Name _____

3rd Grade Math Remote Learning Packet

Week 20

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.

Brighter Choice
Charter School for Boys

Day # 1

LEQ: How can I form rectangles when given its area?

Objective: I can use the area's factors to form rectangle when given an area.

Vocabulary:

- Tiles
- Units
- Factors
- Area
- Unknown

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Do Now:

Multiplication Arrays

Write the multiplication fact shown by each array.

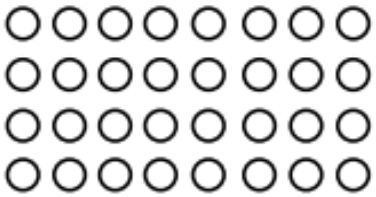
example

2 X 5 = 10

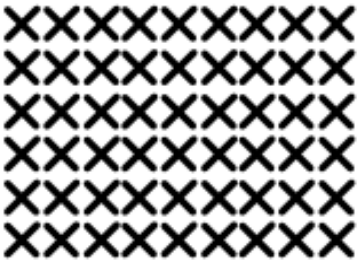
a.

b.

c.

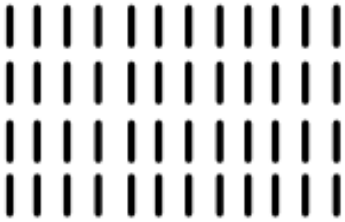


d.



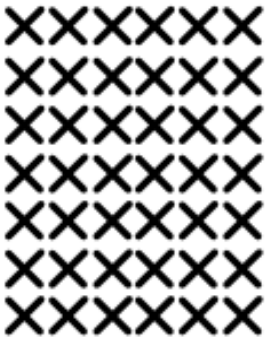
e.

f.



g.

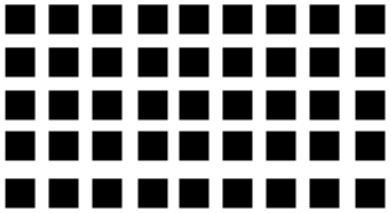
h.



i.

j.

k.



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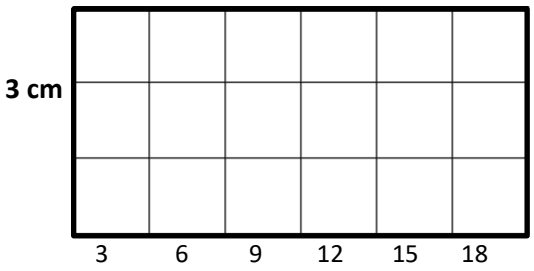
Input (My Turn):

When given a rectangle's area and one side length, we can _____ to find the other side length. For example, given a rectangle with an area of 12 square feet and a known side length of 3 feet, we can skip count by 3 to find the other side length: 3, ____, _____, _____. The side lengths are 3 feet and 4 feet.

1. Skip-count to find the unknown area. Write a multiplication sentence for each tiled rectangle.

Area: 18 square centimeters.



3 _____ × _____ = **18** _____

Area: 24 square centimeters.

3 _____ × _____ = **24** _____

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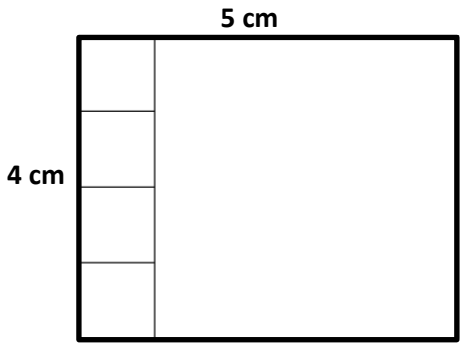
Problem Set (Your Turn):

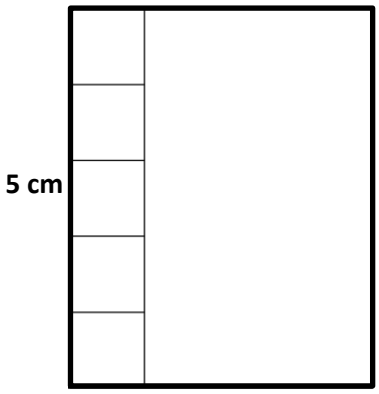
1. Skip-count to find the unknown area. Write a multiplication sentence for each tiled rectangle.

a. Area: _____ square centimeters.



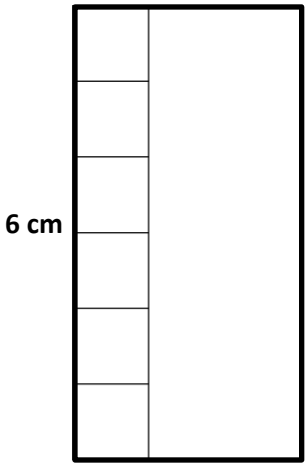
_____ × _____ = _____

b. Area: 20 square centimeters.



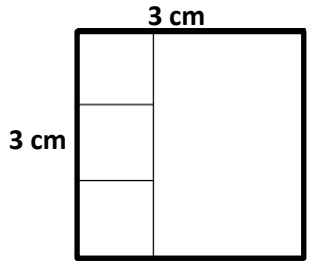
_____ × _____ = _____

c. Area: 18 square centimeters.



_____ × _____ = _____

d. Area: _____ square centimeters.



_____ × _____ = _____

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Input (My Turn):

When given a rectangle's area and no side lengths, we can use _____ pairs to determine possible side lengths. For example, given a rectangle with an area of 12 square feet and no known side lengths, possible factor pairs are:

3 feet x ____ feet, 2 feet x ____ feet, and 12 feet X ____foot.

1. Mr. Thompson has a total of 24 square inch tiles. Draw two rectangles that he might have made. Then, write multiplication sentences for each.

____ x ____ = 24 square inches	**____ x ____ = 24 square inches**

2. Xaiden makes a rectangle with 32 square centimeter tiles. Can Xaiden arrange all of his 32 square centimeter tiles into 6 equal rows? Use words, pictures, and numbers to support your answer.

_____

_____

_____

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Problem Set (Your Turn):

1. Mr. Moore has a total of 30 square inch tiles. Draw two rectangles that he might have made. Then, write multiplication sentences for each.

____ x ____ = 30 square inches	**____ x ____ = 30 square inches**

2. Saveon makes a rectangle with 42 square centimeter tiles. Can Saveon arrange all of his 42 square centimeter tiles into 8 equal rows? Use words, pictures, and numbers to support your answer.

_____

_____

_____

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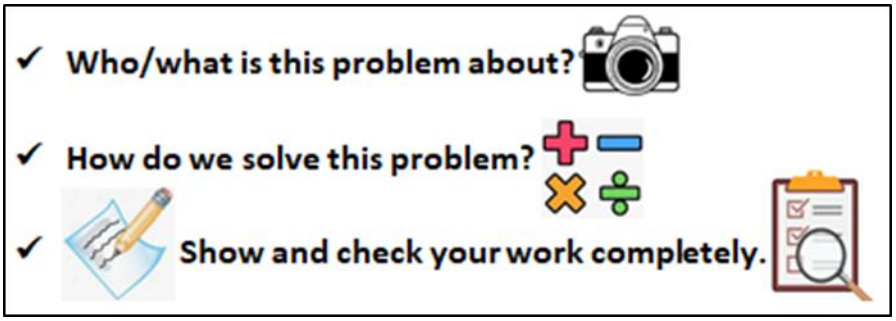

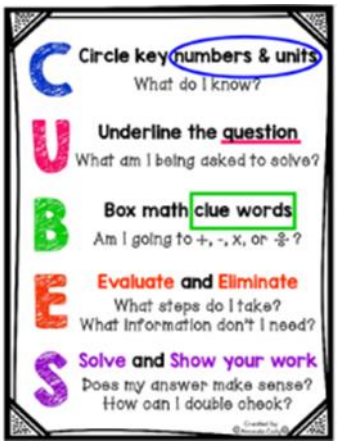

Application:

Lindsey makes a rectangle with 35 square inch tiles. She arranges the tiles in 5 equal rows. What are the side lengths of the rectangle? Use words, pictures, and numbers to support your answer.

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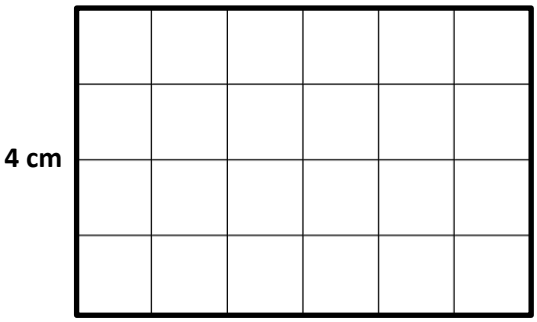
Exit Ticket:

1. Mrs. Blomgren has a total of 28 square centimeter tiles. She arranges them into 7 equal rows. Draw Mrs. Blomgren's rectangle. Label the side lengths, and write a multiplication sentence to find the total area.

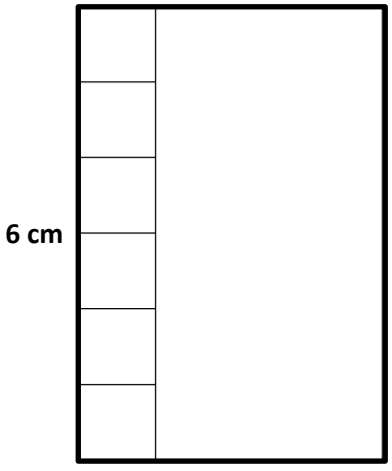
2. Skip-count to find the unknown area. Write a multiplication sentence for each tiled rectangle.

a. Area: **24** square centimeters.



_4_ × _____ = _24_

b. Area: **24** square centimeters.



_____ × _____ = _____

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Homework:

1. Donald makes a rectangle with 45 square inch tiles. He arranges the tiles in 5 equal rows. How many square inch tiles are in each row? Use words, pictures, and numbers to support your answer.

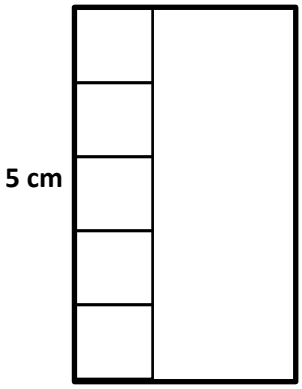
_____

_____

_____

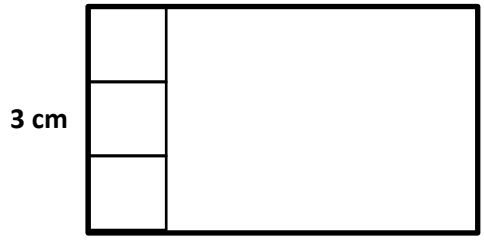
2. Skip-count to find the unknown area. Write a multiplication sentence for each tiled rectangle.

a. Area: **15** square centimeters.



_____ × _____ = _____

b. Area: **15** square centimeters.



_____ × _____ = _____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Day # 2

LEQ: How can I find the area of an incomplete array?

Objective: I can draw rows and columns to find the array of an incomplete array.

Vocabulary:

- Tiling
- Square Units
- Arrays

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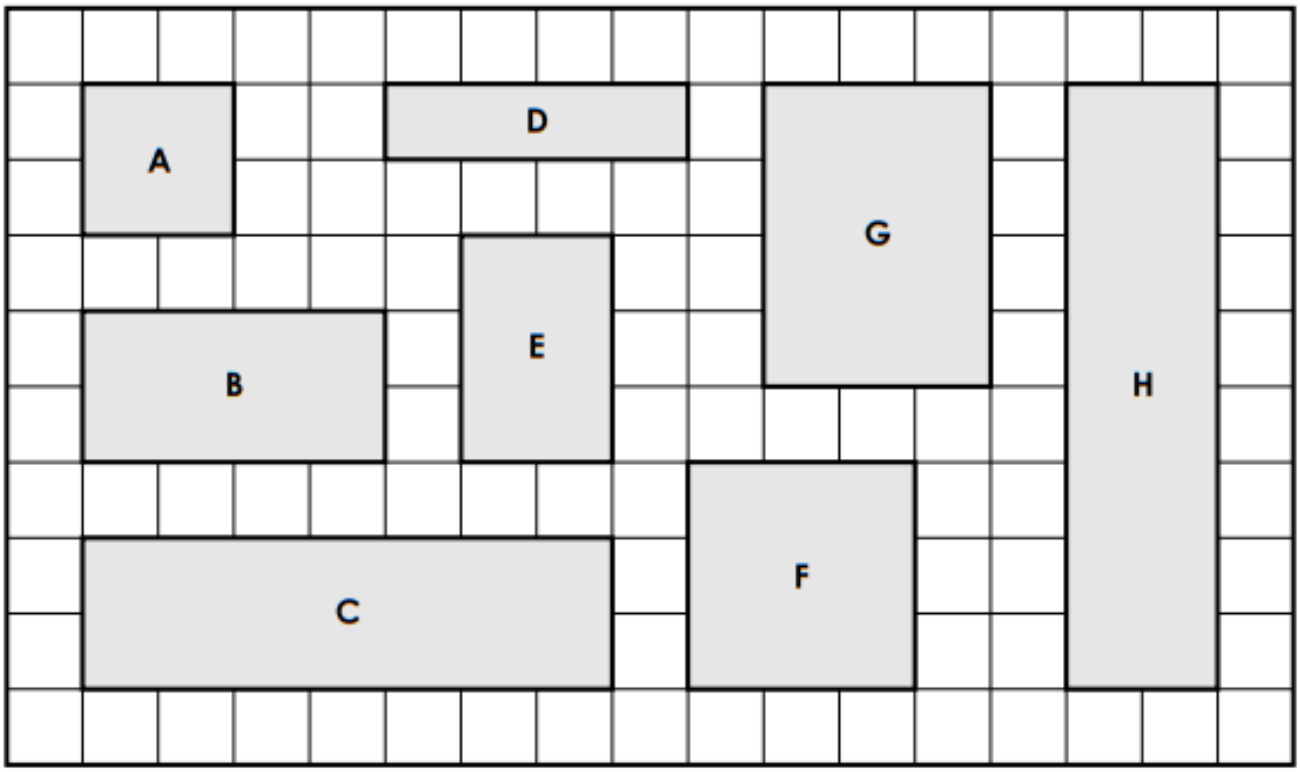
Do Now:

Area of a Rectangle



Write the area of each rectangle listed below. Don't forget to write ***square units*** in your answer. Not all rectangles will be used.

G -_____ A -_____ H -_____

B - _____ F - _____ E - _____

Which rectangle has the largest area? _____

Which two rectangles have the same area? _____ and _____

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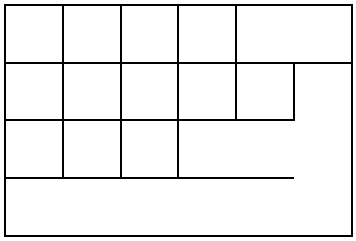
Input (My Turn):

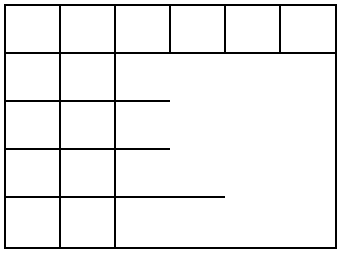
Can we find the area of the arrays below?

Array 1



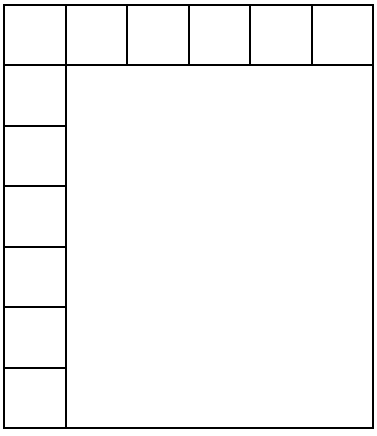
_____ cm × _____ cm = _____ sq cm

Array 2



_____ cm × _____ cm = _____ sq cm

To find the area of a rectangular array, we must have a closed shape with 2 side lengths. We can find the area of incomplete arrays by drawing horizontal lines to create _____ and vertical lines to complete _____. Then we can use the equation ___ x ___ = ___ to find the area.



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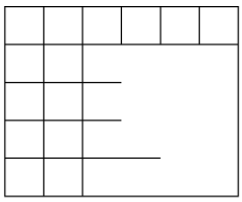
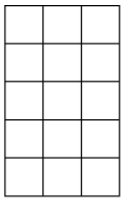
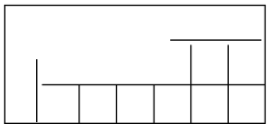
Problem Set (Your Turn):

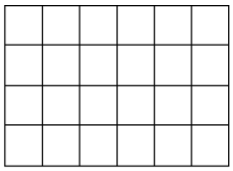
1. Each ☐ represents 1 square centimeter. Draw to find the number of rows and columns in each array. Match it to its completed array. Then, fill in the blanks to make a true equation to find each array's area.

a. 

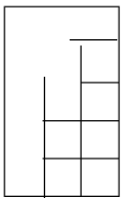


_____ cm × _____ cm = _____ sq cm

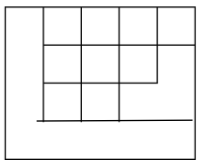
b. 

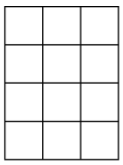


_____ cm × _____ cm = _____ sq cm

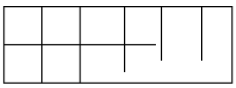
c. 

