

AREAS: COMPARISONS AND CALCULATIONS

(problems without words)

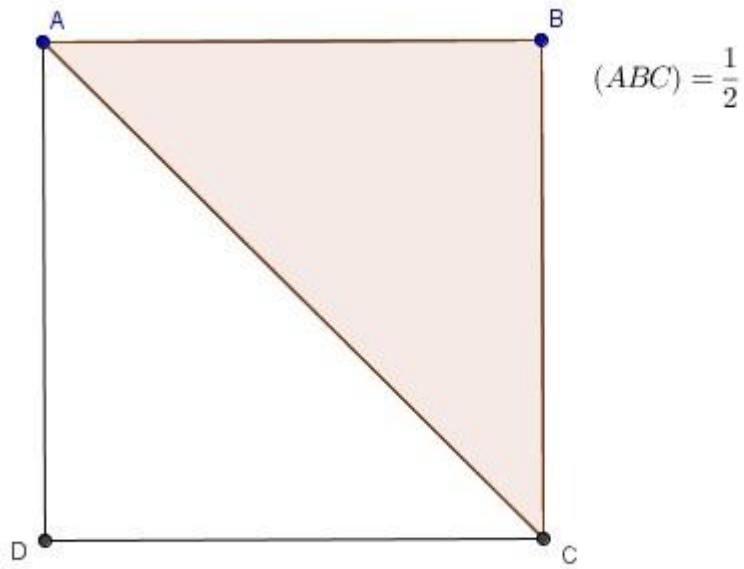
Producing Engaging Learning Materials

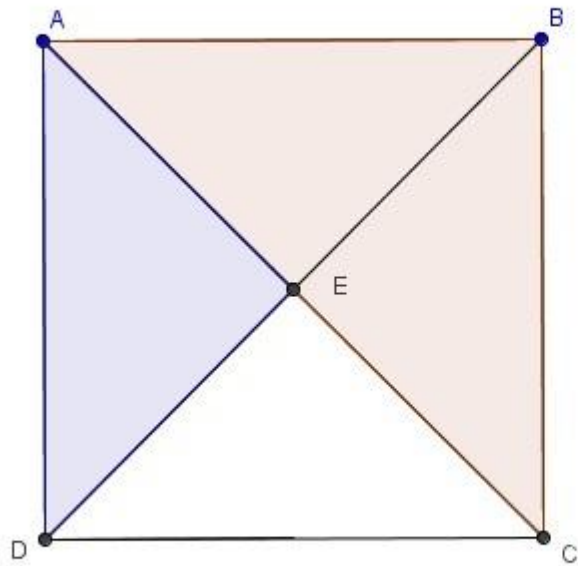


From tangram



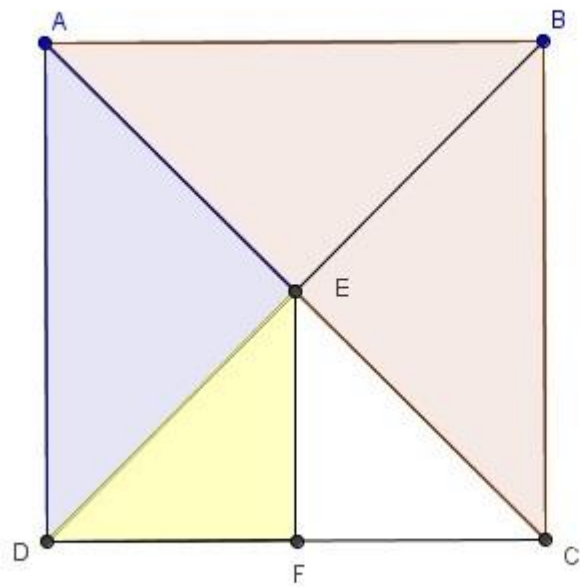
To areas





$$(ABC) = \frac{1}{2}$$

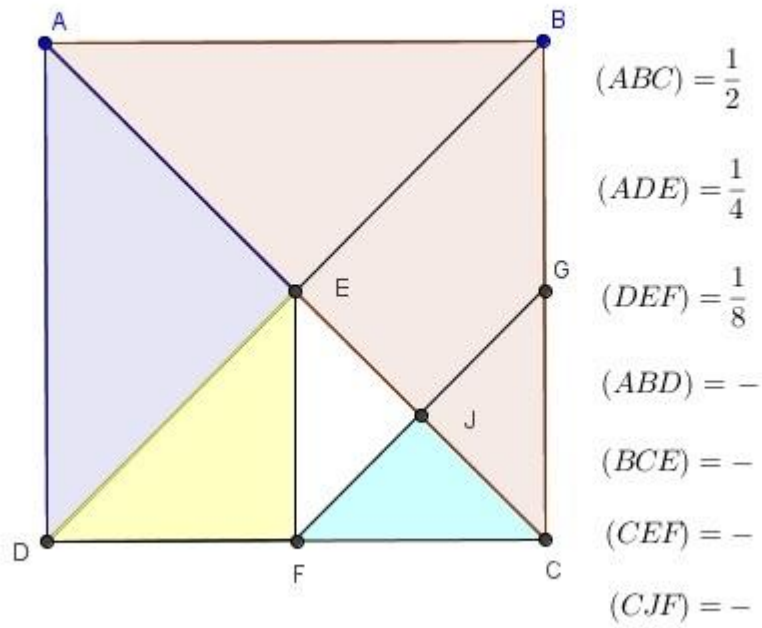
$$(ADE) = \frac{1}{4}$$

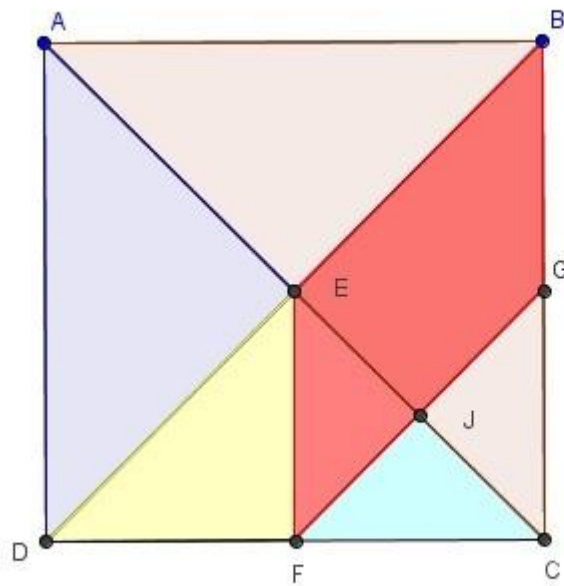


$$(ABC) = \frac{1}{2}$$

$$(ADE) = \frac{1}{4}$$

$$(DEF) = \frac{1}{8}$$





$$(ABC) = \frac{1}{2}$$

$$(BGFE) = -$$

$$(ADE) = \frac{1}{4}$$

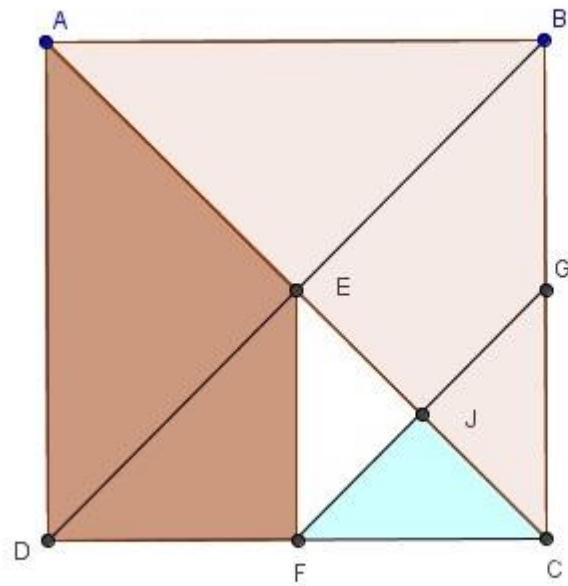
$$(DEF) = \frac{1}{8}$$

$$(ABD) = -$$

$$(BCE) = -$$

$$(CEF) = -$$

$$(CJF) = -$$



$$(ABC) = \frac{1}{2}$$

$$(BGFE) = -$$

$$(ADE) = \frac{1}{4}$$

$$(AEFD) = -$$

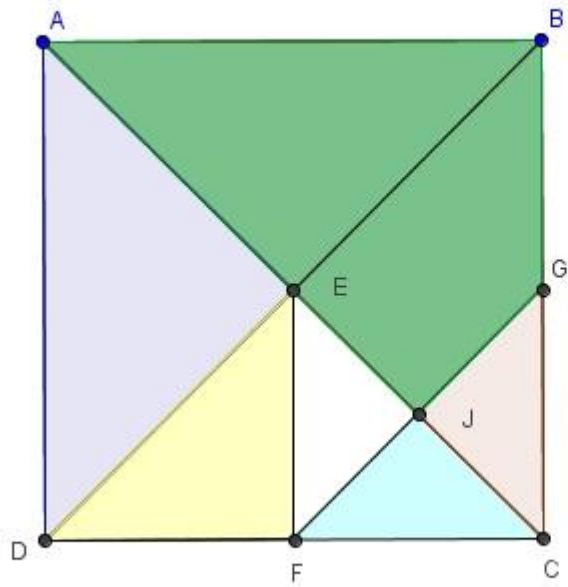
$$(DEF) = \frac{1}{8}$$

$$(ABD) = -$$

$$(BCE) = -$$

$$(CEF) = -$$

$$(CJF) = -$$



- $(ABC) = \frac{1}{2}$ $(BGFE) = -$
- $(ADE) = \frac{1}{4}$ $(AEFD) = -$
- $(DEF) = \frac{1}{8}$ $(ABGJ) = -$
- $(ABD) = -$
- $(BCE) = -$
- $(CEF) = -$
- $(CJF) = -$

Added value to teaching via the adoption of a **widening of the actively-learning community,**

- either via “**cooperative learning**” and “**peer-tutoring**” (the latter would/could preferably facilitate inclusiveness),

or by **introducing** **thematics / problems / tasks** of an “open

nature” (such as cultural or social thematics could give rise to), **in order to engage a wider audience** (as, e.g. families or/and close surroundings) **in the “learning activity;** that would support our effort towards schooling.

Learn by playing

