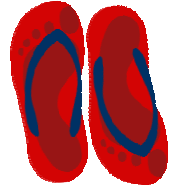
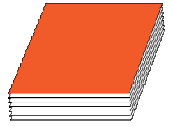


Equipment Needed:


- flat objects of different sizes (e.g. large books, cutting boards, chart paper)
- multiple objects of the same size in area (such as deck of cards, exercise books, CD/DVD covers, A4 / Letter pieces of paper, dominoes, post-it notes, soles of shoes etc)
- flat objects with a suitable area found around the room or school (e.g., floor rugs, desktop, whiteboard, large books)



Activity:

1. Compare the areas of two flat objects such as a 2 books (large ones are best), first by placing one object over the other. This is a direct comparison. Which one has a larger area?
 - A direct comparison works well with some objects however others are very difficult to compare. Discuss why this is (an object may be longer but not as wide as another object).
 - Direct comparisons may tell you which is larger but not by how much. This discussion leads to the need for units of area.

2. Explain surface area
3. Invite students to use cards to find the area
4. Ask students to explain their work.
 - Q: How did you measure the area?
 - Q: What units did you use? (One student might say 'matters of "width" or 'roughly')




This is a

PREVIEW

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Extension activity:

7. Ask students to find a way to measure the surface area of a curved object such as a ball. (Post-it notes are good for this)
 - Q: What problems do you encounter?
 - Q: How can we solve this?

Draw students' attention to the fact that cartographers (those who draw maps) are faced with this problem when mapping the globe, and all their drawings and charts have to be adjusted to cater for this difficulty.