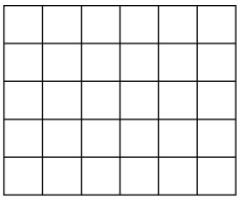
_____ cm × _____ cm = _____ sq cm

d. 

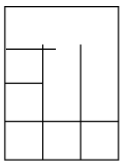


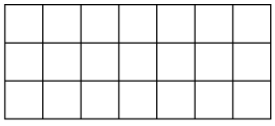
_____ cm × _____ cm = _____ sq cm

e. 



_____ cm × _____ cm = _____ sq cm

f. 



_____ cm × _____ cm = _____ sq cm

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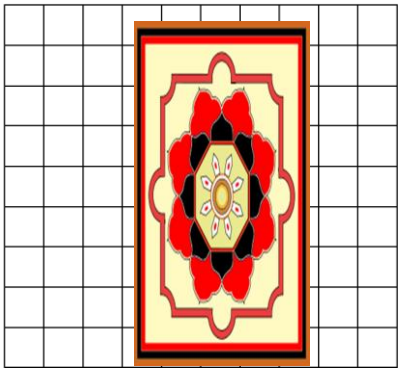
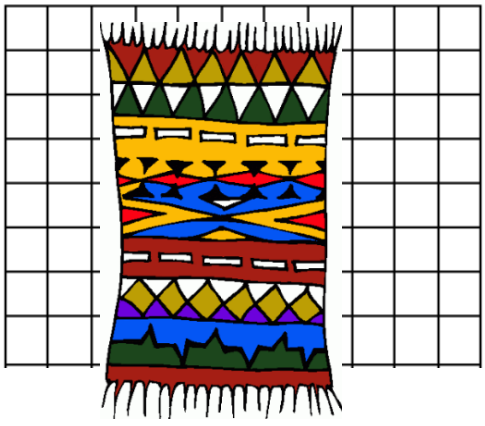
Input (My Turn):

2. The tile floor in Brandon's living room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?



Problem Set (Your Turn):

2. The tile floor in Britney's bedroom has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?



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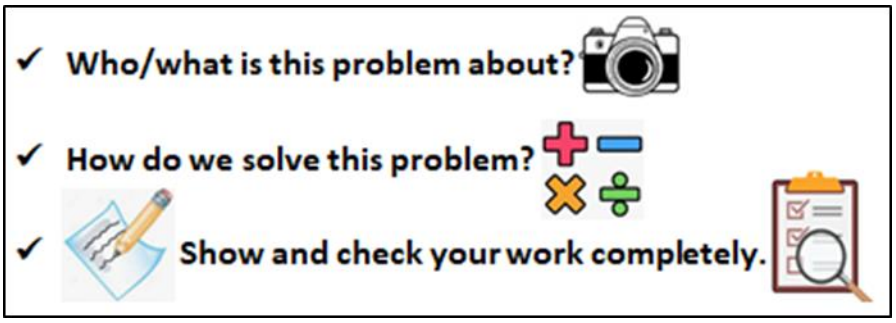

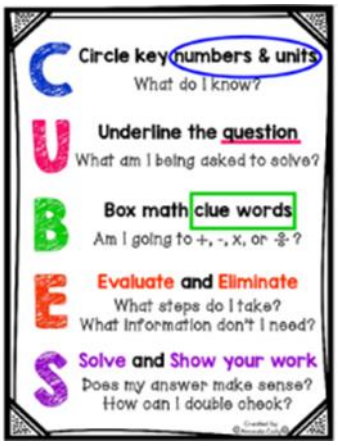

Application:

Frank sees a book on top of his chessboard. How many squares are covered by the book? Explain your answer.

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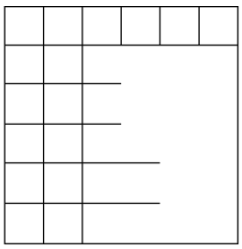
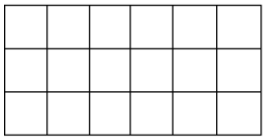
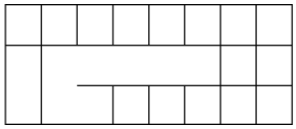
Exit Ticket:

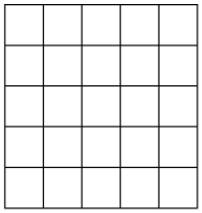
1. Draw to find the number of rows and columns in each array. Match it to its completed array. Then, fill in the blanks to make a true equation to find each array's area.

a. 

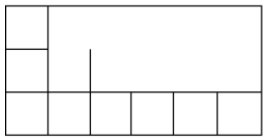


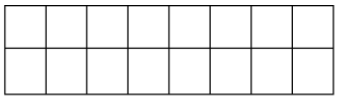
_____ cm × _____ cm = _____ sq cm

b. 

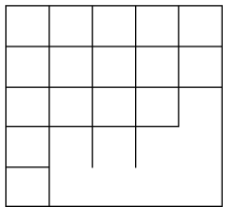


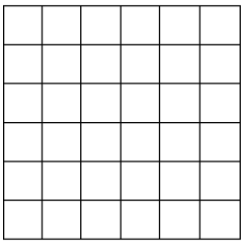
_____ cm × _____ cm = _____ sq cm

c. 

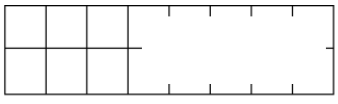


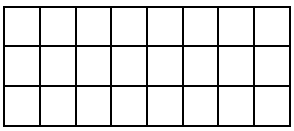
_____ cm × _____ cm = _____ sq cm

d. 



_____ cm × _____ cm = _____ sq cm

e. 



_____ cm × _____ cm = _____ sq cm

Name: _____ Week 20 Day 2 Date: _____

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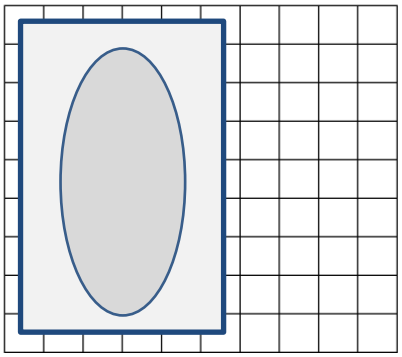
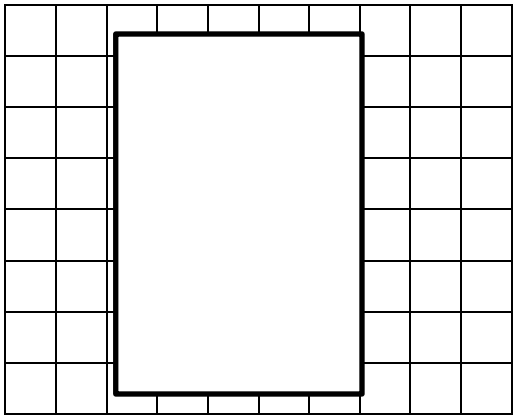
Homework:

1. The tub in Paige's bathroom covers the tile floor as shown below. How many square tiles are on the floor, including the tiles under the tub?



2. The tiled floor in Cayden's dining room has a rug on it as shown below. How many square tiles are on the floor, including the tiles under the rug?




Brighter Choice
Charter School for Boys
Day # 3

LEQ: How can I interpret area models to form rectangular arrays?

Objective: I can form units within rectangles and interpret their area using arrays.

Vocabulary:

- Array Model
- Area Model
- Side Lengths
- Grid

Name: _____ Week 20 Day 3 Date: _____

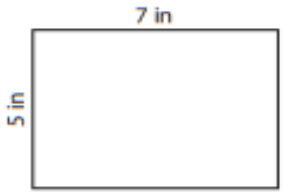
BCCS-B Harvard Yale Princeton

Do Now:

Area of a Rectangle

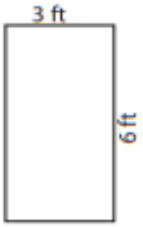
Find the area of each rectangle.

1)



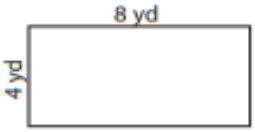
Area = _____

2)



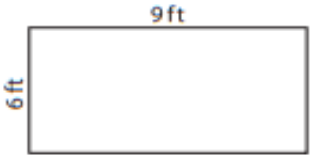
Area = _____

3)



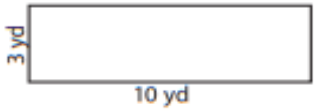
Area = _____

4)



Area = _____

5)



Area = _____

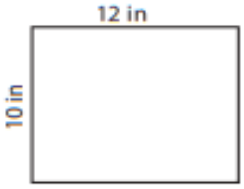
6)

Area = _____

7)

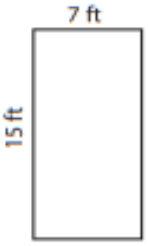
Area = _____

8)



Area = _____

9)



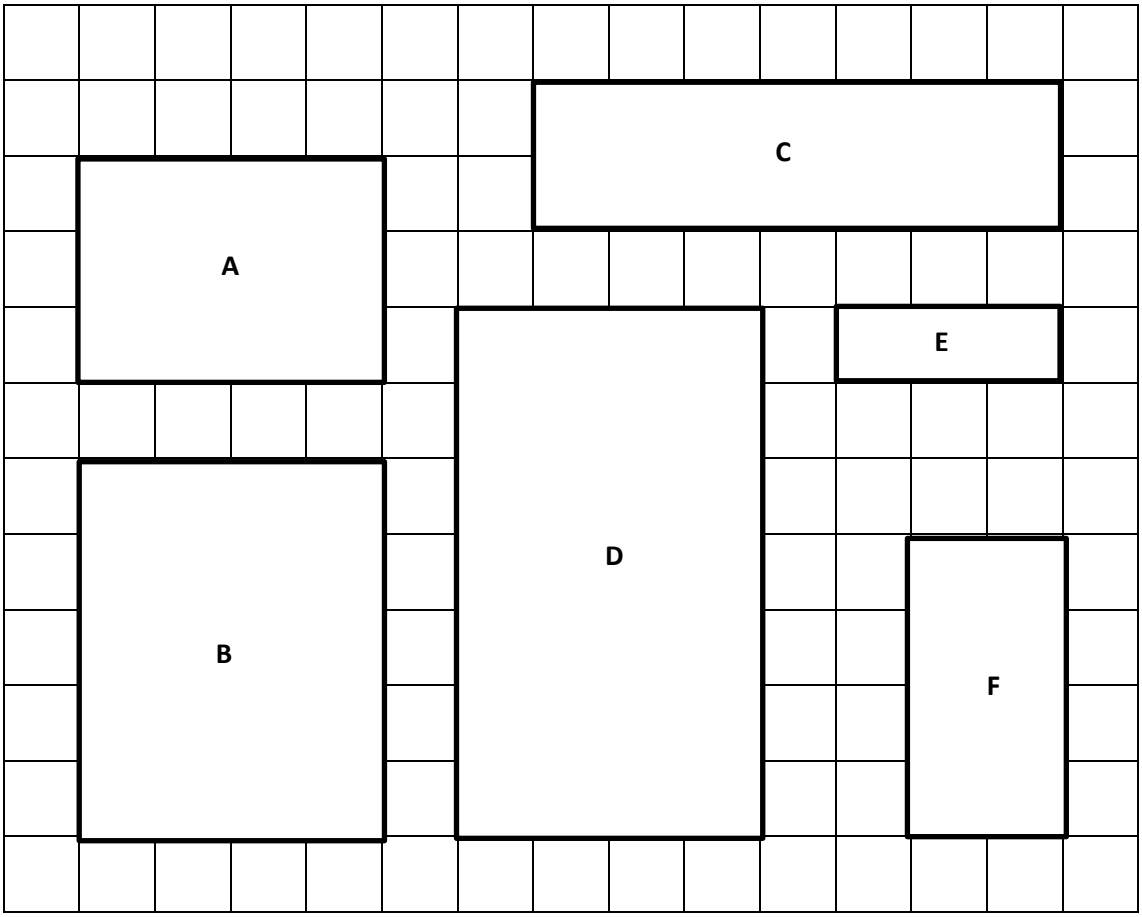
Area = _____

Name: _____ Week 20 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Draw a grid of equal size squares within the rectangle. Find and label the side lengths. Then, multiply the side lengths to find the area.



a. **Area A:**

____ units × ____ units = ____ square units

b. **Area B:**

____ units × ____ units = ____ square units

c. **Area C:**

____ units × ____ units = ____ square units

d. **Area D:**

____ units × ____ units = ____ square units

e. **Area E:**

____ unit × ____ units = ____ square units

f. **Area F:**

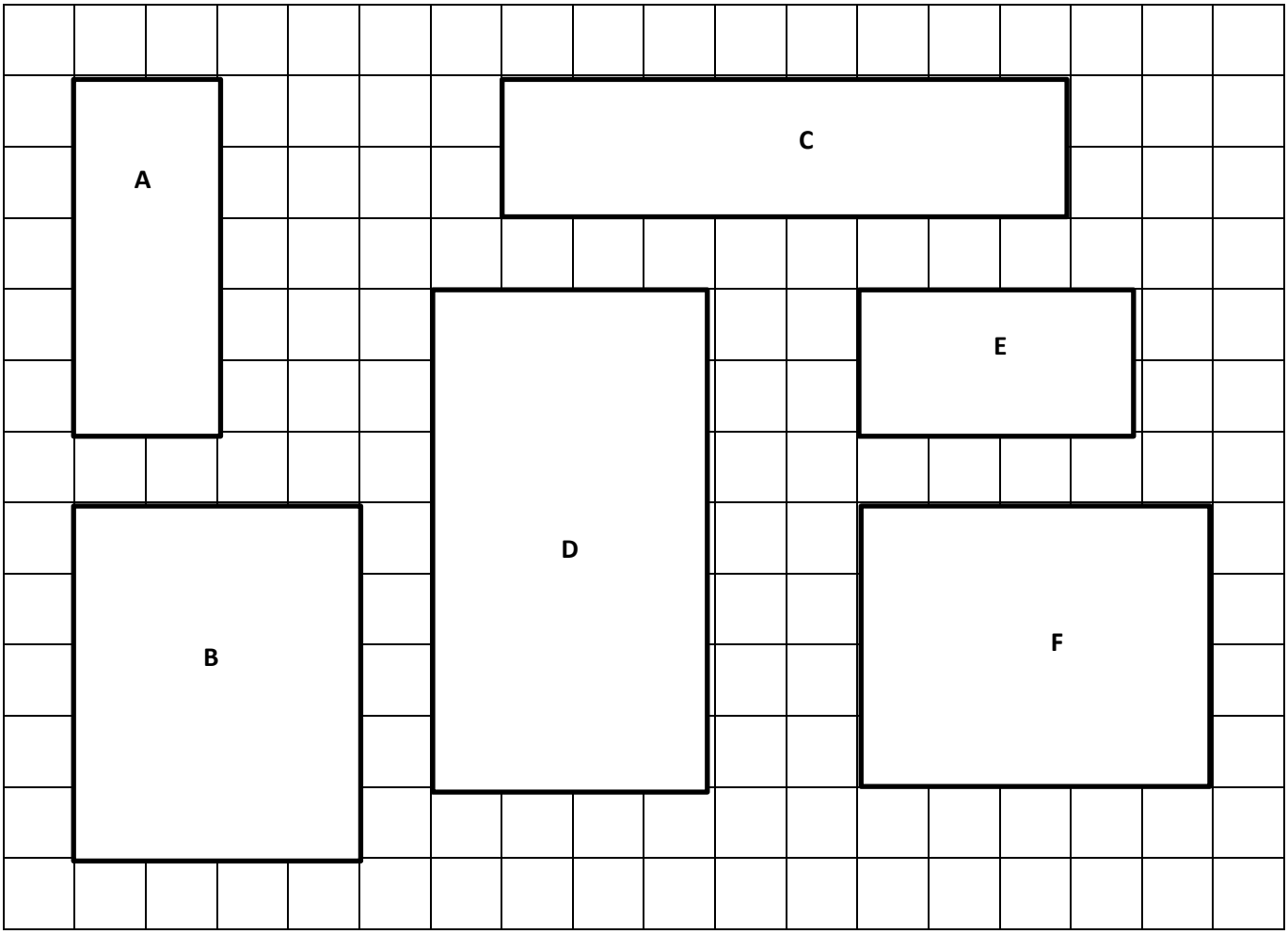
____ units × ____ units = ____ square units

Name: _____ Week 20 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1. Draw a grid of equal size squares within the rectangle. Find and label the side lengths. Then, multiply the side lengths to find the area.



a. Area A:

____ units × ____ units = ____ square units

b. Area B:

____ units × ____ units = ____ square units

c. Area C:

____ units × ____ units = ____ square units

d. Area D:

____ units × ____ units = ____ square units

e. Area E:

