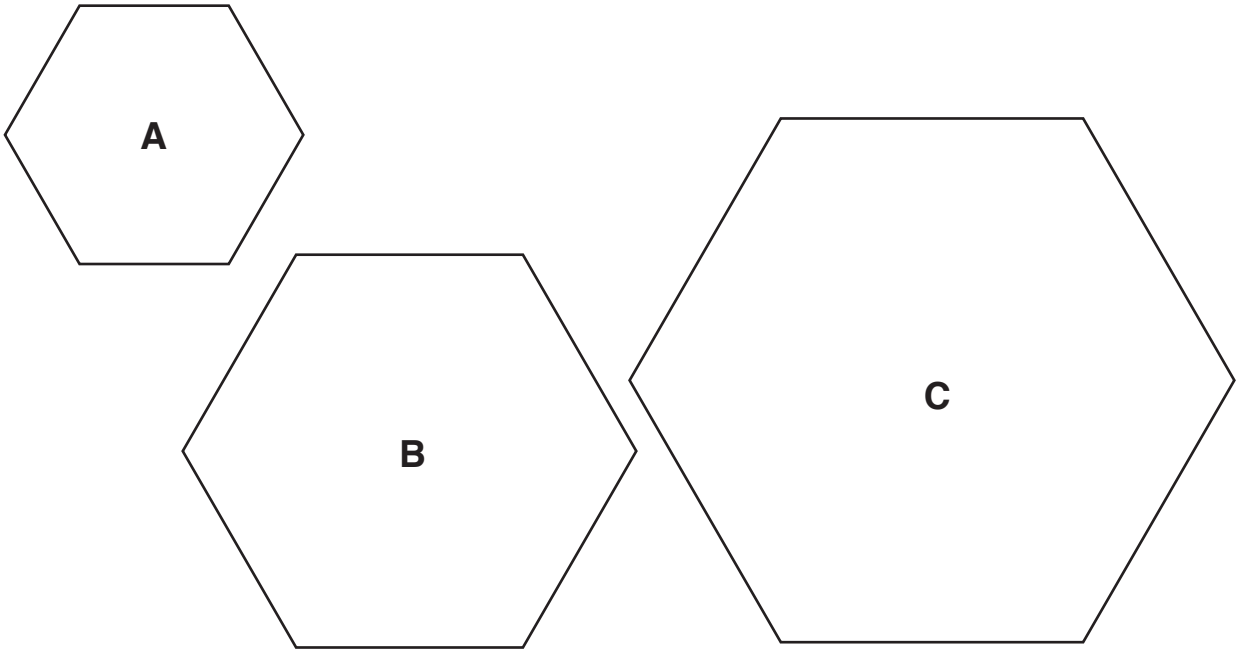
Name _____ Date _____

Walking Around Hexagons

1. Find the perimeter of each regular hexagon. Use the data table to record your measurements and tell how you found the perimeter with a number sentence.



Shape: Regular Hexagon 

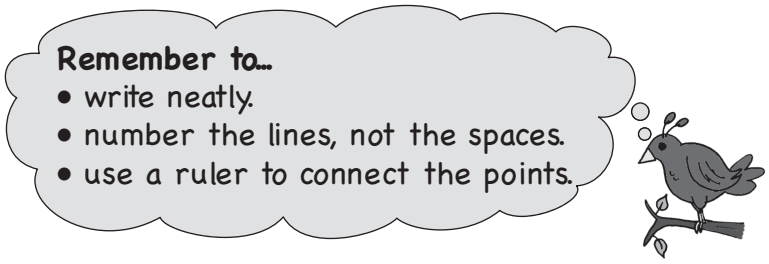
Regular Hexagon	*L* Length of a Side (in cm)	*P* Perimeter (in cm)	Number Sentence
A			
B			
C			

Name _____ Date _____

2. If the perimeter of a regular hexagon is 30 cm, how long is the side length? Tell how you found the side length. Use labels to tell what each number means.

3. Use a piece of *Centimeter Graph Paper* to make a point graph that compares the length of a side (*L*) to the perimeter (*P*).

- Label the horizontal axis "Length of a Side" and number it by ones.
- Label the vertical axis "Perimeter" and number it by twos.
- Title the graph.



4. What patterns do you see in the graph and the data table? If the data points fall in a line, use a ruler to draw a straight line to connect them.

5. Show how you can use your graph to find the answer to Question 2.

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6. A. Complete the table. Write number sentences.

Shape: Regular Hexagon 

L Side Length (in cm)	*P* Perimeter (in cm)	Number Sentence
1		
12		
15		

B. Show or tell your partner how you found the perimeter for each of the hexagons in Question 6A.

7. Complete the table. Write number sentences.

Shape: Regular Hexagon 

	L Side Length (in cm)	*P* Perimeter (in cm)	Number Sentence
A.		36	
B.		54	
C.		66	

8. Look at the table in Question 7. Draw dotted lines on the graph to show how to find the length when the perimeter of the hexagon is 36 cm.

9. Look at the table in Question 7. Show or tell how you find the side length when the perimeter of the hexagon is 54 cm.

10. Natasha used a division number sentence to find the length of each side of a hexagon when the perimeter is 66 cm. Do you agree with Natasha's solution of 66 ÷ 3 = 22 cm? What would you tell Natasha?

Name _____ Date _____

Walking Around Hexagons Feedback Box	Expectation	Check In	Comments
Identify and extend multiplicative patterns in tables, and graphs. [Q# 6–10]	E1		
Represent multiplicative patterns in tables and graphs. [Q# 1, 3, 6–7]	E2		
Multiply and divide using mental math strategies. [Q# 1–2, 5–10]	E3		
Represent solution strategies for multiplication problems using tables, graphs, and number sentences. [Q# 1, 5–6]	E4		
Represent solution strategies for division problems using tables, graphs, and number sentences. [Q# 2, 6–10]	E5		
Make a point graph. [Q# 3]	E6		
Read a table or point graph. [Q# 2, 4, 5–6]	E7		
Measure to the nearest centimeter. [Q# 1]	E8		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE3. Check for reasonableness. I look back at my solution to see if my answer makes sense. If it does not, I try again. [Q# 8–10]				
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking. [Q# 8–10]				