



Student Outcomes

Students find the surface area of three-dimensional objects whose surface area is composed of triangles and quadrilaterals, specifically focusing on pyramids. They use polyhedron nets to understand that surface area is simply the sum of the area of the lateral faces and the area of the base(s).

Lesson Notes

Before class, teachers need to make copies of the composite figure for the Opening Exercise on cardstock. To save class time, they could also cut these nets out for students.

Classwork

Opening Exercise (5 minutes)

Make copies of the composite figure on cardstock and have students cut and fold the net to form the three-dimensional object.





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Example 1 (5 minutes)

Pyramids are formally defined and explored in more depth in Module 6. Here, we simply introduce finding the surface area of a pyramid and ask questions designed to elicit the formulas from students. For example, ask how many lateral faces there are on the pyramid; then, ask for the triangle area formula. Continue leading students toward stating the formula for total surface area on their own.



Example 2 (4 minutes): Using Cubes

Consider providing 13 interlocking cubes to small groups of students so they may construct a model of the diagram shown. Remind students to count faces systematically. For example, first consider only the bottom 9 cubes. This structure has a surface area of 30 (9 at the top, 9 at the bottom, and 3 on each of the four sides). Now consider the four cubes added at the top. Since we have already counted the tops of these cubes, we just need to add the four sides of each. 30 + 16 = 46 total square faces, each with side length $\frac{1}{4}$ inch.





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- Compare and contrast the methods for finding surface area for pyramids and prisms. How are the methods similar?
 - When finding the surface area of a pyramid and a prism, we find the area of each face and then add these areas together.
- How are they different?
 - Calculating the surface area of pyramids and prisms is different because of the shape of the faces. A prism has two bases and lateral faces that are rectangles. A pyramid has only one base and lateral faces that are triangles.

Example 3 (15 minutes)

Example 3





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Discussion (5 minutes): Strategies and Observations from Example 3

Call on students to provide their answers to each of the following questions. To encourage a discussion about strategy, patterns, arguments, or observations, call on more than one student for each of these questions.

- What ideas did you have to solve this problem? Explain.
 - Answers will vary.
- Did you make any mistakes in your solution? Explain.
 - Answers will vary; examples include the following:
 - Subtracted $\frac{1}{2}$ inch from the depth of the box instead of $\frac{1}{4}$ inch;
 - Subtracted only ¹/₄ inch from the length and width because I didn't account for both sides.
- Describe how you found the surface area of the box and what that surface area is.
 - Answers will vary.

Closing (2 minutes)

- What are some strategies for finding the surface area of solids?
 - Answers will vary but include creating nets, adding the areas of polygonal faces, counting square faces and adding their areas, etc.

Exit Ticket (9 minutes)

Scaffolding:

To help students visualize the various faces involved on this object, consider constructing a similar object by placing a smaller shoe box inside a slightly larger shoe box. This will also help students visualize the inner surfaces of the box as the lateral faces of the smaller prism that is removed from the larger prism.

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Exit Ticket

1. The right hexagonal pyramid has a hexagon base with equal-length sides. The lateral faces of the pyramid are all triangles (that are exact copies of one another) with heights of 15 ft. Find the surface area of the pyramid.



2. Six cubes are glued together to form the solid shown in the diagram. If the edges of each cube measure $1\frac{1}{2}$ inches in length, what is the surface area of the solid?







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Exit Ticket Sample Solutions



Problem Set Sample Solutions





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