____ unit × ____ units = ____ square units

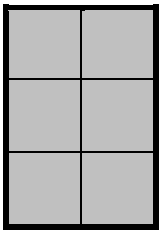
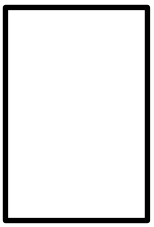
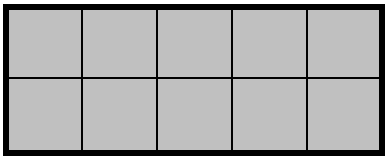
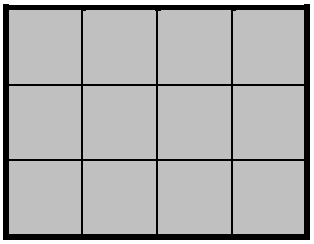
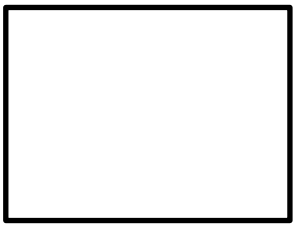
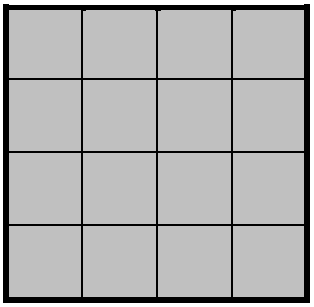
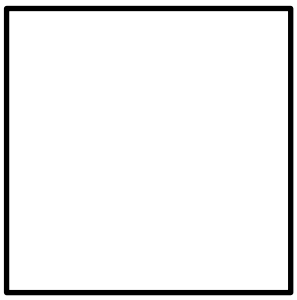
f. Area F:

____ units × ____ units = ____ square units

Name: _____ Week 20 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

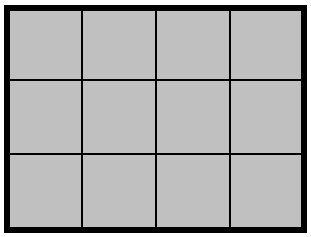
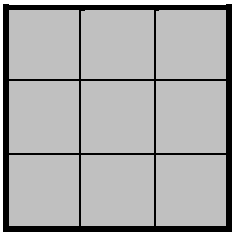
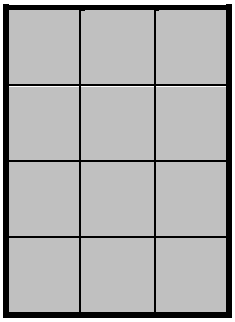
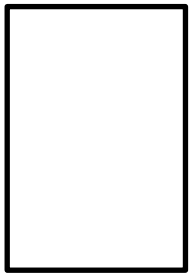
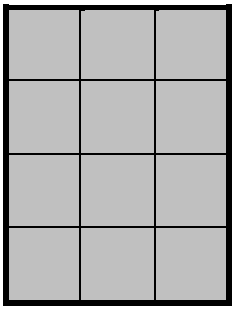
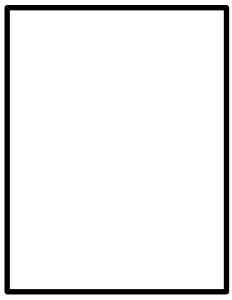
Input (My Turn):

Rectangular Arrays	Area Models
a.  _____ square units	3 units  2 units 3 units × _____ units = _____ square units
b.  _____ square units	 _____ units × _____ units = _____ square units
c.  _____ square units	 _____ units × _____ units = _____ square units
d.  _____ square units	 _____ units × _____ units = _____ square units

Name: _____ Week 20 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

Rectangular Arrays	Area Models
a.  _____ square units	3 units  4 units 3 units × _____ units = _____ square units
b.  _____ square units	 _____ units × _____ units = _____ square units
c.  _____ square units	 _____ units × _____ units = _____ square units
d.  _____ square units	 _____ units × _____ units = _____ square units

Name: _____ Week 20 Day 3 Date: _____

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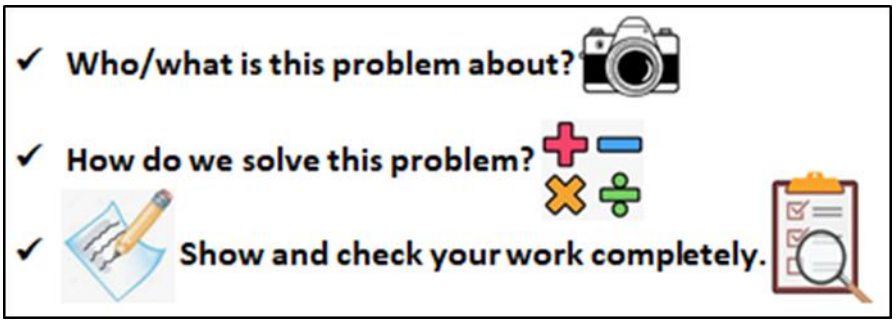
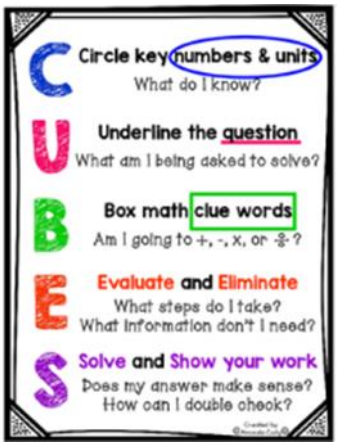
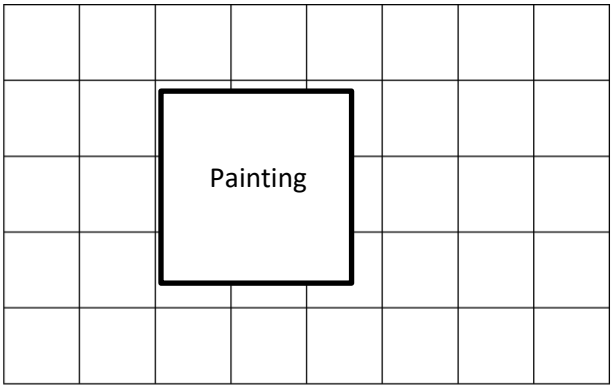




Application:

Lori wants to replace the square tiles on her wall. The square tiles are sold in boxes of 8 square tiles. Lori buys 6 boxes of tiles. Does she have enough to replace all of the tiles, including the tiles under the painting? Explain your answer.

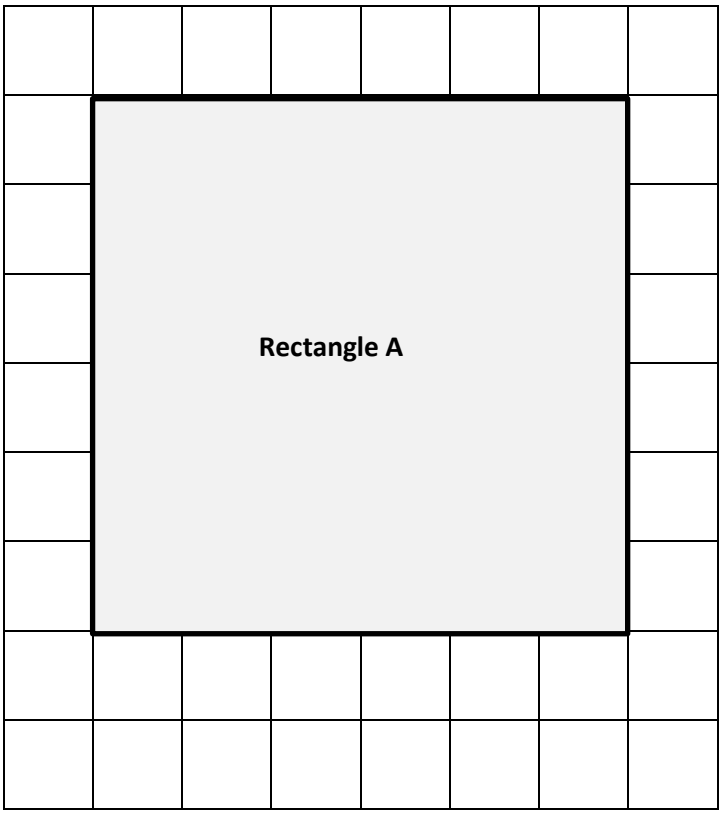


Name: _____ Week 20 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. Label the side lengths of Rectangle A on the grid below. Draw a grid of equal size squares within Rectangle A. Find the total area of Rectangle A.



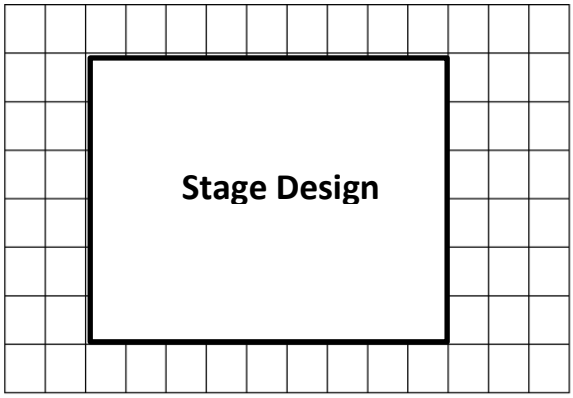
Area: _____ square units

Name: _____ Week 20 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Mrs. Howards's art class needs to create a stage design that covers exactly 60 square feet. Mrs. Howard marks the area for the mural as shown on the grid. Each ☐ represents 1 square foot. Did she mark the area correctly? Explain your answer.



2. Mrs. Blomgren draws a rectangular array. Zaymir skip-counts by threes and Gionni skip-counts by fives to find the total number of square units in the array. When they give their answers, Mrs. Blomgren says that they are both right. Use pictures, numbers, and words to explain how Zaymir and Gionni can both be right.

Zaymir	Gionni


Brighter Choice
Charter School for Boys
Day # 4

LEQ: How can I find the area of a rectangle without a grid?

Objective: I can use side lengths to find the area of a rectangle without a grid.

Vocabulary:

- Grid
- Side Lengths
- Factors
- Area
- Product

Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Multiplication: 0 - 6

a.	6 x 3	2 x 9	1 x 12	3 x 7			
b.	4 x 7	5 x 8	6 x 12	3 x 9	2 x 5	0 x 1	6 x 4
c.	2 x 12	6 x 7	3 x 5	4 x 3	3 x 11	6 x 10	5 x 9
d.	3 x 8	1 x 5	5 x 4	6 x 6	4 x 0	2 x 4	3 x 8
e.	3 x 12	5 x 7	2 x 6	6 x 11	4 x 4	0 x 7	2 x 7
f.	6 x 5				6 x 8	5 x 12	6 x 9
g.	4 x 9				5 x 0	4 x 8	2 x 6

Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Write a multiplication equation to find the area of the rectangle below.

7 inches

4 inches

_____ × _____ = _____

6 inches

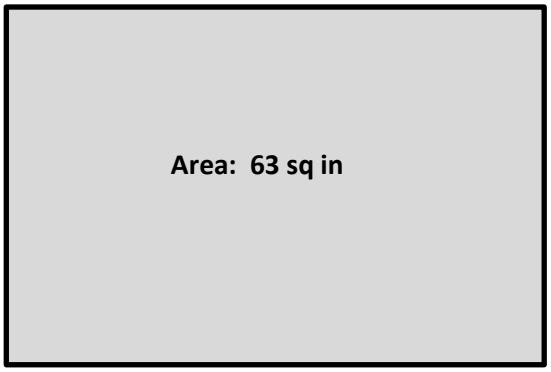
3 inches

_____ × _____ = _____

2. Write a multiplication equation and a division equation to find the unknown side length for the rectangle below.

_____ inches

7 inches

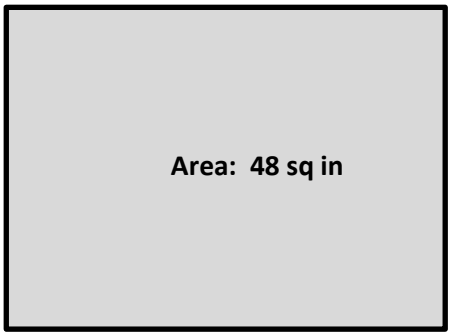


_____ × _____ = _____

_____ ÷ _____ = _____

_____ inches

6 inches



_____ × _____ = _____

_____ ÷ _____ = _____

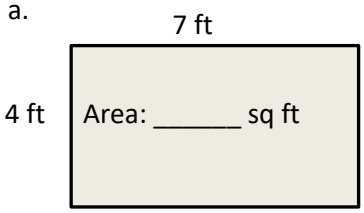
Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

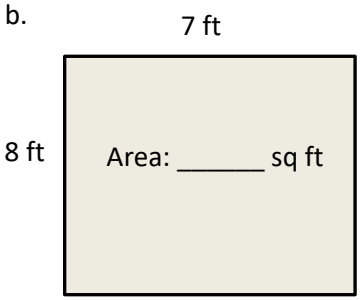
1. Write a multiplication equation to find the area of each rectangle.

a.



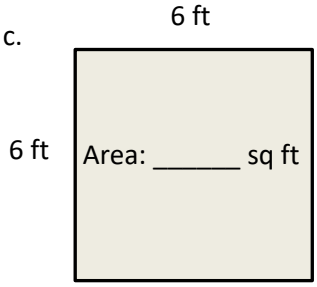
_____ × _____ = _____

b.



_____ × _____ = _____

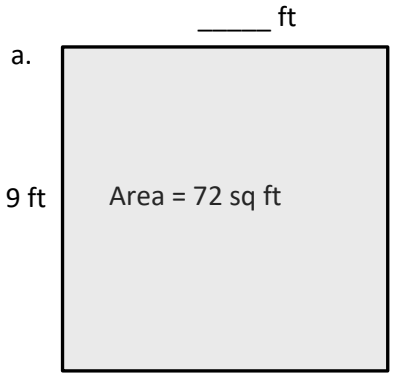
c.



_____ × _____ = _____

2. Write a multiplication equation and a division equation to find the unknown side length for each rectangle.

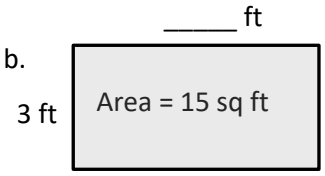
a.



_____ × _____ = _____

_____ ÷ _____ = _____

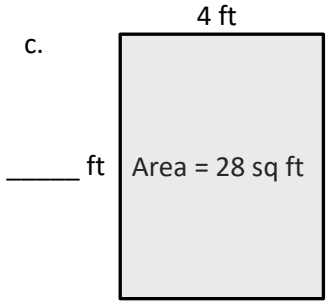
b.



_____ × _____ = _____

_____ ÷ _____ = _____

c.



_____ × _____ = _____

_____ ÷ _____ = _____

Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Ms. Sherman draws a rectangle that has side lengths of 9 centimeters and 6 centimeters. What is the area of the rectangle? Explain how you found your answer.

2. Ms. Young's bedroom measures 6 feet by 7 feet. Her brother's bedroom measures 5 feet by 8 feet. Ms. Young says their rooms have the same exact floor area. Is she right? Why or why not?

Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

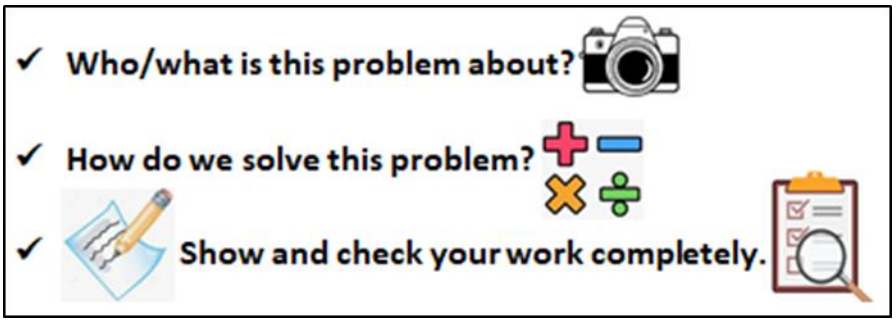
Problem Set (Your Turn):

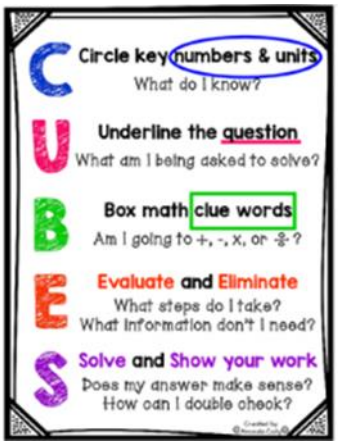
1. Ms. Neville draws a rectangle that has side lengths of 8 centimeters and 5 centimeters. What is the area of the rectangle? Explain how you found your answer.

2. Ms. Moise's bedroom measures 8 feet by 6 feet. Her brother's bedroom measures 7 feet by 7 feet. Ms. Moise says their rooms have the same exact floor area. Is she right? Why or why not?

Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Clifford draws a rectangle with a side length of 6 inches and an area of 24 square inches. What is the other side length? How do you know?

Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. Write a multiplication equation to find the area of the rectangle below.

_____ × _____ = _____

2. Write a multiplication equation and a division equation to find the unknown side length for the rectangle below.

_____ × _____ = _____

_____ ÷ _____ = _____

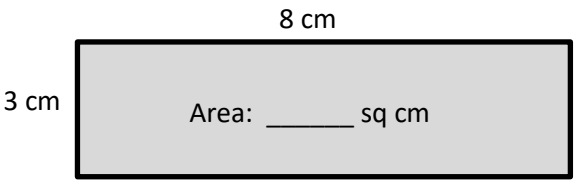
Name: _____ Week 20 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

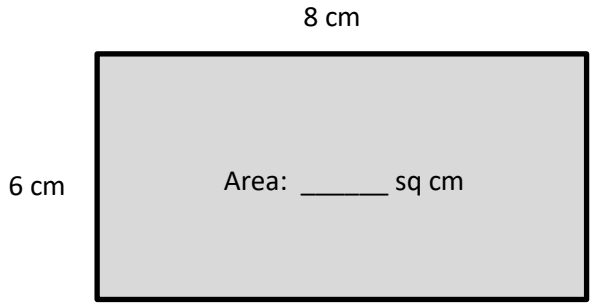
1. Write a multiplication equation to find the area of each rectangle.

a.



