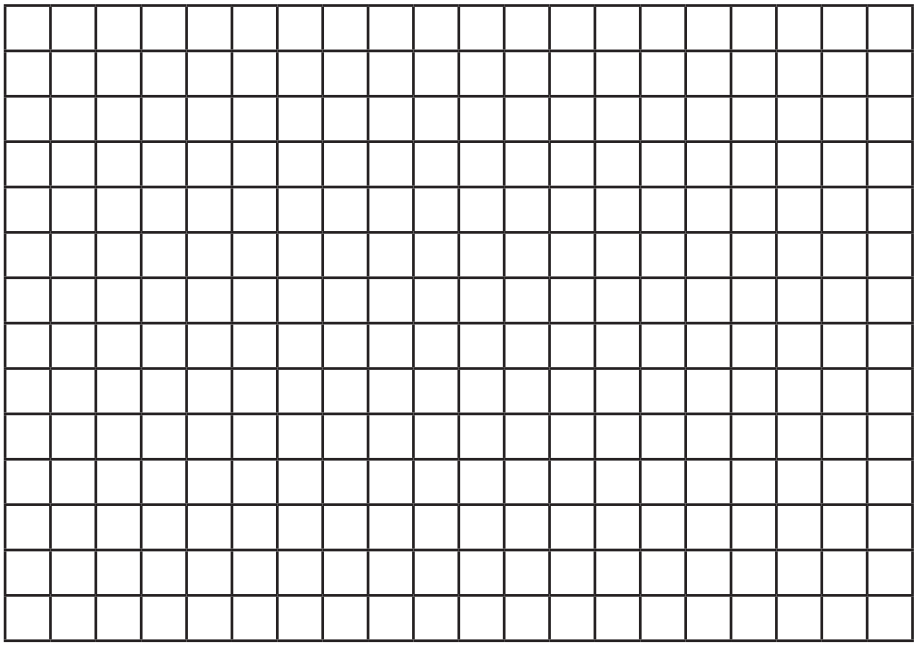
a. 6 squares

b. 10 squares

c. 2 squares

d. 4 squares

e. 5 squares



Let's Try This Again

Progress To Application

AR 2 CP

Area - Level 2 - Students will estimate, measure, compare and record areas formally and informally.

