RECTANGLES

ACTIVITY GUIDE

TABLE OF CONTENTS

Julia Robinson Mathematics Festival

Materials and Setup

Per table (assuming 5 students per table), you will need:

Per Table	Material Preparation	
3 copies of Instructions	1 page each	p. 6
5 copies of Tasks	6 pages each *can be printed double-sided*	p. 7-12
1 copy of Table Sign	1 page *print on cardstock for sturdiness*	p. 13
15 dry erase plastic sleeves		
5 dry erase markers		
5 dry erase marker erasers		

Per Table	Purchasing Materials		
dry erase combo	30 piece set for $22.53		Set comes with 30 plastic sleeves, 30 markers, and 4 erasers.
3 plastic sheet protectors	pack of 100 for $7.67	pack of 500 for $26.99	These are recommended in order to protect the instructions.

Objective

Draw rectangles on the grid so that each rectangle contains exactly one number, and that number equals the rectangle's area.

1. Draw rectangles on the grid.
2. Each rectangle needs to have exactly one number inside.
3. The number inside of a rectangle tells you the area of the rectangle. Area is the number of squares inside of a rectangle.
4. Every square must be inside of a rectangle.

Materials

Each Rectangles table should be prepped for 5 stations.
Each station needs:

1. Rectangles instructions.
2. Rectangles tasks in dry erase sleeves.
3. 1 dry erase marker and eraser.

How to Play

We strongly encourage you to explore the activity yourself ahead of time.
You can try our online version here.

Introduce the activity without overexplaining it and without telling what strategies students might want to use. As much as possible, avoid giving away answers. Students should be encouraged to explore, experiment, and learn from their mistakes.

1. Demonstrate the rules by starting the first puzzle with them.
2. Have the student help you draw the first few rectangles.
3. Have the student solve the first puzzle and then explore the next puzzles.

Standards

1. Make sense of problems and persevere in solving them. CCSS.MP1
2. Construct viable arguments and critique the reasoning of others. CCSS.MP3
3. Model with mathematics. CCSS.MP4
4. Look for and make use of structure. CCSS.MP7

Asking Good Questions

1. Ask questions about confidence.
    a. When a student asks you “Is this right?”, instead of saying “yes” or “no” right away, ask them how confident they are in their answer. Here are some examples:
        i. “Maybe. What do you think? How confident are you?”
        ii. “On a scale of 1-5, how confident are you in your answer?”
    b. If a student is not confident in their answer, follow up by asking “What would help you feel more confident in your answer?” or “Why do you not feel confident?” This helps you determine how best to help the student through their explorations.

2. Ask students about choices.
    a. When a student is stuck or shows you a wrong answer, instead of jumping in and showing the student the correct answer, start by asking about the choices that the student made along the way. Here are some suggested steps to follow:
        i. Start from the beginning.
        ii. Ask students to show you what they’ve tried so far.
        iii. When the student gets to a point where they have different choices, ask the student “What other choices can you make here?”
        iv. Have the student make a different choice and try to solve the puzzle. This helps the student see that they have the power to make different choices during an activity, and they’ll start to do this on their own in the future.
        v. If you’re familiar with the puzzle or a particular solution, stop the student only when a different choice will help them get to the solution. This will help them feel successful faster without you giving away too much of the answer.

3. Ask students about strategies.
    a. If a student is getting into the activity and has been doing it for a while, ask the student if there are any strategies they’ve come up with to help them solve the puzzle or win the game.
    b. Follow up by asking if they think their strategies will work for all puzzles and/or larger puzzles, more complex puzzles, etc. Have the student explore more complex puzzles to test out their strategies.
    c. This is a great way to encourage a student to dive deeper into an activity and to start looking for patterns, structure, and proofs.