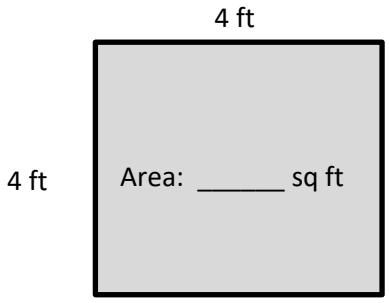
_____ × _____ = _____

b.



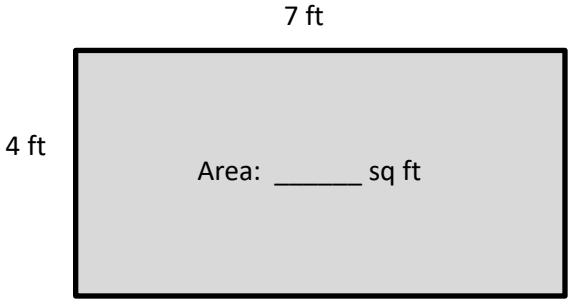
_____ × _____ = _____

c.



_____ × _____ = _____

d.



_____ × _____ = _____

2. Charles draws a rectangle with a side length of 9 inches and an area of 27 square inches. What is the other side length? How do you know?


Brighter Choice
Charter School for Boys
Day # 5

LEQ: How can I find the total area of a large rectangle?

Objective: I can use the distributive property to find the total area of a large rectangle

Vocabulary:

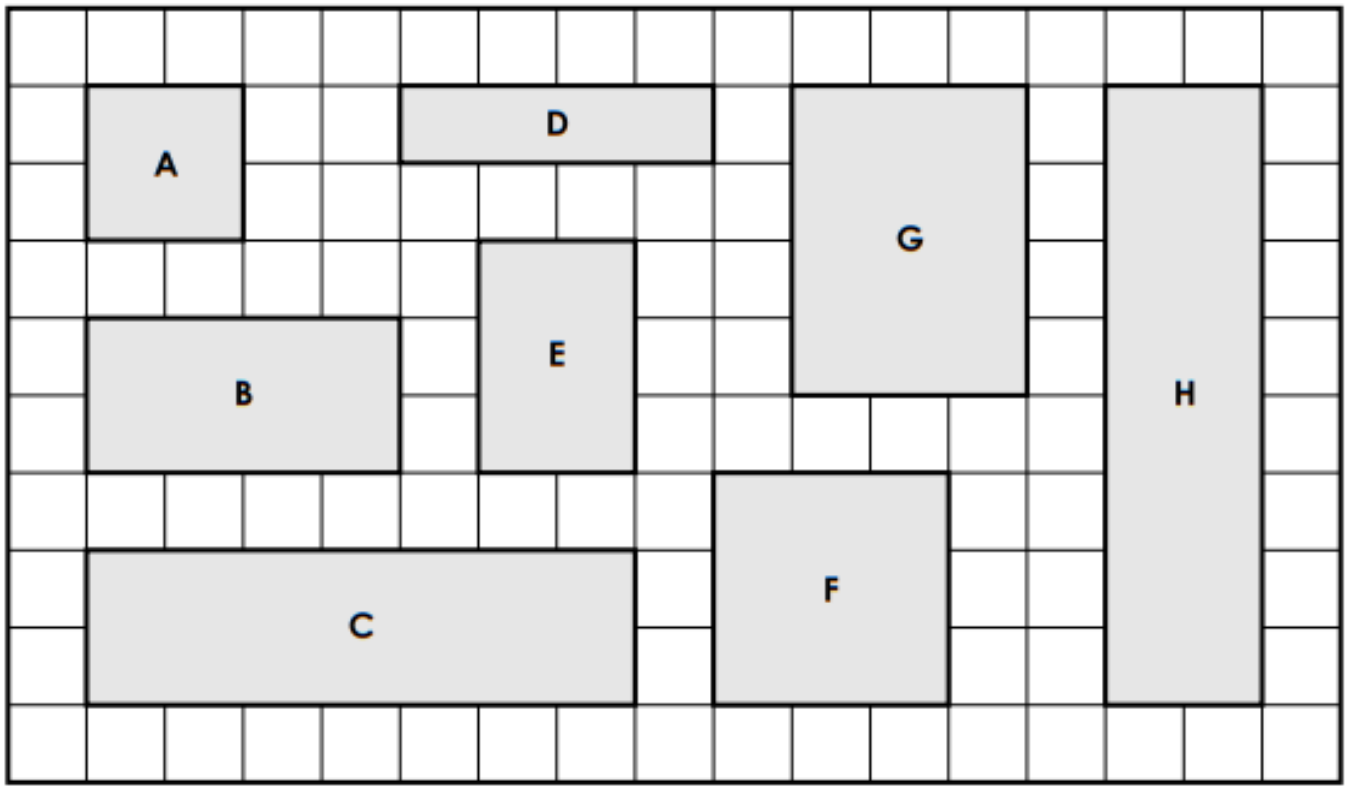
- Distributive Property
- Sum
- Product

Name: _____ Week 20 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Area of a Rectangle



Write the area of each rectangle listed below. Don't forget to write ***square units*** in your answer. Not all rectangles will be used.

G - _____ A - _____ H - _____

B - _____ F - _____ E - _____

Which rectangle has the largest area? _____

Which two rectangles have the same area? _____ and _____

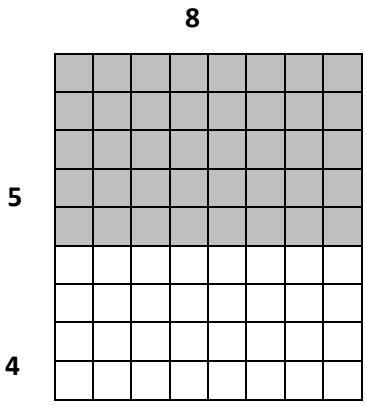
Name: _____ Week 20 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Label the side lengths of the shaded and unshaded rectangles. Then, find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

a.



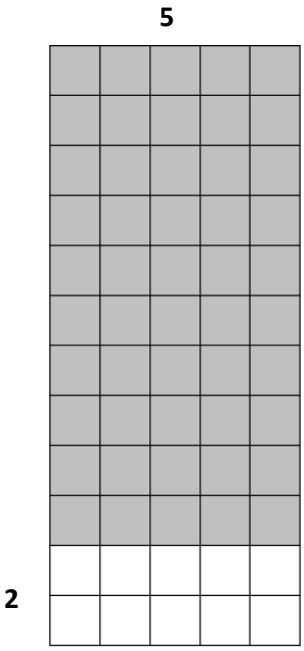
$9 \times 8 = (5 \times 8) + (4 \times 8)$

$= \_\_\_\_\_ + \_\_\_\_\_$

$= \_\_\_\_\_$

Area: _____ square units

b.



$12 \times 5 = (\_\_\_\_\_ \times 5) + (\_\_\_\_ \times 5)$

$= \_\_\_\_\_ + \_\_\_\_\_$

$= \_\_\_\_\_$

Area: _____ square units

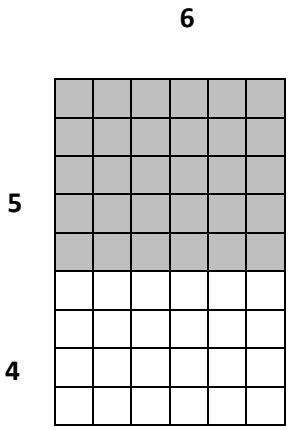
Name: _____ Week 20 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1. Label the side lengths of the shaded and unshaded rectangles. Then, find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

a.



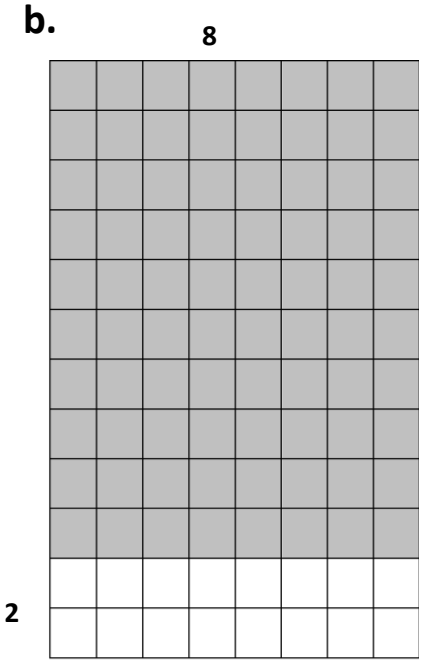
$9 \times 6 = (5 \times 6) + (4 \times 6)$

$= \_\_\_\_\_ + \_\_\_\_\_$

$= \_\_\_\_\_$

Area: _____ square units

b.



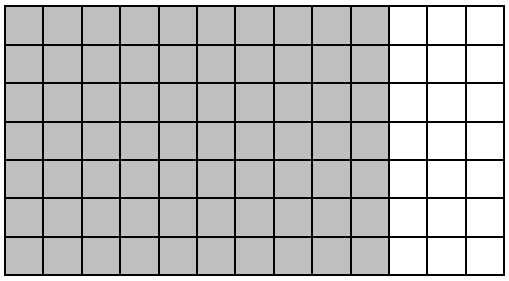
$12 \times 8 = (\_\_\_\_\_ \times 8) + (\_\_\_\_ \times 8)$

$= \_\_\_\_\_ + \_\_\_\_\_$

$= \_\_\_\_\_$

Area: _____ square units

c.



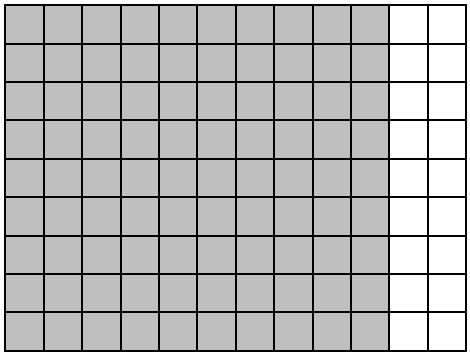
$7 \times 13 = (7 \times \_\_\_\_\_) + (7 \times 3)$

$= \_\_\_\_\_ + \_\_\_\_\_$

$= \_\_\_\_\_$

Area: _____ square units

d.



$9 \times 12 = (9 \times \_\_\_\_\_) + (9 \times \_\_\_\_\_)$

$= \_\_\_\_\_ + \_\_\_\_\_$

$= \_\_\_\_\_$

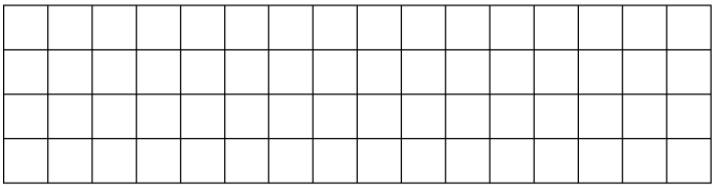
Area: _____ square units

Name: _____ Week 20 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

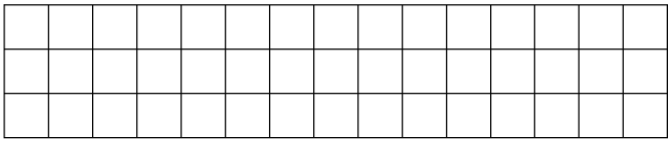
2. Shade an area to break the 16 × 4 rectangle into 2 smaller rectangles. Then, find the sum of the areas of the 2 smaller rectangles to find the total area. Explain your thinking.



‘

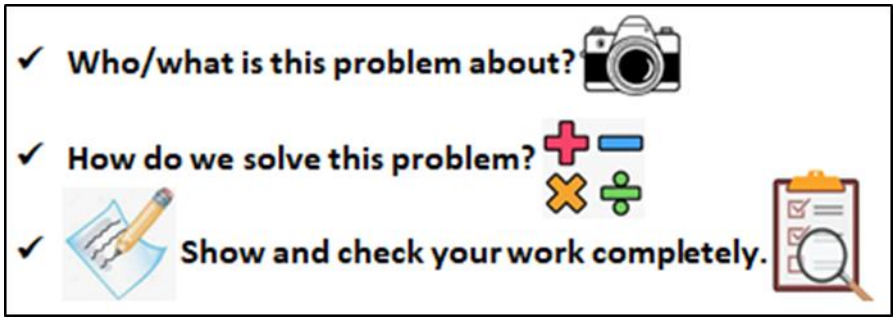
Problem Set (Your Turn):

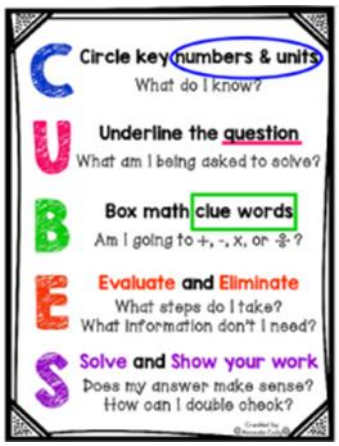
2. Shade an area to break the 15 × 3 rectangle into 2 smaller rectangles. Then, find the sum of the areas of the 2 smaller rectangles to find the total area. Explain your thinking.



Name: _____ Week 20 Day 5 Date: _____

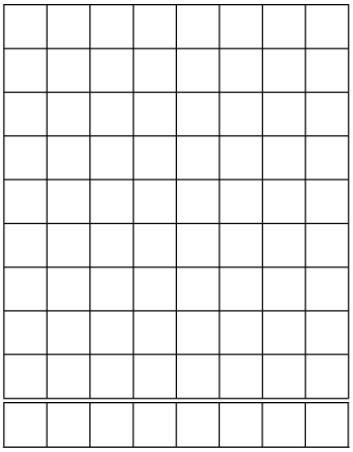
BCCS-B Harvard Yale Princeton





Application:

Vince imagines 1 more row of eight to find the total area of a 9 × 8 rectangle. Explain how this could help him solve 9 × 8.



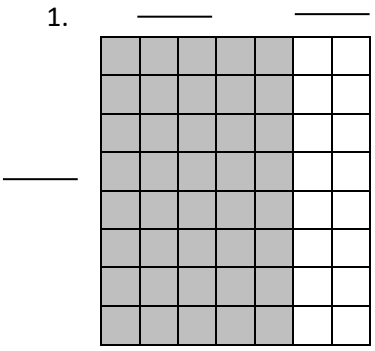
Name: _____ Week 20 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

Label the side lengths of the shaded and unshaded rectangles. Then, find the total area of the large rectangle by adding the areas of the 2 smaller rectangles.

1.



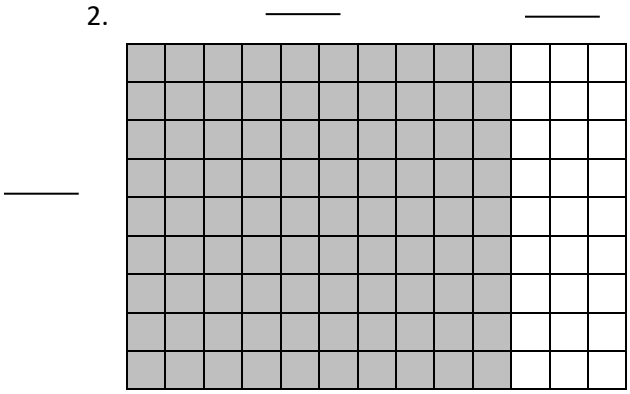
8 × 7 = (8 ×_____) + (8 ×_____)

= _____ + _____

= _____

Area: _____ square units

2.



9 × 13 = (9 × _____) + (9 ×_____)

= _____ + _____

= _____

Area: _____ square units

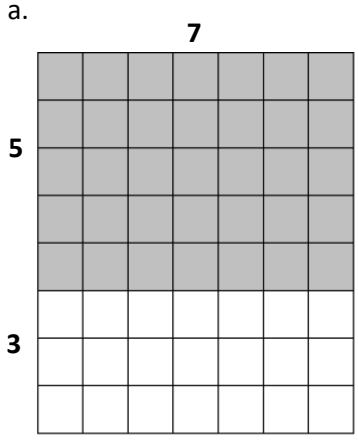
Name: _____ Week 20 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Label the side lengths of the shaded and unshaded rectangles when needed. Then, find the total area of the large rectangle by adding the areas of the two smaller rectangles.

a.



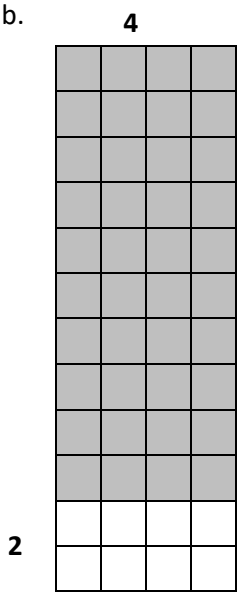
8 × 7 = (5 × 7) + (3 × 7)

= _____ + _____

= _____

Area: _____ square units

b.



