Finding the surface area of a three dimensional object

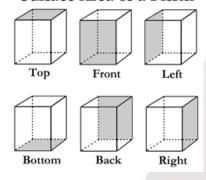


National Center and State Collaborative

The contents of this product were developed under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, Susan.Weigert@Ed.gov). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made.

What is surface area?

- Surface area is the total area of all the surfaces of a three dimensional object
- Surface area can be found by using a net of the object which shows all the surfaces of an object and adding them together <u>OR</u> by applying the formula for that specific shape

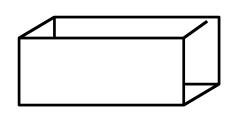


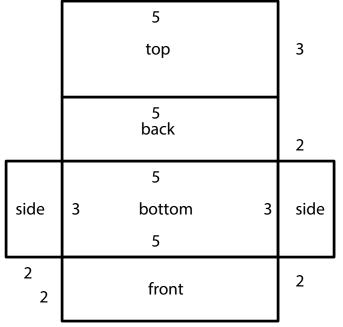


The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Surface area of rectangular prisms: An example

- In a rectangular prism, it is helpful to decompose (unfold) the object so students can see all the different faces
- For example,





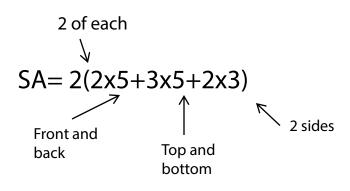
This is called a net. A net is a two dimensional representation of all the faces

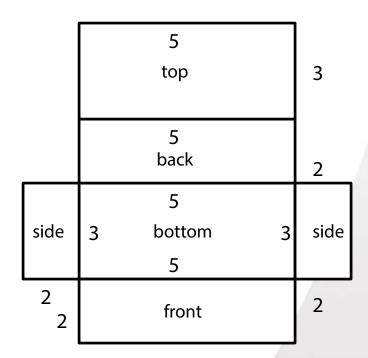


The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Surface area of rectangular prisms: An example cont.

- Based on the net, you can see that the rectangular prism is made up of 2 sets of 3 different rectangles
 - Front and back- 2 by 5
 - Top and bottom- 3 by 5
 - 2 sides-2 by 3







The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Surface area of rectangular prisms: An example cont.

- Step 1: SA= 2(2x5+3x5+2x3)
- Step 2: SA= 2(10+15+6)
- Step 3: SA = 62 cm²

Don't forget the units

Helpful Hint: Remember to review order of operations. Students must multiply before adding



The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Surface area of cubes: An example

- For a cube, all faces have the same length and width, so for a cube with 4cm length, width, and height.
- Step 1: SA= 6 (I × w)

 Formula for area of a square

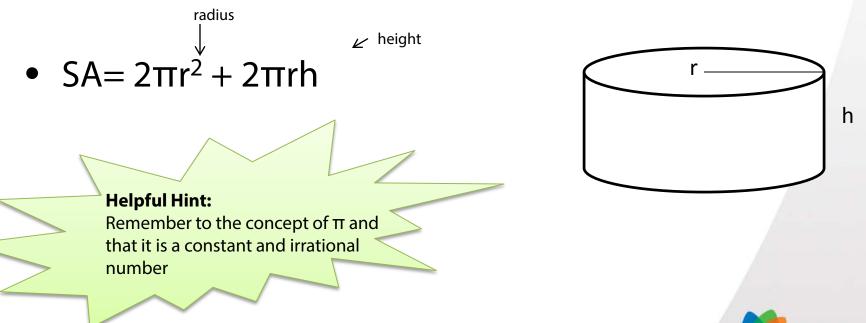
• Step 2: SA = 6(4x4)= 6(16) = 96 cm²



The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte 1000 G under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made National Center and State Collaborative

Surface area of cylinder: An example

- A cylinder is a solid with a circular base
- The height of a cylinder is the distance between its bases