Answers

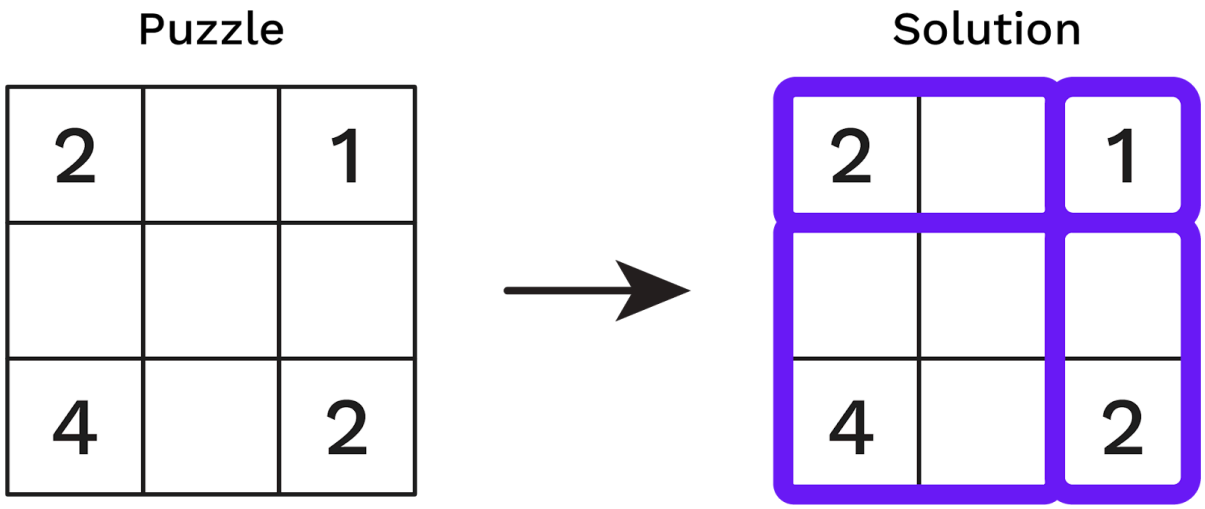
Coming soon!

Julia Robinson Mathematics Festival®

Rectangles Instructions

Rules:

- Draw rectangles on the grid.
- Every shape must be a rectangle. Squares are rectangles, too!
- Each rectangle needs to have exactly one number inside.
- The number inside of a rectangle tells you the **area** of the rectangle. **Area** is the number of squares inside of a rectangle.
- Every grid square must be inside of a rectangle.



Rectangles

Puzzle 1

2	1
1	2

Puzzle 2

2	2
2	

Puzzle 3

	1
	2
3	

Puzzle 4

2	
	4

Rectangles

Puzzle 5

2	
2	
2	2

Puzzle 6

	2
3	
	1
	2

Puzzle 7

4	
	2
	2

Puzzle 8

2	
	4
	2

Rectangles

Puzzle 9

3	2	2
		2
	3	

Puzzle 10

	4	2
2	4	

Puzzle 11

1		1
		3
3		
	4	

Puzzle 12

4		
		3
	2	
	3	

Rectangles

Puzzle 13

3	2		2
		1	
	2		
3			3

Puzzle 14

4			3
	2		2
	2		
		3	

Puzzle 15

		2	
	3		4
3			
		4	

Puzzle 16

	3		
3		3	
	2		3
	2		

Rectangles

Puzzle 17

			3	
	3			
3		4		2
	4		3	
		3		

Puzzle 18

3				3
			5	
		4		
4				
	2	2		2

Puzzle 19

1				2
		6		
4				4
	4		4	

Puzzle 20

			3	
	4			
2		2		3
		2	3	
4				2

Rectangles

Puzzle 21

	2	3	2		
					5
	2		2		
		4		4	
5					
		2	3	2	

Puzzle 22

3			4		2
	3				
		4		2	
	5				3
	2		3		
3				2	

Puzzle 23

			3		
	2		2		4
3	2		3		
		6			
				5	
			4		2

Puzzle 24

6				4	
		3			2
					3
	3	2		4	
		3			
	2		4		

Play for free at
jrmf.org/puzzle/rectangles

RECTANGLES

Julia Robinson Mathematics Festival

RECTANGLES

Play for free at
jrmf.org/puzzle/rectangles