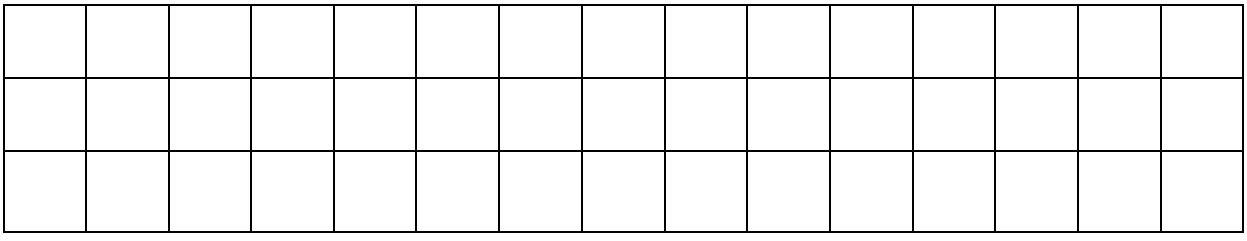
12 × 4 = (_____ × 4) + (2 × 4)

= _____ + 8

= _____

Area: _____ square units

2. Break the 15 × 3 rectangle into 2 rectangles by shading one smaller rectangle within it. Then, find the sum of the areas of the 2 smaller rectangles and show how it relates to the total area. Explain your thinking.



Name _____

3rd Grade Math Remote Learning Packet

Week 21

Dear Educator,

My signature is proof that I have reviewed my scholar's work and supported him to the best of my ability to complete all assignments.

_____ _____

(Parent Signature) (Date)

Parents please note that all academic packets are also available on our website at www.brighterchoice.org under the heading "Remote Learning." All academic packet assignments are mandatory and must be completed by all scholars.


Brighter Choice
Charter School for Boys
Day # 1

LEQ: How can I solve word problems involving area?

Objective: I can draw and label a rectangle to solve word problems involving area.

Vocabulary:

- CUBES
- Product
- Area
- Unknown

Name: _____ Week 21 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Finding Area

Find the area (in cm) of the rectangles shown.

1) 8 × 2

2) 8 × 9

3) 5 × 6

4) 4 × 8

5) 9 × 2

6) 7 × 7

7) 5 × 7

8) 2 × 9

9) 6 × 2

10) 5 × 4

11) 8 × 5

12) 7 × 2

13) 6 × 3

14) 6 × 3

15) 4 × 4

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

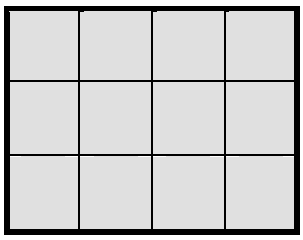
Name: _____ Week 21 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Each side on a sticky note measures 9 centimeters. What is the area of the sticky note?

2. Shahidullah tiles the rectangle below using his square pattern blocks.



a. Find the area of his rectangle in square units. Then, draw and label a different rectangle with whole number side lengths that has the same area.

b. Can you draw another rectangle with different whole number side lengths and have the same area? Explain how you know.

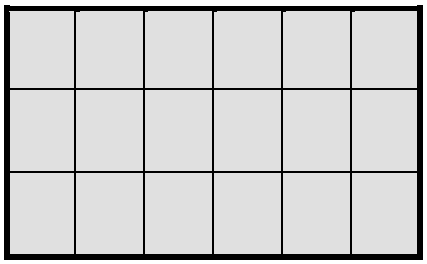
Name: _____ Week 21 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1. Each side on a sticky note measures 16 centimeters. What is the area of the sticky note?

2. Asante tiles the rectangle below using his square pattern blocks.



a. Find the area of his rectangle in square units. Then, draw and label a different rectangle with whole number side lengths that has the same area.

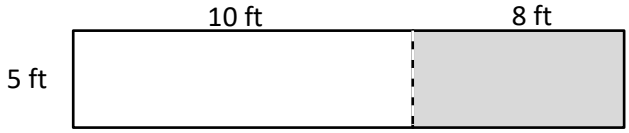
c. Can you draw another rectangle with different whole number side lengths and have the same area? Explain how you know.

Name: _____ Week 21 Day 1 Date: _____

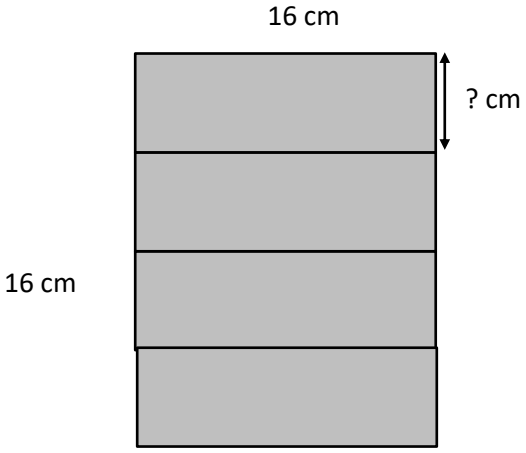
BCCS-B Harvard Yale Princeton

Input (My Turn):

3. An artist paints a 5 foot × 18 foot mural on a wall. What is the total area of the mural? Use the break apart and distribute strategy.



4. Jeremiah glues 4 identical pieces of paper as shown below and makes a square. Find the unknown side length of 1 piece of paper. Then, find the total area of 2 pieces of paper.

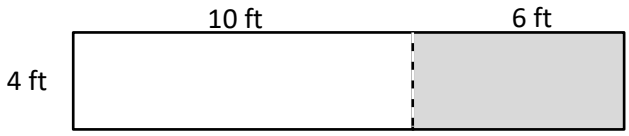


Name: _____ Week 21 Day 1 Date: _____

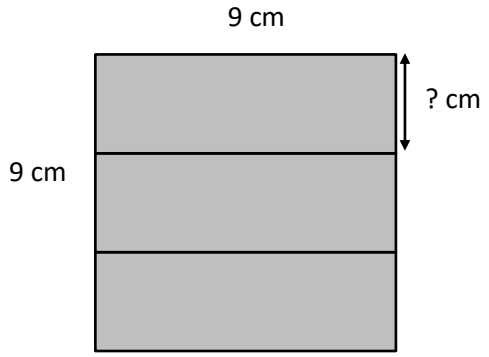
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

3. An artist paints a 4 foot × 16 foot mural on a wall. What is the total area of the mural? Use the break apart and distribute strategy.

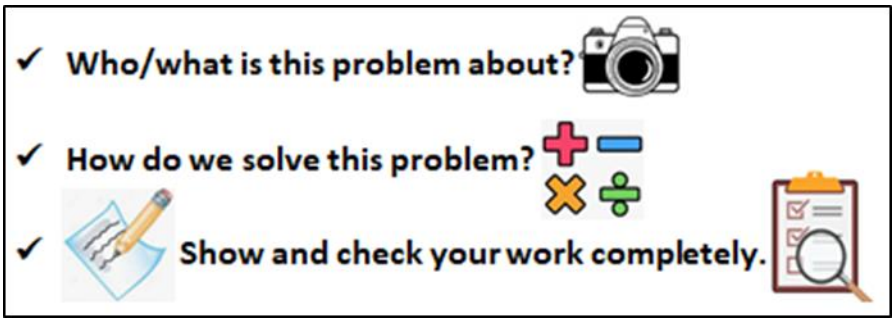


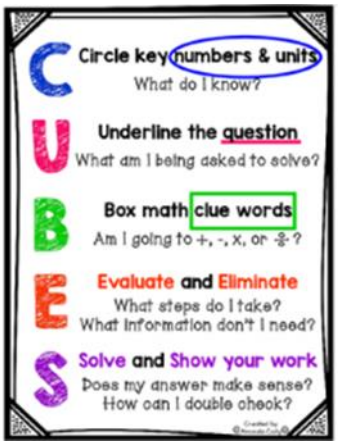
4. Susan glues 3 identical pieces of paper as shown below and makes a square. Find the unknown side length of 1 piece of paper. Then, find the total area of 2 pieces of paper.



Name: _____ Week 21 Day 1 Date: _____

BCCS-B Harvard Yale Princeton





Application:

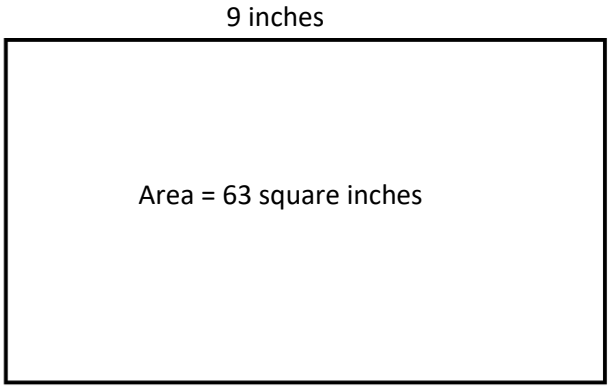
A rectangular garden has a total area of 48 square yards. Draw and label two possible rectangular gardens with different side lengths that have the same area.

Name: _____ Week 21 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

1. A painting has an area of 63 square inches. One side length is 9 inches. What is the other side length?



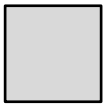
2. Judy's mini dollhouse has one floor and measures 4 inches by 16 inches. What is the total area of the dollhouse floor?

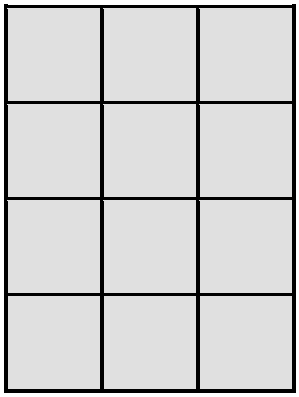
Name: _____ Week 21 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. A square calendar has sides that are 6 inches long. What is the calendar's area?

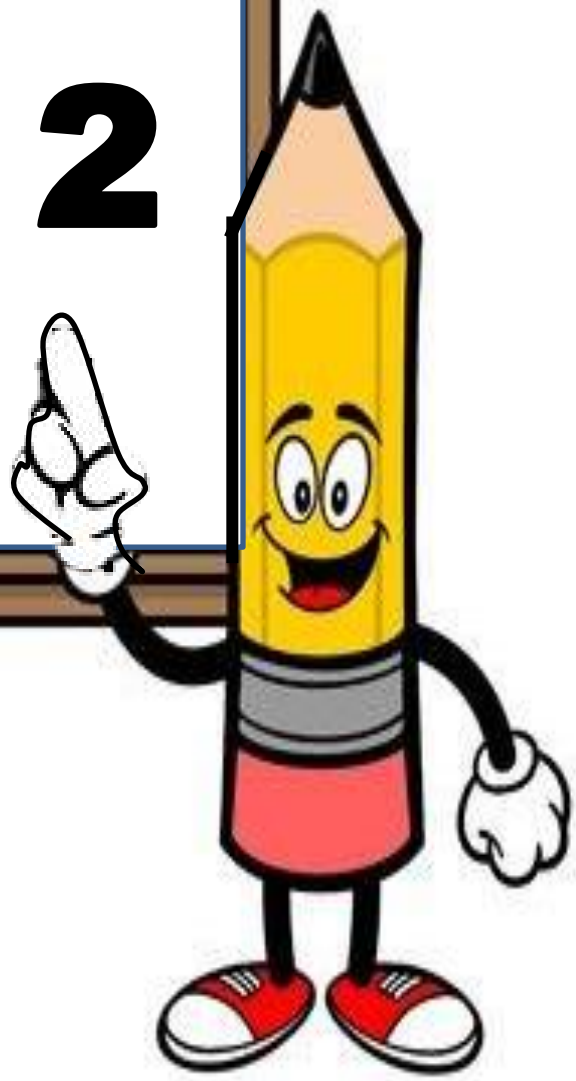
2. Each  is 1 square unit. Sienna uses the same square units to draw a 6 × 2 rectangle and says that it has the same area as the rectangle below. Is she correct? Explain why or why not.



3. The surface of an office desk has an area of 15 square feet. Its length is 5 feet. How wide is the office desk?

Brighter Choice
Charter School for Boys

Day # 2



LEQ: How can I find the area of a composite rectangle without a grid?

Objective: I can find the areas of composite figures by creating two different rectangles through decomposition or completing the rectangle and multiplying LxW.

Vocabulary:

- Composite
- Decompose
- Grid
- Area
- Sum
- Length and Width

Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Addition With Regrouping

Add.

1.

	hundreds	tens	ones
	5	2	3
+	1	2	8

2.

	hundreds	tens	ones
	4	6	5
+	1	9	2

3.

	hundreds	tens	ones
	2	8	9
+	2	0	4

4.

	hundreds	tens	ones
	3	4	3
+	1	7	4

5.

	hundreds	tens	ones
	6	1	7
+	2	8	9

6.

	hundreds	tens	ones
	5	9	2
+	3	2	9

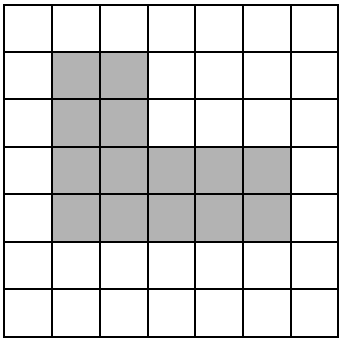
Name: _____ Week 21 Day 2 Date: _____

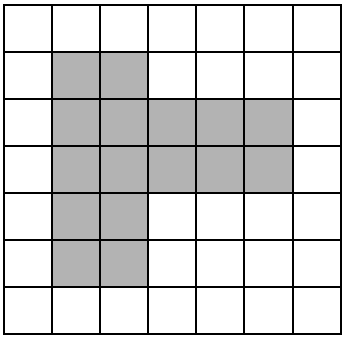
BCCS-B Harvard Yale Princeton

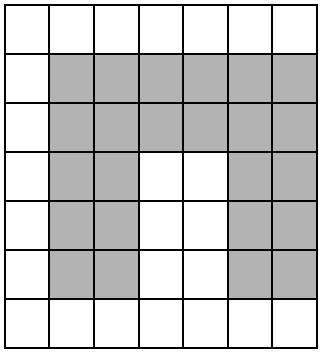
Input (My Turn):

A shape made up of 2 or more rectangles is an irregular or _____ shape. To find the area of a composite shape, we can _____to make separate rectangles and add to find the area of the figure. We can also complete a larger rectangle and subtract the unshaded area.

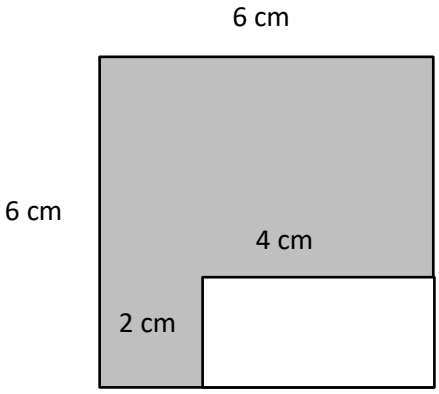
Break Apart and Distribute:

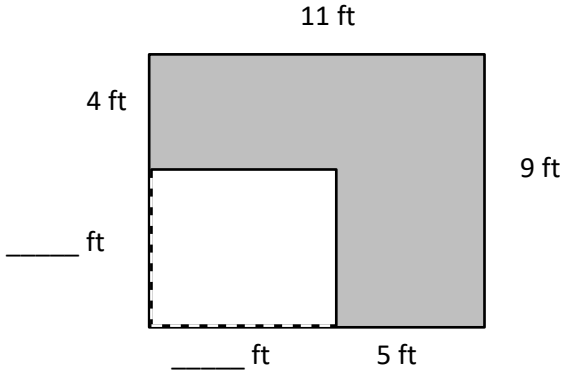






Completing the Rectangle:





Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. Each of the following figures is made up of 2 rectangles. Find the total area of each figure.

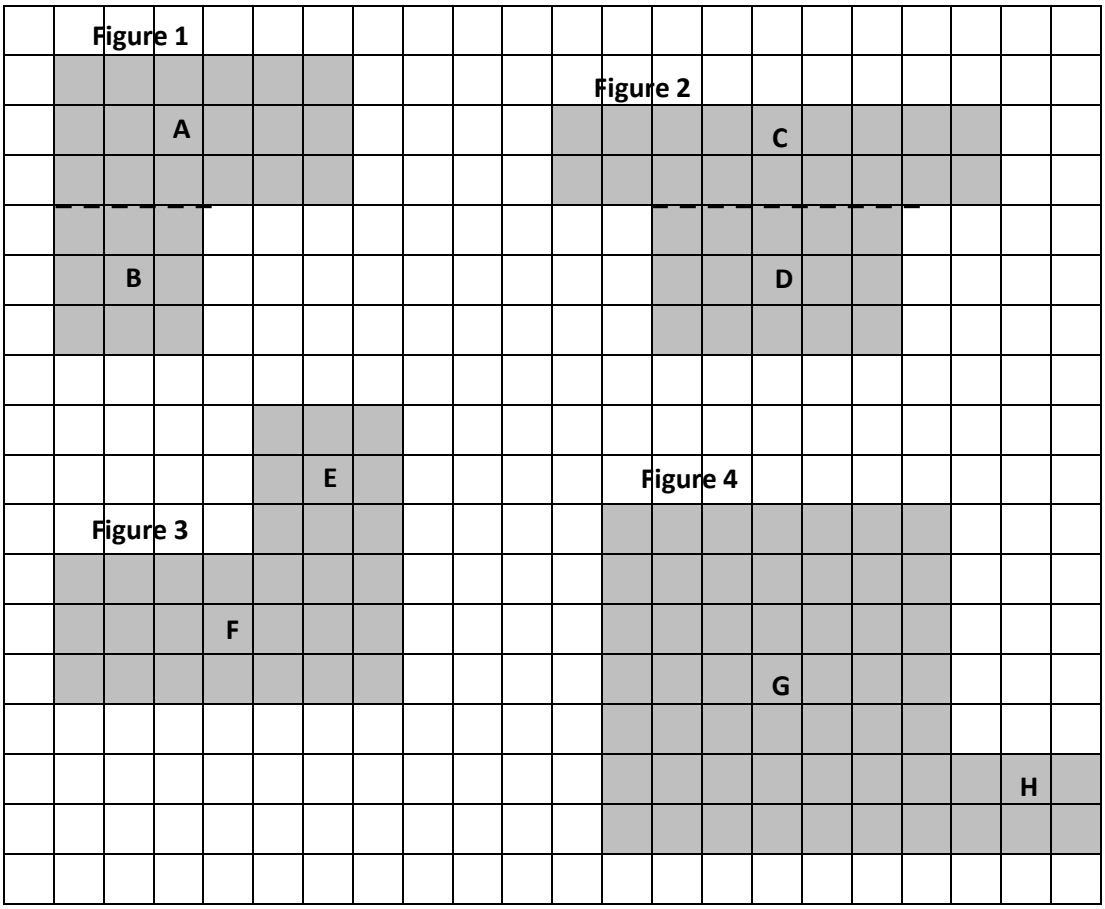


Figure 1: Area of A + Area of B: _____ sq units + _____ sq units = _____ sq units

Figure 2: Area of C + Area of D: _____ sq units + _____ sq units = _____ sq units

Figure 3: Area of E + Area of F: _____ sq units + _____ sq units = _____ sq units

Figure 4: Area of G + Area of H: _____ sq units + _____ sq units = _____sq units

Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1. Each of the following figures is made up of 2 rectangles. Find the total area of each figure.