Knowledge

Comprehension

Application

Analysis

Synthesis

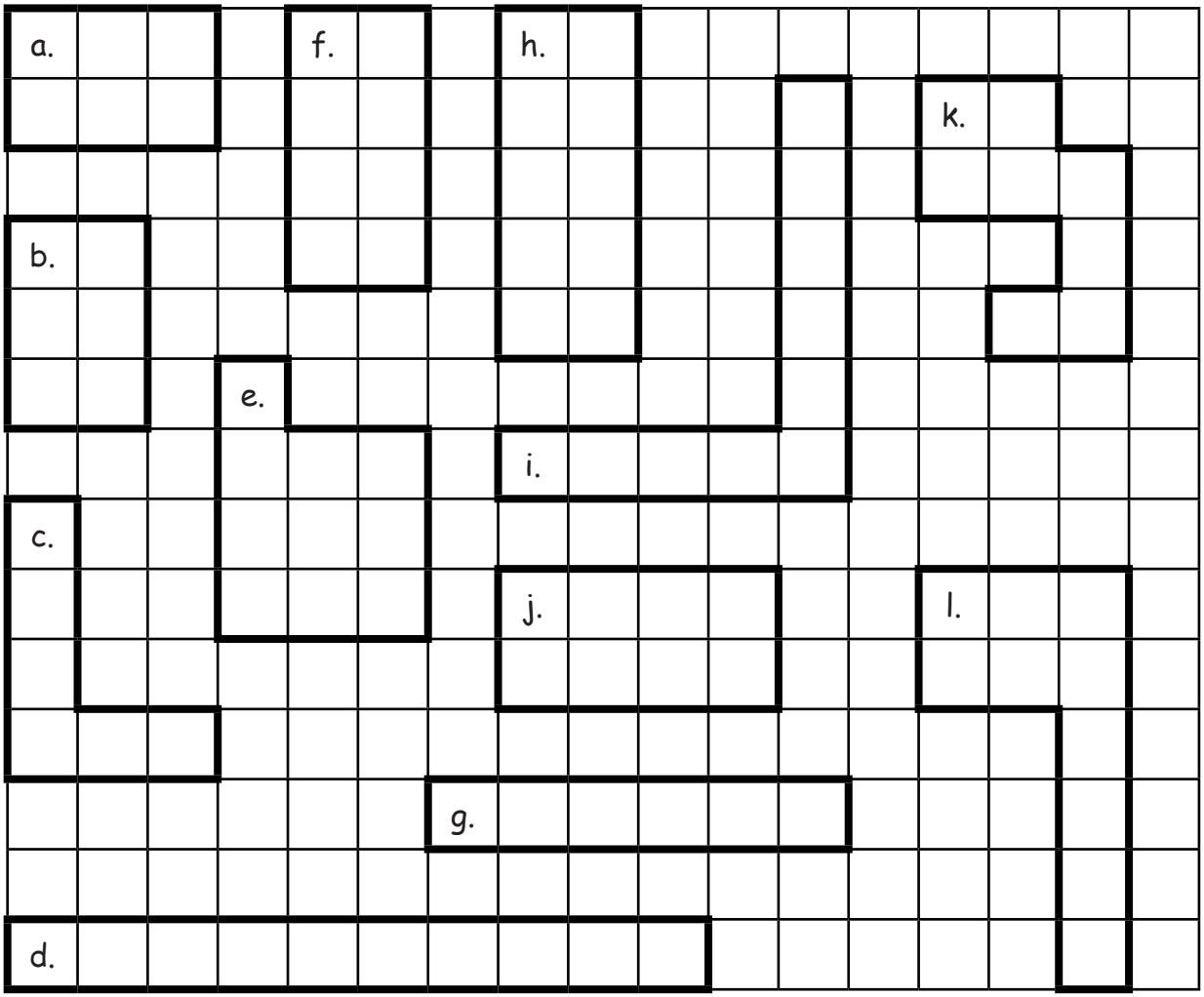
Evaluation

BLOOMSMATH

Name: _____

# Matching Areas

Colour the shapes with an area of 6 squares red, 8 squares blue and 10 squares green.




Add the area of the following 2 shapes when added together.

1. a + f = _____
2. c + e = _____
3. d + g = _____
4. b + c = _____
5. g + i = _____
6. j + a = _____
7. k + e = _____
8. h + d = _____
9. l + f = _____

Let's Try This Again

Progress To Analysis

AR 2 AP

Area - Level 2 - Students will estimate, measure, compare and record areas formally and informally.

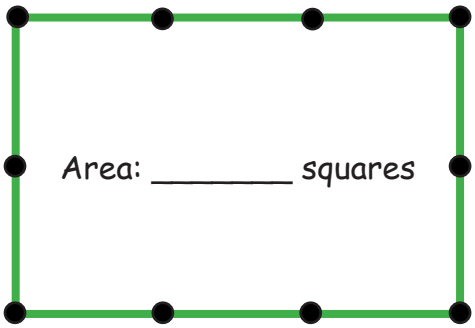
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