Mncsc

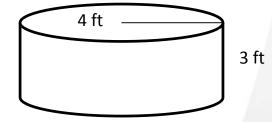
The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Surface area of cylinder: An example

- •Step 1: $SA = 2\Pi(3^2) + 2\Pi(3)(4)$
- •Step 2: SA= 2∏(9) + 2∏(12)
- •Step 3: SA = 18∏ + 24∏
- •Step 4: SA= 42∏
- •Step 5: SÅ \approx 131.95 ft²

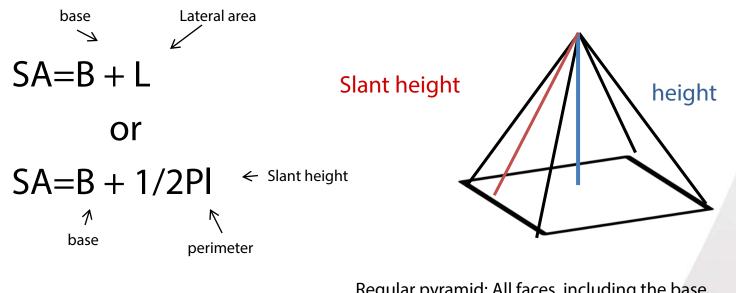
Note the change in symbol to communicate an approximation





Surface area of a pyramid: An example

 A pyramid is a polyhedron where the base is a polygon and the faces are triangles with a common vertex



Regular pyramid: All faces, including the base, are congruent



National Center and State Collaborative

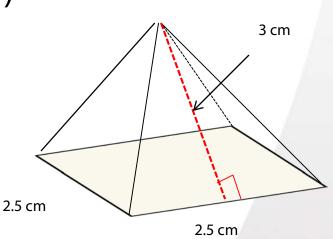
The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be

Surface area of a pyramid: An example

- $SA=B + 1/2P\ell$
- Step 1: SA=(2.5 × 2.5) + ¹/₂ (10)(3)
- Step 2: SA=6.25 + ¹/₂ (30)
- Step 3: SA= 6.25 + 15

• Step 4: $SA = 21.25 \text{ in}^2$

The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

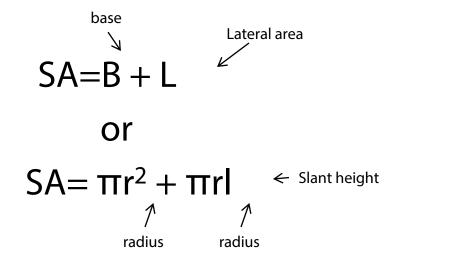


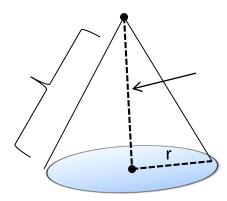
Perimeter = 4(2.5)



Surface area of a cone: An example

• A cone has a circular base and a vertex.







The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Surface area of a cone: An example

- $SA = \pi r^2 + \pi r\ell$
- Step 1: $SA = \pi(4)^2 + \pi(4)(7)$
- Step 2: SA= 16π + 28 π
- Step 3: SA $\approx 44\pi$



Note the change in symbol to communicate an approximation 7m



4m

The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made

Making Connections

- Finding the volume of three dimensional objects addresses the following 7th and 8th grade Core Content Connectors
 - 7-8.NO.3c1 Use the rules for mathematical operations to verify the results when more than one operation is required to solve a problem
 - 7.GM.1h2 Find the surface area of three-dimensional figures using nets of rectangles or triangles
 - 7.GM.1h3 Find the area of plane figures and surface area of solid figures
 - 8.GM.1g1 Recognize congruent and similar figures



The contents of this content module were developed by special educator Bethany Smith, PhD and validated by content expert Drew Polly, PhD at University of North Carolina at Charlotte under a grant from the Department of Education (PR/Award #: H373X100002, Project Officer, <u>Susan.Weigert@Ed.gov</u>). However, the contents do not necessarily represent the policy of the Department of Education and no assumption of endorsement by the Federal government should be made