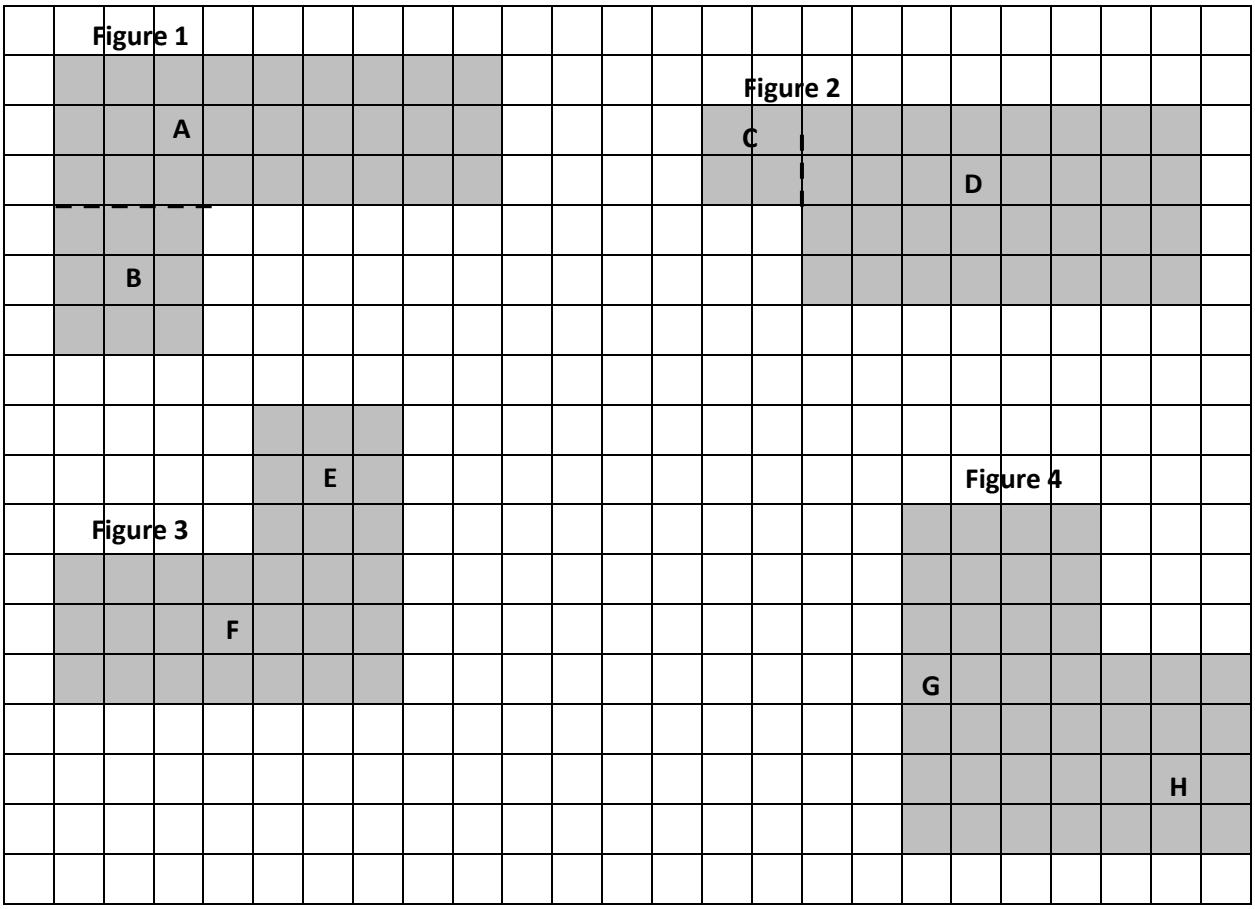


Figure 1: Area of A + Area of B: _____ sq units + _____ sq units = _____ sq units

Figure 2: Area of C + Area of D: _____ sq units + _____ sq units = _____ sq units

Figure 3: Area of E + Area of F: _____ sq units + _____ sq units = _____ sq units

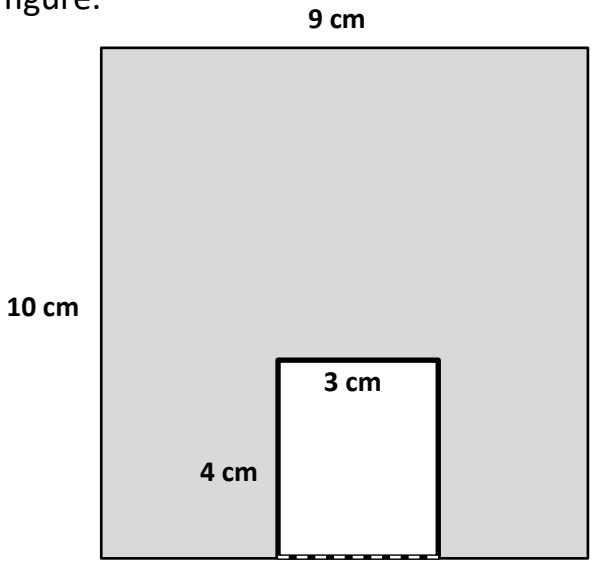
Figure 4: Area of G + Area of H: _____ sq units + _____ sq units = _____sq units

Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

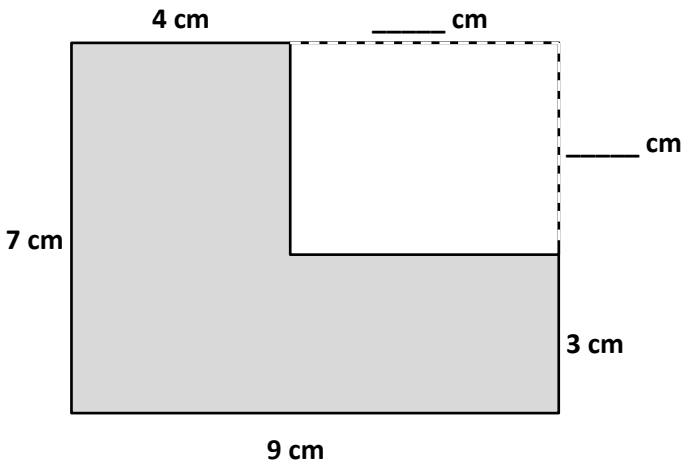
2. The figure shows a small rectangle cut out of a bigger rectangle. Find the area of the shaded figure.



Area of the shaded figure: _____ – _____ = _____

Area of the shaded figure: _____ square centimeters

3. The figure shows a small rectangle cut out of a big rectangle.



a. Label the unknown measurements.

b. Area of the big rectangle:

_____ cm × _____ cm = _____ sq cm

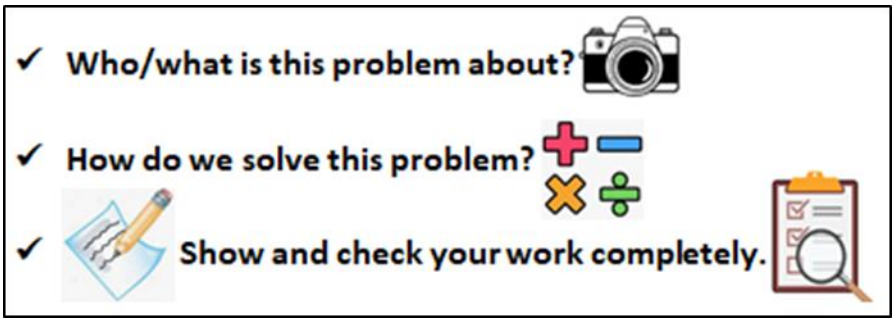
c. Area of the small rectangle:

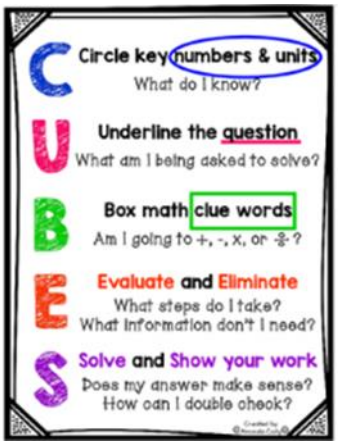
_____ cm × _____ cm = _____ sq cm

d. Find the area of the shaded figure.

Name: _____ Week 21 Day 2 Date: _____

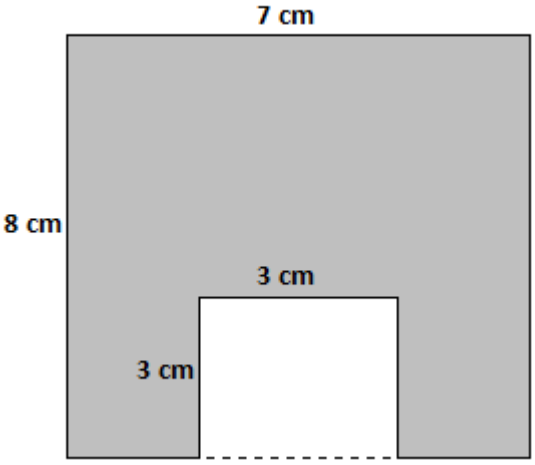
BCCS-B Harvard Yale Princeton





Application:

Alex says the area of the figure below is 56 square centimeters. Becky says it's 47 square centimeters. Who do you agree with? Show your thinking.

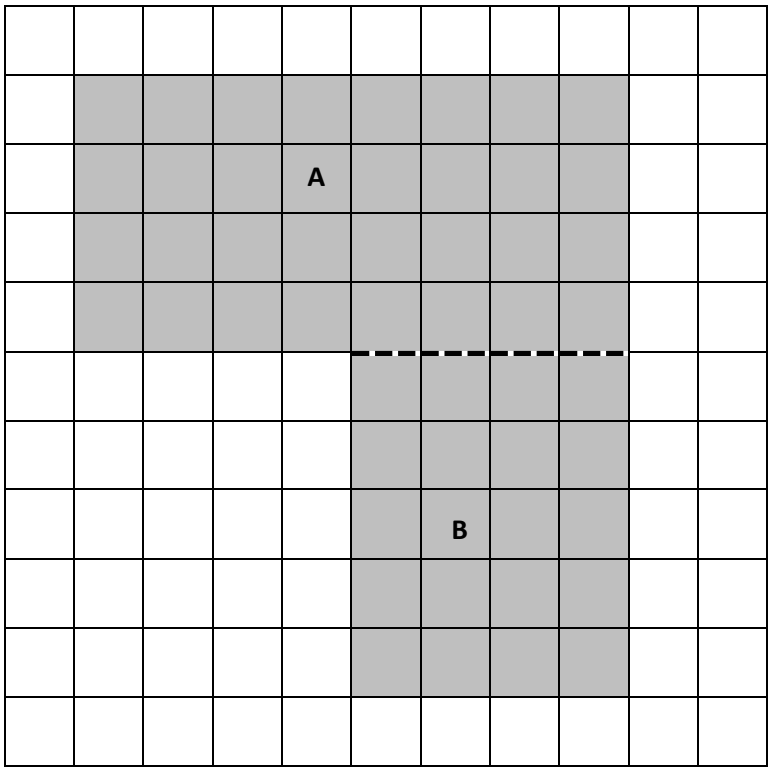


Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

The following figure is made up of 2 rectangles. Find the total area of the figure.



Area of A + Area of B: _____ sq units + _____ sq units = _____ sq units

Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Each of the following figures is made up of 2 rectangles. Find the total area of each figure.

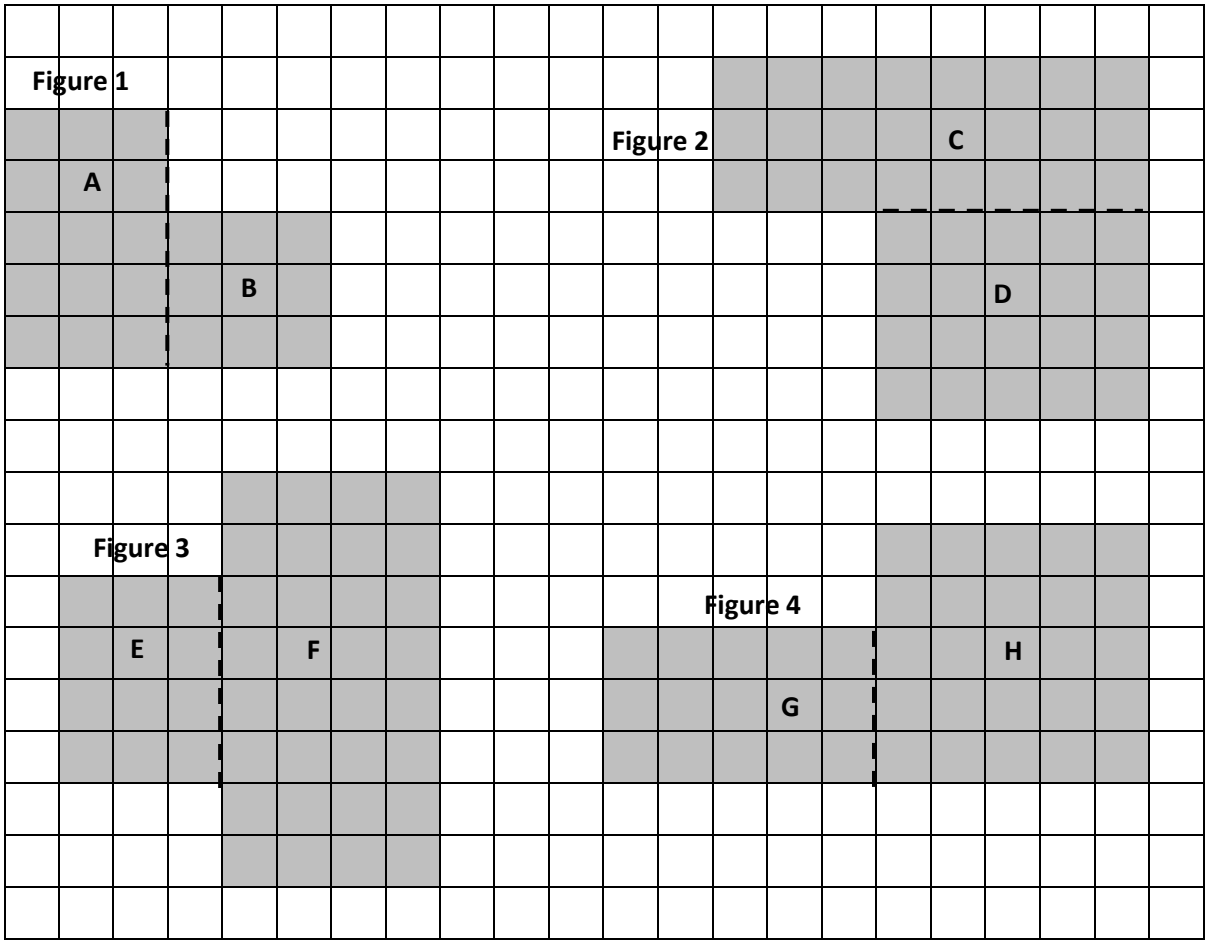


Figure 1: Area of A + Area of B: _____ sq units + _____ sq units = _____ sq units

Figure 2: Area of C + Area of D: _____ sq units + _____ sq units = _____ sq units

Figure 3: Area of E + Area of F: _____ sq units + _____ sq units = _____ sq units

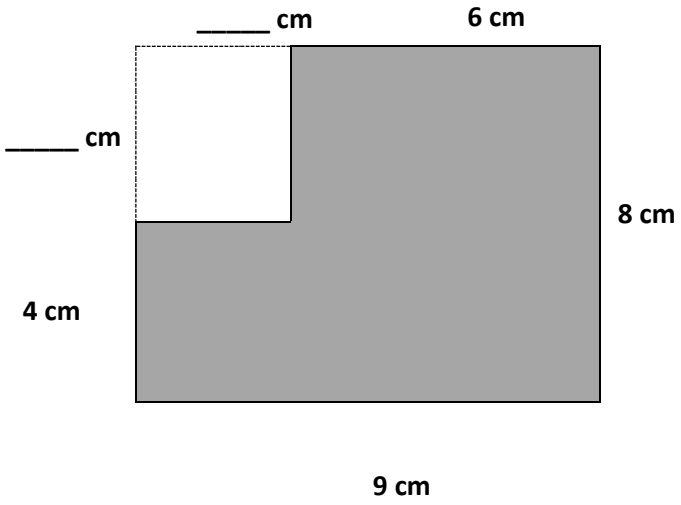
Figure 4: Area of G + Area of H: _____ sq units + _____ sq units = _____ sq units

Name: _____ Week 21 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

2. The figure shows a small rectangle cut out of a big rectangle.



a. Label the unknown measurements.

b. Area of the big rectangle:

_____ cm × _____ cm = _____ sq cm

c. Area of the small rectangle:

_____ cm × _____ cm = _____ sq cm

d. Find the area of the shaded figure.