BLOOMSMATH

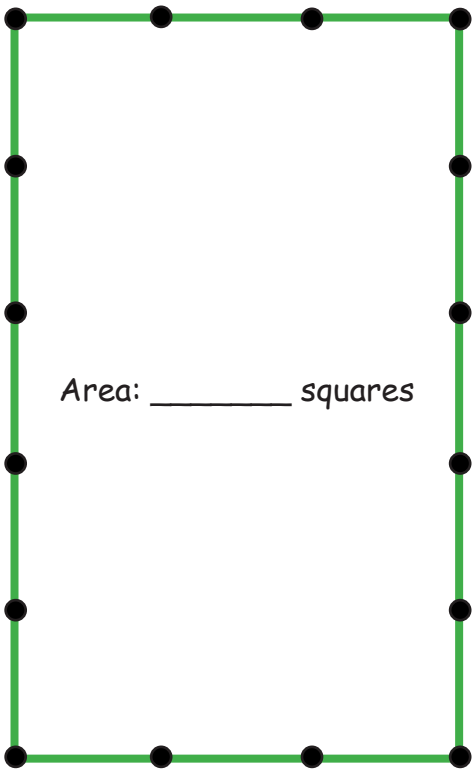
Name: _____

# Ruling The Boxes

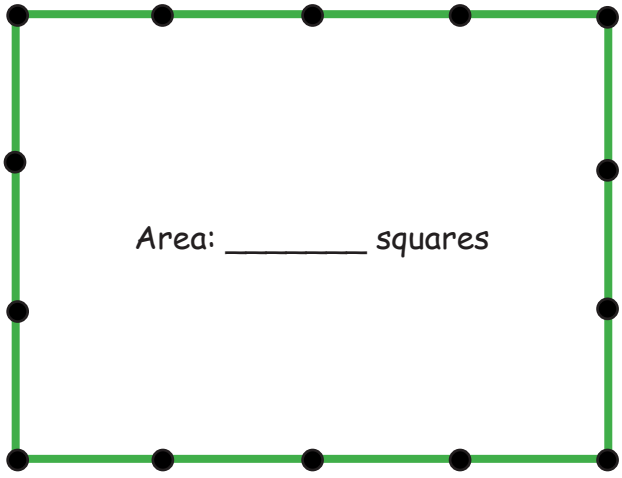
Use a ruler to join to dots on the sides of each box to find their areas.



Area: _____ squares



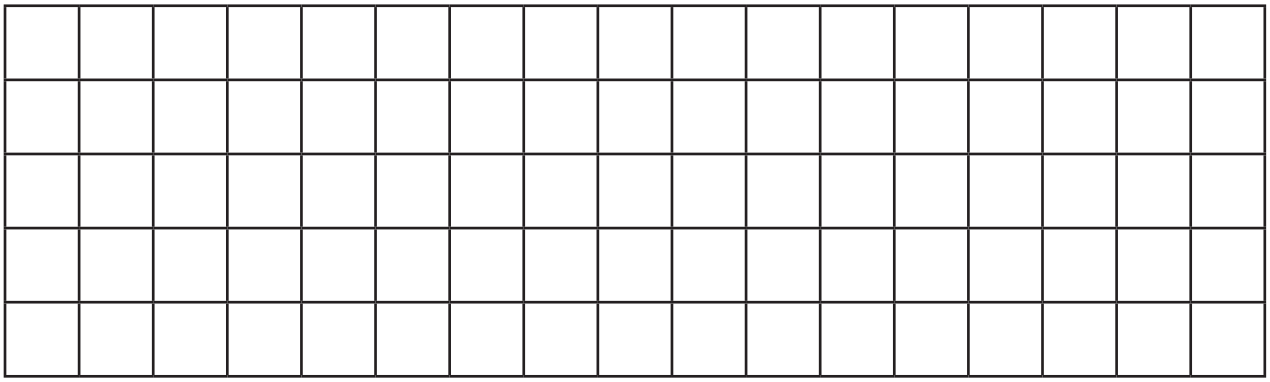
Area: _____ squares



Area: _____ squares

Glue two different candy wrappers on the grid below and find their areas.

Candy 1: _____ Area: _____ Candy 1: _____ Area: _____



Let's Try This Again

Progress To Synthesis

AR 2 AN

Area - Level 2 - Students will estimate, measure, compare and record areas formally and informally.

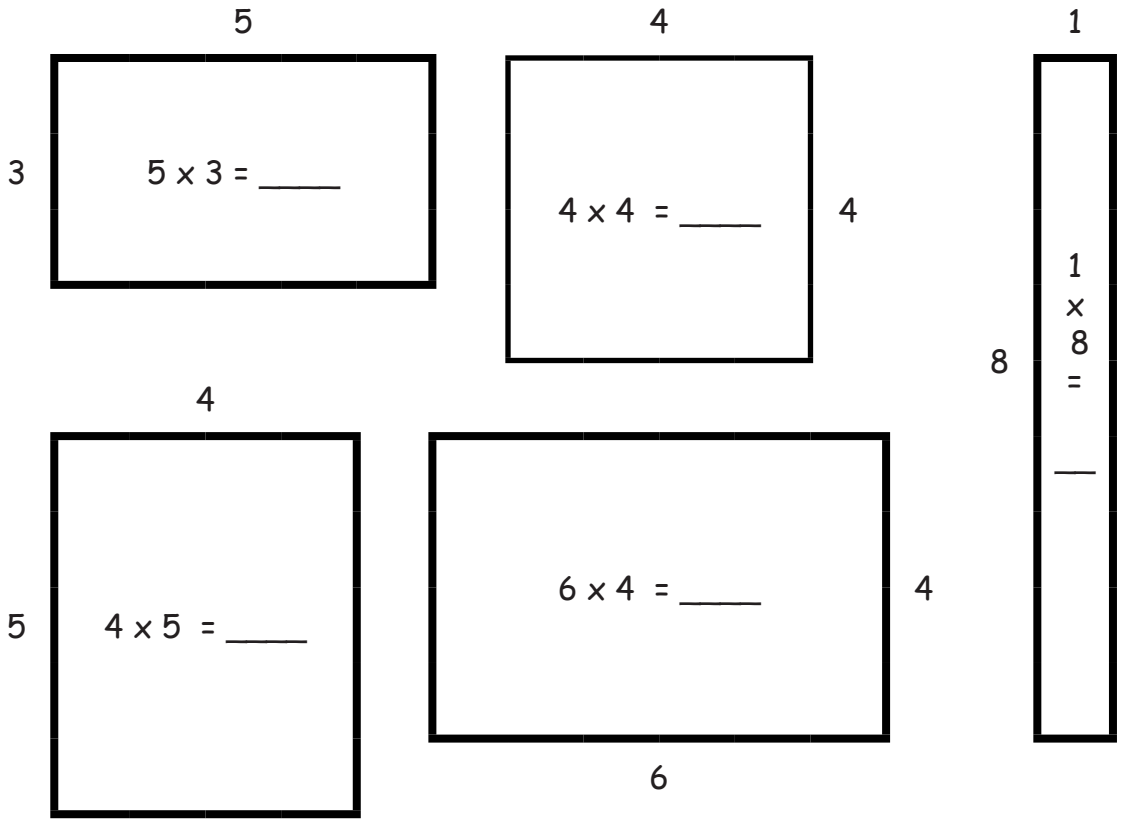
Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

