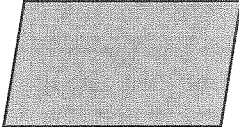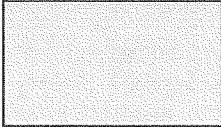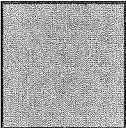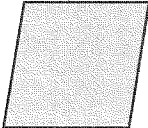Dear Family,

Your student will be learning about geometry and measurement during this school year. This first part of Unit 6 is about the geometric figures called quadrilaterals. These get their name because they have four (*quad-*) sides (*-lateral*).

Here are some examples of quadrilaterals students will be learning about in this unit.

Parallelogram opposite sides parallel	**Rectangle** opposite sides parallel 4 right angles
Square opposite sides parallel 4 right angles all sides equal in length	**Rhombus** opposite sides parallel all sides equal in length

Students will be able to recognize and describe different quadrilaterals by their sides and angles. Some sides may be of equal length. Some sides may be parallel; they do not meet no matter how far they are extended. Some sides may be perpendicular; where they meet is like the corner of a square.

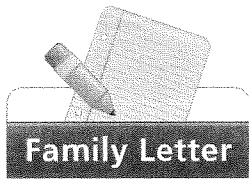If you have any questions, please call or write to me.
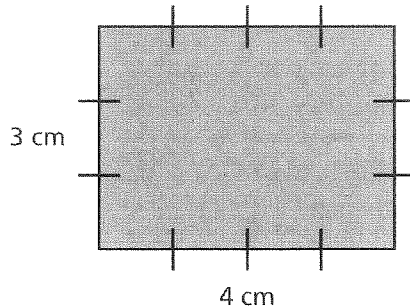
Thank you.

Sincerely,
Your child's teacher

Dear Family,

Your child is currently learning about perimeter and area. Students begin to investigate the area of a rectangle by counting the number of square units inside the figure. Students also find the perimeter of a rectangle by counting linear units around the outside of the figure.

Students develop methods to find the perimeter and area of a rectangle, as shown below.
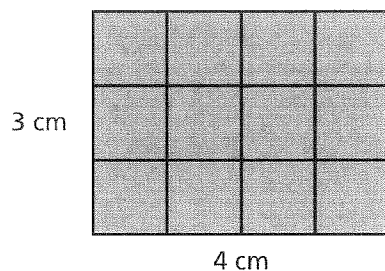
3 cm   4 cm

Perimeter = distance around the rectangle

Perimeter = side length + side length + side length + side length

$P = 4 \text{ cm} + 3 \text{ cm} + 4 \text{ cm} + 3 \text{ cm}$

$P = 14 \text{ cm}$

3 cm   4 cm

Area = square units inside the rectangle

Area = side length × side length

$A = 4 \text{ cm} \times 3 \text{ cm}$

$A = 12 \text{ sq cm}$

Students draw rectangles that have the same perimeter but different areas and rectangles that have the same area but different perimeters. They discover relationships between perimeter and area, such as that for a given area, the longest, skinniest rectangle has the greatest perimeter and the rectangle with sides closest to the same length or the same length has the least perimeter.

Students create shapes with tangrams, explore area relationships among the tangram shapes, and use the shapes as improvised units to measure area.

Throughout the unit students apply what they have learned about perimeter and area to real world problems.

If you have any questions or comments, please call or write to me.

Thank you.

Sincerely,
Your child's teacher