Brighter Choice
Charter School for Boys
Day # 3

LEQ: How can I find the area of a composite rectangle without a grid?

Objective: I can find the areas of composite figures by creating two different rectangles through decomposition or completing the rectangle and multiplying LxW.

Vocabulary:

- Composite
- Sum
- Products
- Decompose

Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Calculate each product.

6 × 9	9 × 11	4 × 9	9 × 9	9 × 7	9 × 1	9 × 8	5 × 9	10 × 9	12 × 9
3 × 9	9 × 2	9 × 12	9 × 6	10 × 9	9 × 11	4 × 9	9 × 2	9 × 5	9 × 3
9 × 7	8 × 9	1 × 9	9 × 9	9 × 6	9 × 7	12 × 9	3 × 9	11 × 9	9 × 5
10 × 9	4 × 9	9 × 8	9 × 1	9 × 9	9 × 2	5 × 9	9 × 7	10 × 9	4 × 9
9 × 9	9 × 3	6 × 9	9 × 12	9 × 1	8 × 9	2 × 9	9 × 11	11 × 9	3 × 9
9 × 9	9 × 12	4 × 9	5 × 9	6 × 9	7 × 9	8 × 9	9 × 1	10 × 9	9 × 2
9 × 2	12 × 9	8 × 9	9 × 1	9 × 11	9 × 9	3 × 9	10 × 9	5 × 9	9 × 6
9 × 4	9 × 7	9 × 9	10 × 9	9 × 1	4 × 9	9 × 3	7 × 9	9 × 6	11 × 9
8 × 9	2 × 9	9 × 12	5 × 9	9 × 1	9 × 2	9 × 10	12 × 9	9 × 9	9 × 11
9 × 7	5 × 9	4 × 9	9 × 3	8 × 9	6 × 9	3 × 9	4 × 9	1 × 9	2 × 9

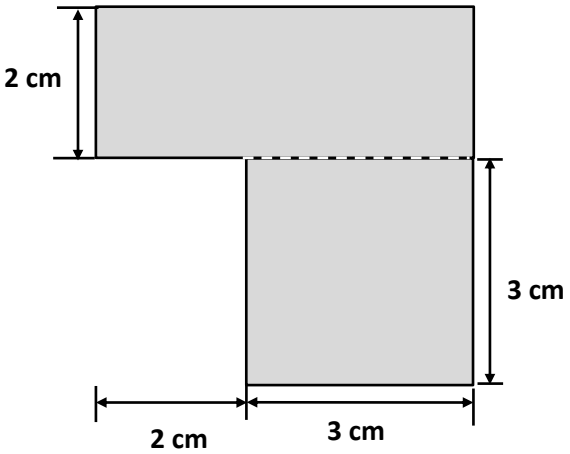
Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

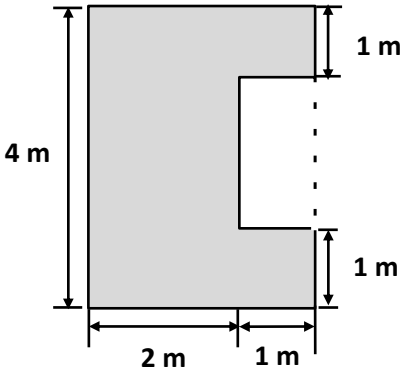
Input (My Turn):

1. Find the area of each of the following figures. All figures are made up of rectangles.

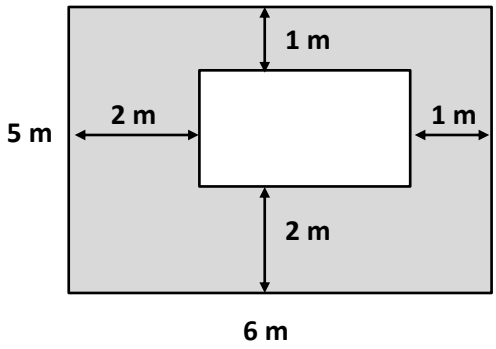
a.



b.



2. The figure below shows a small rectangle in a big rectangle. Find the area of the shaded part of the figure.



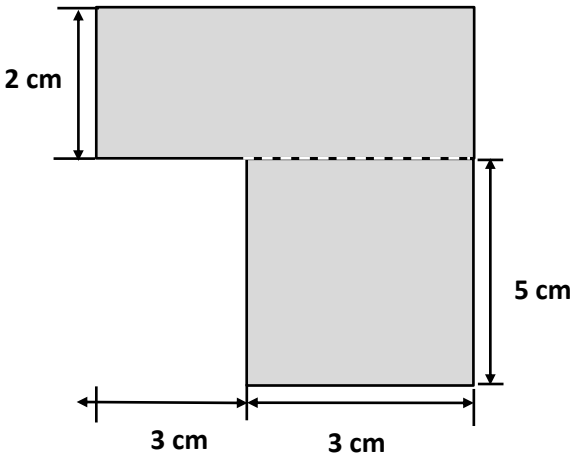
Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

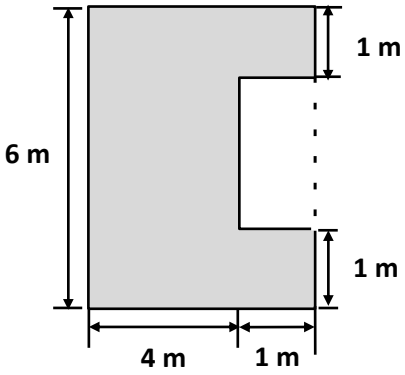
Problem Set (Your Turn):

1. Find the area of each of the following figures. All figures are made up of rectangles.

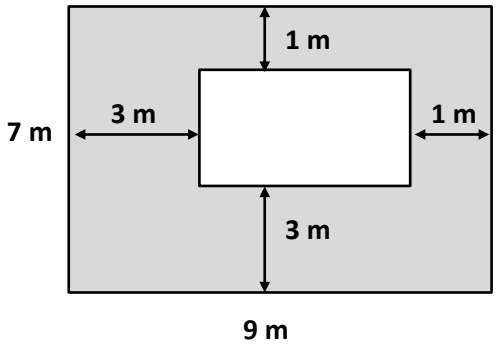
a.



b.



2. The figure below shows a small rectangle in a big rectangle. Find the area of the shaded part of the figure.



Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

3. Manny draws a 9 cm by 6 cm rectangle on his grid paper. He shades a square with a side length of 4 cm inside his rectangle. What area of the rectangle is left unshaded?

4. A paper rectangle has a length of 6 inches and a width of 8 inches. A square with a side length of 3 inches was cut out of it. What is the area of the remaining paper?

Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

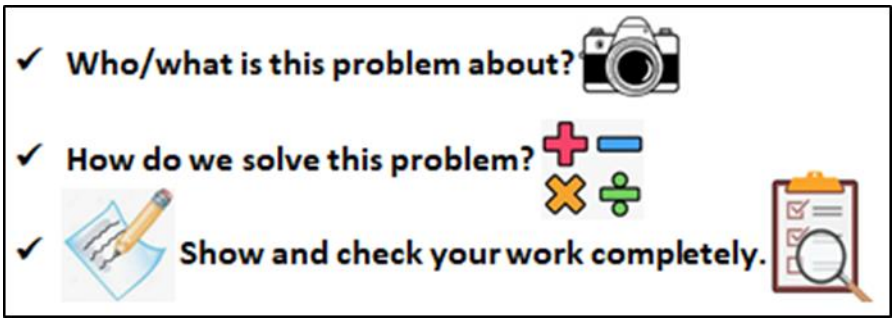
Problem Set (Your Turn):

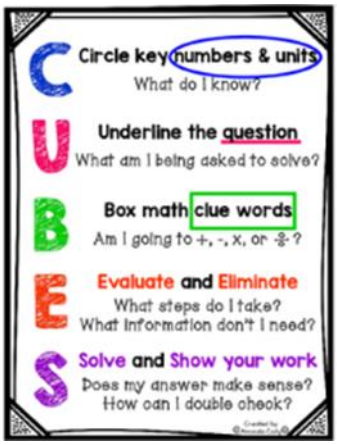
3. Manny draws an 8 cm by 4 cm rectangle on his grid paper. He shades a square with a side length of 3 cm inside his rectangle. What area of the rectangle is left unshaded?

4. A paper rectangle has a length of 5 inches and a width of 9 inches. A square with a side length of 4 inches was cut out of it. What is the area of the remaining paper?

Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton





Application:

Tim and Evan both have paper rectangles measuring 6 cm by 9 cm. Tim cuts a 3 cm by 4 cm rectangle out of his, and Evan cuts a 2 cm by 6 cm rectangle out of his. Tim says he has more paper left over. Evan says they have the same amount. Who is correct? Show your work below.

Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

Mary draws an 8 cm by 6 cm rectangle on her grid paper. She shades a square with a side length of 4 cm inside her rectangle. What area of the rectangle is left unshaded?

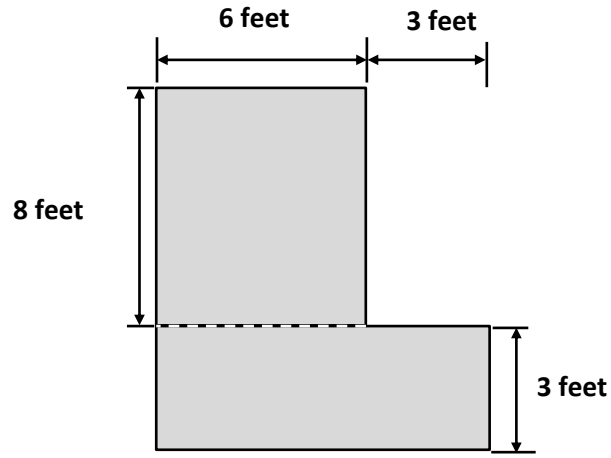
Name: _____ Week 21 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

1. Find the area of each of the following figures. All figures are made up of rectangles.

a.



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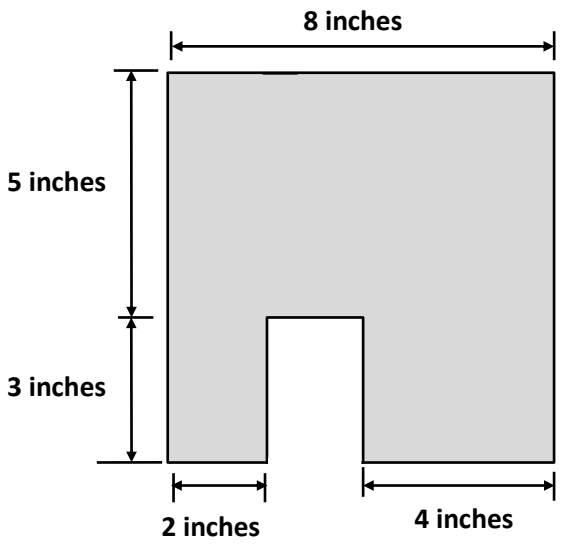
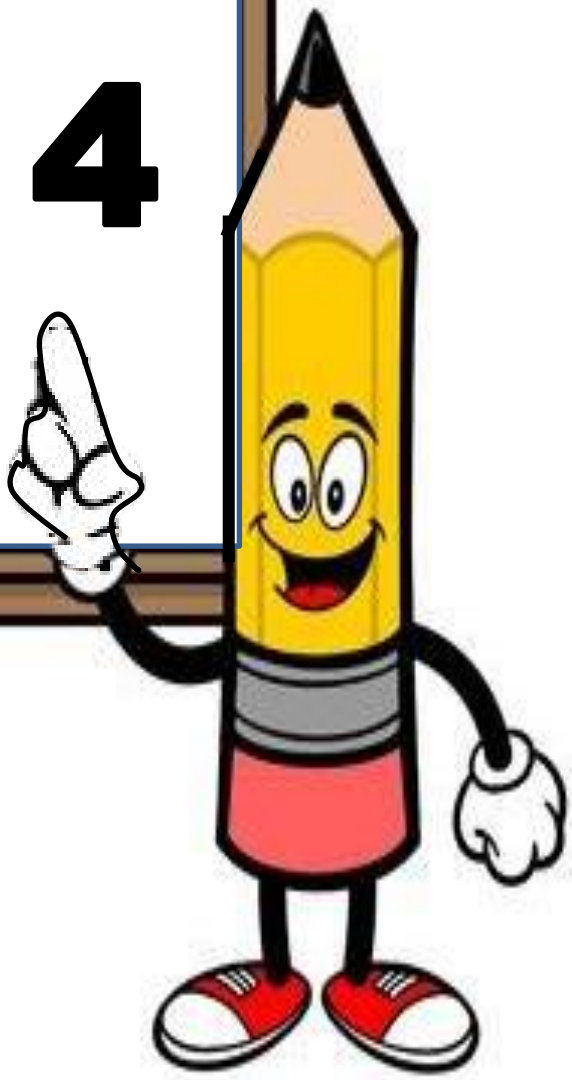
b.



Brighter Choice
Charter School for Boys

Day # 4



LEQ: How can I label and partition a whole into equal parts?

Objective: I can draw lines to make equal parts and count the number of parts to label its fractional unit.

Vocabulary:

- Partition
- Whole
- Fraction
- Fractional Unit

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

Rabbits on Vacation

Subtract to find the differences. Then match the letters to the blanks below to solve the riddle.

E 465 − 239	N 239 − 84	I 888 − 295		
E 619 − 461	A 212 − 190			
N 770 − 56	H 532 − 341			
P 548 − 98	A 534 − 519	L 300 − 190	A 912 − 672	R 467 − 58

How do rabbits travel?

____	____		____					
593	155		15					
____	____	____	____	____	____	____	____	____
191	240	409	226	450	110	22	714	158

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

A _____ is a part of a whole amount. We use fractions to represent a section of an entire shape. A fractional _____is the amount of equal parts a shape is divided or _____into. For example, the fractional unit for 2 equal parts is halves.

Partition each rectangle to show the fractional unit.

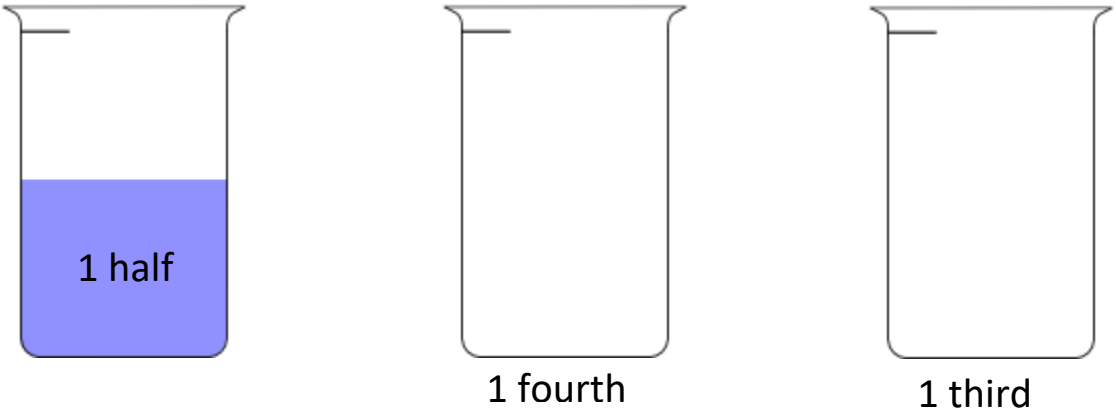
Fractional Unit	Rectangle
Halves	
Thirds	
Fourths	
Fifths	
Sixths	

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

1. A beaker is considered full when the liquid reaches the fill line shown near the top. Estimate the amount of water in the beaker by shading the drawing as indicated. The first one is done for you.



2. Juanita cut her string cheese into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of the string cheese represented by the shaded part.

_____

_____

_____

Name: _____ Week 21 Day 4 Date: _____

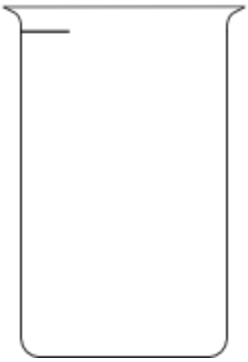
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

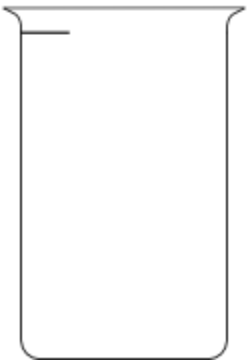
1. A beaker is considered full when the liquid reaches the fill line shown near the top.

Estimate the amount of water in the beaker by shading the drawing as indicated.

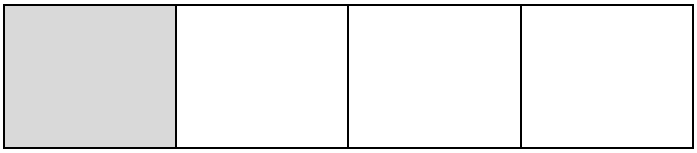
1 sixth



1 fifth



2. Jacob cut his string cheese into equal pieces as shown in the rectangles below. In the blanks below, name the fraction of the string cheese represented by the shaded part.