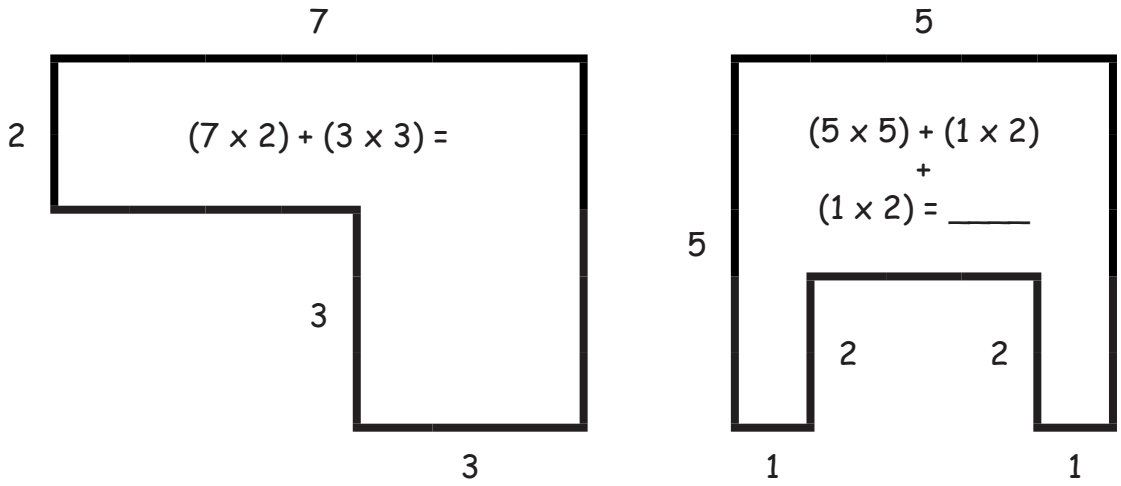
BLOOMSMATH

Name: _____

# Finding Area Using Perimeter

Use the numbers on the side of each square or rectangle to find the shapes area.




Let's Try This Again

Progress To Evaluation

AR 2 SS

Area- Level 2 - Students will estimate, measure, compare and record areas formally and informally.

Knowledge
Comprehension
Application
Analysis
Synthesis
Evaluation

BLOOMSMATH

# Area Discussion

The following questions and activities are provide as a starting point for fun discussions related to Area. During these conversations students will have an opportunity to use appropriate mathematical language in its correct context, to engage in reflection on the Area activities they have completed and to use logical reasoning to tie their in-class mathematics to its everyday context.

Have students attempt to order their lunch boxes based on their base area. Can they suggest methods by which they can be more accurate in their measurements and ordering.

Use square pieces of paper to measure the area of various items such as a book cover, desk or white board. Have students attempt to guess the area of the item and then check if they are correct.

Use squares to measure the area of items but this time provide the perimeter number of squares before asking for estimates. See if students can identify the link between area and perimeter.

Use the lolly wrappers in the analysis section instead of squares as a measure of area and let students estimate and check how many lolly wrappers cover a desk or a book.

To show students one way in which area is used everyday draw a scale representation of the classroom to find the area of the carpeted space. Let students use a meter ruler to see if the scale or measuring is easier.