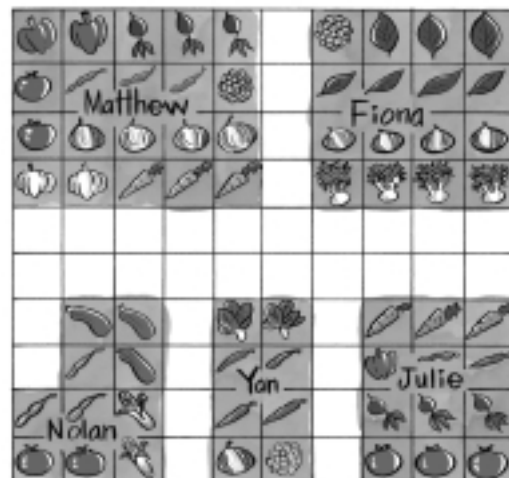


Scaffolding for Getting Started Activity Page 1

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Matthew’s school has a garden in which students can grow vegetables. In this plan of the garden, the white areas show the paths. Each small square has an area of 1 m^2 (one square metre). This means each small square has a side length of 1 m.



A. How many squares are there in one row of the garden grid? _____

How many rows are there? _____

How many small squares are there in total? _____

B. What is the area of Matthew’s patch?

Use the formula for the area of a rectangle ($Area = length \times width$).

Length of Matthew’s patch: _____ m

Width of Matthew’s patch: _____ m

Area of Matthew’s patch: _____ m \times _____ m = _____ m^2

C. Write the area of Matthew’s patch as a fraction of the whole garden.

In a fraction, the denominator shows the number of parts in the whole.

How many parts (small squares) are there in the whole garden? _____ parts

The numerator shows the number of parts the fraction represents.

How many parts are there in Matthew’s patch? _____ parts

Write the fraction for Matthew’s patch. _____

Write the fraction hundredths as decimal hundredths. 0. ____

Scaffolding for Getting Started Activity Page 2

D. Complete the chart to determine the areas of the other rectangular gardens.

Patch	Length (m)	Width (m)	Area (m ²)	Fraction	Decimal
Fiona's					0.____
Yan's					0.____
Julie's					0.____

Count the square metres in Nolan's patch. _____ m²

Write the area of Nolan's patch as a fraction of the whole garden: _____

Write this fraction as a decimal: 0.____

E. What part of the garden is planted?

Add the areas of all five patches.

Use the grid to help you line up the decimal points.

				(Matthew's patch)
				(Fiona's patch)
				(Yan's patch)
				(Julie's patch)
+				(Nolan's patch)
				of the garden is planted.