

## KEY CONCEPT OVERVIEW

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In Lessons 1 through 4, students learn about the concept of **area**. Students work with tiles and put shapes together to make a larger shape.

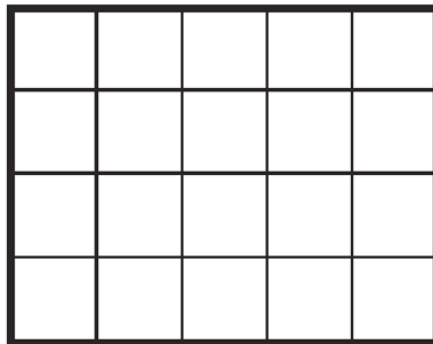
You can expect to see homework that asks your child to do the following:


- Count the number of shapes (e.g., triangles, squares, **rhombuses**, **trapezoids**) it takes to cover other shapes.
- Find the area of a shape by counting square units.
- Label the side lengths of rectangles based on the number of square tiles shown.

## SAMPLE PROBLEM *(From Lesson 4)*

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Saffron says that the side length of the rectangle below is 4 centimeters. Kevin says the side length is 5 centimeters. Who is correct? Explain how you know.



Each  is 1 square centimeter.

***Side length can be measured on any side of the rectangle—top, bottom, right, or left—so both Kevin and Saffron are correct. Kevin is correct because he has counted 5 tiles on the top and bottom. Saffron is also correct because she has counted 4 tiles on the right and left.***

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

**HOW YOU CAN HELP AT HOME** 

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- Give your child a pad of square sticky notes and let her practice tiling the area of rectangular surfaces, such as a place mat, a kitchen cupboard, the top of a small table or desk, or a window. How many sticky notes can fit without any gaps or overlaps? Find out by counting the sticky notes! Try this with different sizes of square sticky notes, and talk about why the number of sticky notes is different for the same objects.
- Choose an even number (e.g., 24). Ask your child to use graph paper to cut out different rectangles that have the same area (e.g., rectangles with the dimensions  $1 \times 24$ ,  $2 \times 12$ ,  $3 \times 8$ , and  $4 \times 6$ ). Look at the rectangles with your child and talk about why they have the same area even though the shapes look so different. He should explain that the rectangles have the same area because they all have the same number of squares inside.

**TERMS** 

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**Area:** The amount of space inside a two-dimensional shape.

**Rhombus:** A four-sided shape with all sides equal in length and two pairs of parallel sides. See examples below.



**Trapezoid:** A four-sided shape with at least one pair of parallel sides. See examples below.