_____

_____

_____

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

In the space below, draw a small rectangle. Estimate to split it into 2 equal parts. How many lines did you draw to make 2 equal parts? What is the name of each fractional unit?

I drew ____ lines to make 2 equal parts.

Fraction Unit: _____

Draw another small rectangle. Estimate to split it into 3 equal parts. How many lines did you draw to make 3 equal parts? What is the name of each fractional unit?

I drew ____ lines to make 3 equal parts.

Fraction Unit: _____

3. Mrs. Mclean has a strip of wood 12 inches long. She cuts it into pieces that are each 6 inches in length. What fraction of the wood is one piece? Draw a picture to show the piece of wood and how Mrs. Mclean cut it.

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

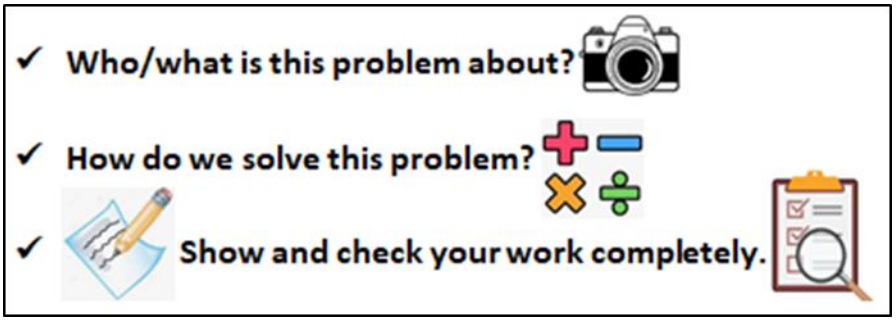
Problem Set (Your Turn):

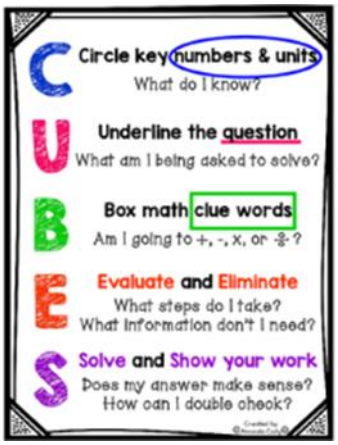
3. Mrs. Cosgrave has a strip of wood 14 inches long. She cuts it into pieces that are each 7 inches in length. What fraction of the wood is one piece? Draw a picture to show the piece of wood and how Mrs. Cosgrave cut it.

4. Messiah has a strip of paper 12 inches long. He cuts it into pieces that are each 4 inches in length. What fraction of the strip is one piece? Draw a picture to show the piece of paper and how Messiah cut it.

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton





Application:

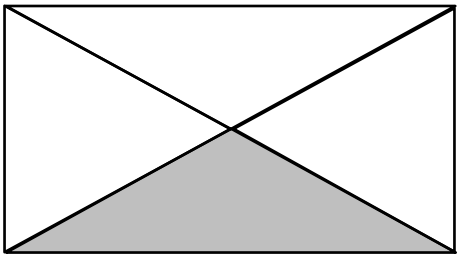
Ms. Sherman has a strip of wood 12 inches long and makes fractional units of thirds. How long is one third?

Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

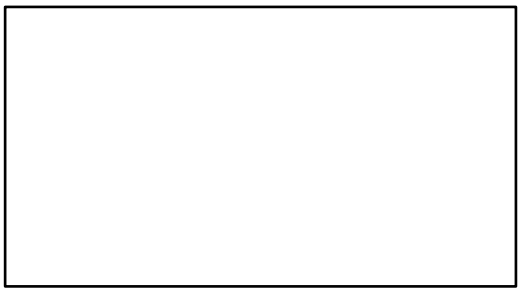
Exit Ticket:

1. Name the fraction that is shaded.



_____

2. Estimate to partition the rectangle into thirds.

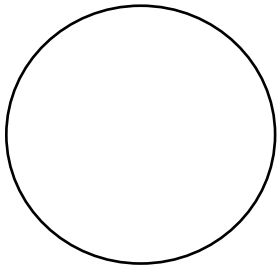


3. A plumber has 12 feet of pipe. He cuts it into pieces that are each 3 feet in length. What fraction of the pipe would one piece represent?

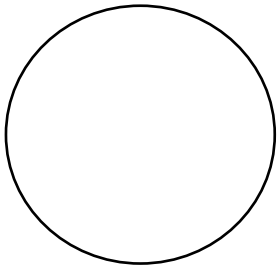
Name: _____ Week 21 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

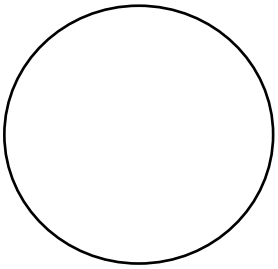
1. Each circle represents 1 whole pie. Estimate to show how you would cut the pie into fractional units as indicated below.



halves

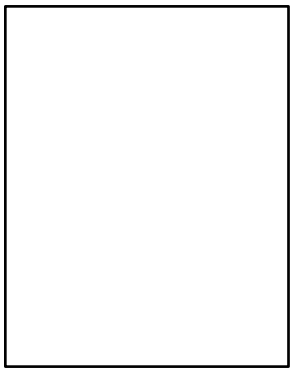


thirds

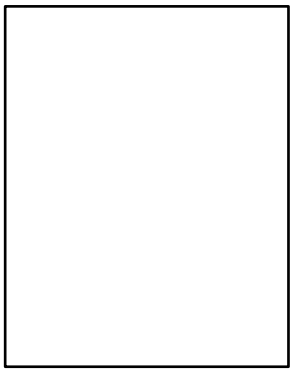


sixths

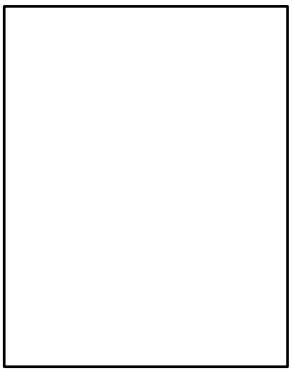
2. Each rectangle represents 1 sheet of paper. Estimate to draw lines to show how you would cut the paper into fractional units as indicated below.



halves



fourths



eighths

3. Yuri has a rope 12 meters long. He cuts it into pieces that are each 2 meters long. What fraction of the rope is one piece? Draw a picture.

Brighter Choice
Charter School for Boys

Day # 5

LEQ: How can I identify unit fractions in shapes with equal parts?

Objective: I can name the fractional unit and then count and tell how many of those units are shaded.

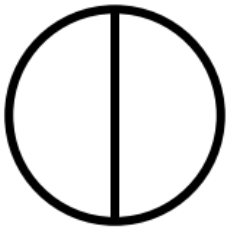
Vocabulary:

- Fraction
- Part
- Whole

Name: _____ Week 21 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now: **a.**

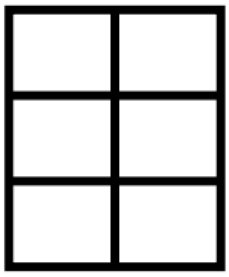


This circle has 2 equal parts.

It is divided into halves.

One part is called one half.

b.

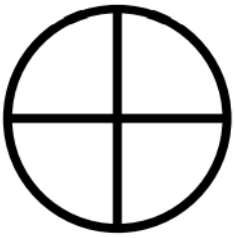


This rectangle has _____ equal parts.

It is divided into _____.

One part is called _____.

c.

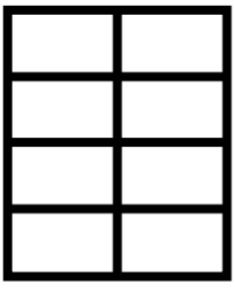


This circle has _____ equal parts.

It is divided into _____.

One part is called _____.

d.



This rectangle has _____ equal parts.

It is divided into _____.

One part is called _____.

e.

This circle has _____ equal parts.

It is divided into _____.

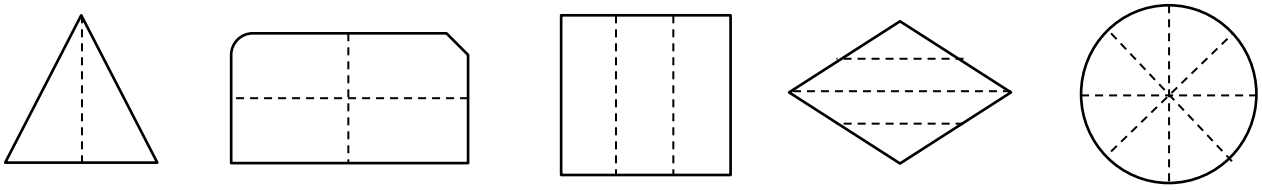
One part is called _____

Name: _____ Week 21 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

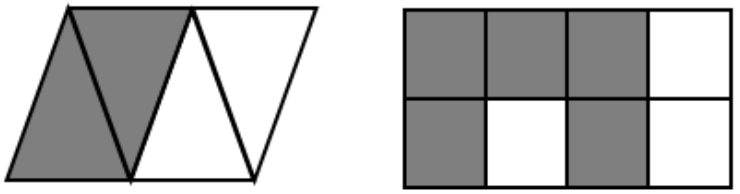
Input (My Turn):

Circle the shapes that are divided into equal parts.



Equal parts are pieces that are the same _____.

1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded.

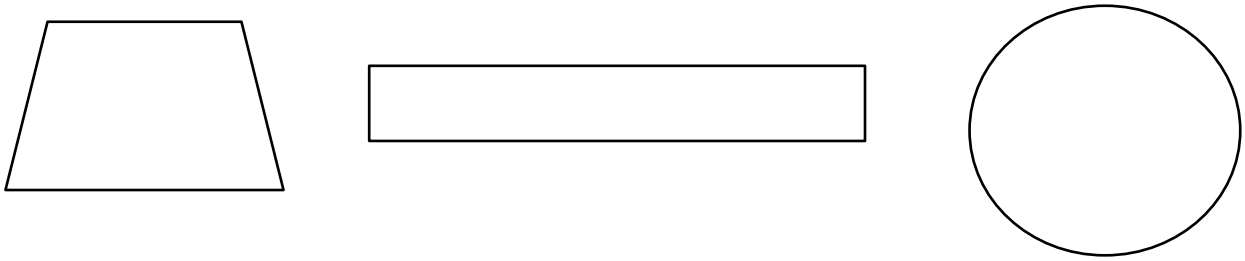


_____ _____

_____ _____

2. Each shape is 1 whole. Divide and shade to show the given fraction.

1 half 4 sixths 2 thirds

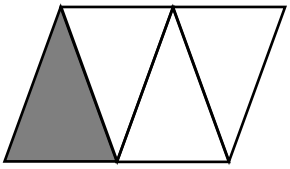


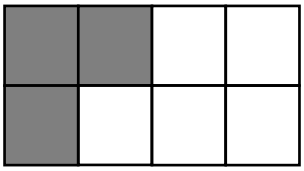
Name: _____ Week 21 Day 5 Date: _____

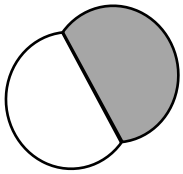
BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded.





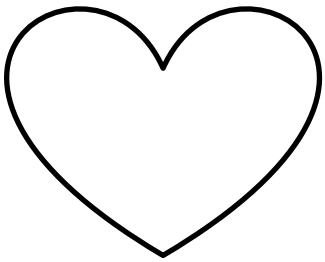


_____ _____ _____ _____

_____ _____ _____ _____

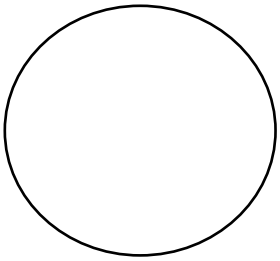
2. Each shape is 1 whole. Divide and shade to show the given fraction.

1 half

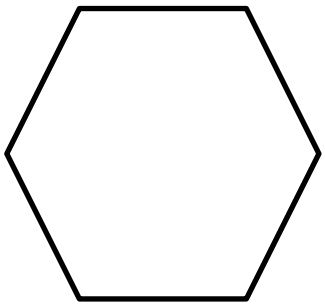


2 fifths

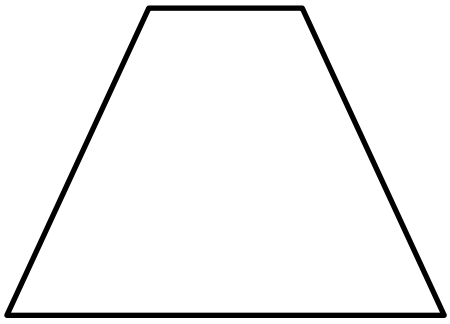
3 eighths



3 sixths



1 third



Name: _____ Week 21 Day 5 Date: _____

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Input (My Turn):

3. Charlie wants to equally share a candy bar with 4 friends. Draw Charlie's candy bar. Show how he can divide his candy bar so everyone gets an equal share. What fraction of the candy bar does each person receive?

Each person receives _____.

4. Megan wants to equally share a pizza pie with 7 friends. Draw Megan's pizza pie. Show how she can divide her pizza pie so everyone gets an equal share. What fraction does each person receive?

Each person receives _____.

Name: _____ Week 21 Day 5 Date: _____

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Problem Set (Your Turn):

3. Carter wants to equally share a bread loaf with 3 friends. Draw Carter's bread loaf. Show how he can divide his it so everyone gets an equal share. What fraction of the bread loaf does each person receive?

Each person receives _____.

4. Mrs. Page wants to equally share a pie with 9 friends. Draw Mrs. Page's pie. Show how she can divide her pie so everyone gets an equal share. What fraction does each person receive?

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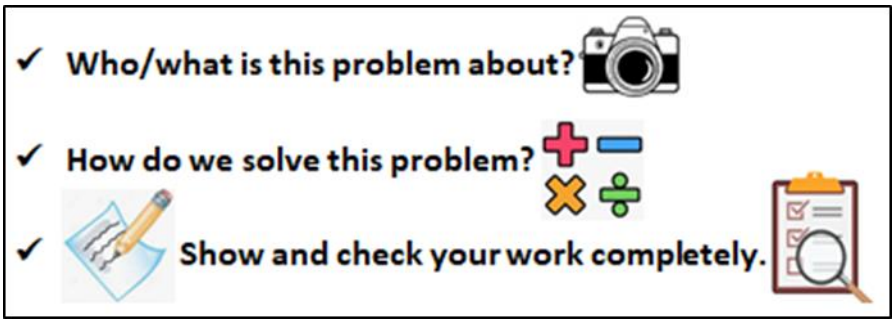

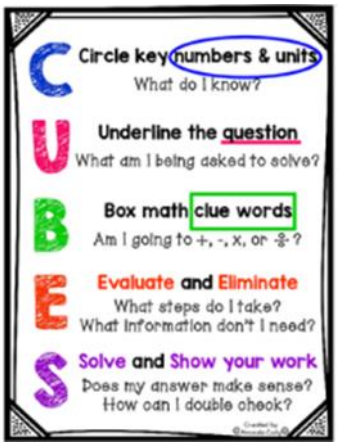

Application:

Marcos has a 1-liter jar of milk to share with his mother, father, and sister. Draw a picture to show how Marcos must share the milk so that everyone gets the same amount. What fraction of the milk does each person get?

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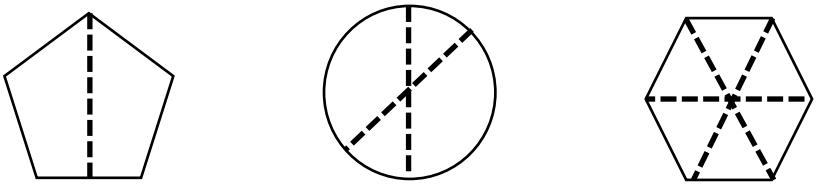
Exit Ticket:

1.

_____ sevenths are shaded

2. Circle the shapes that are divided into equal parts.



3. Steven wants to equally share his pizza with his 3 sisters. What fraction of the pizza does he and each sister receive?

He and each sister receive _____

Name: _____ Week 21 Day 5 Date: _____

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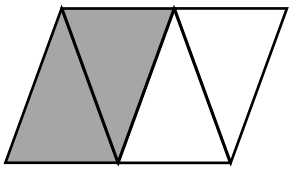
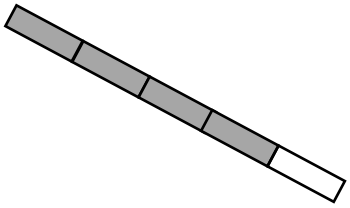
Homework:

1. Each shape is a whole divided into equal parts. Name the fractional unit, and then count and tell how many of those units are shaded. The first one is done for you.



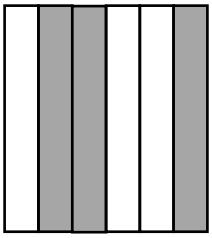
Fourths

2 fourths are shaded.



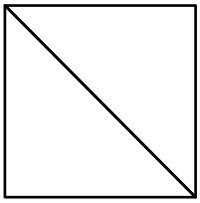
_____

_____



_____

_____



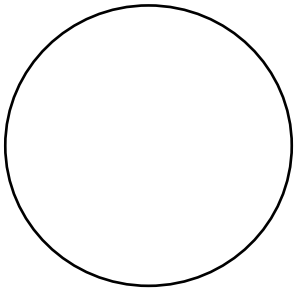
_____

_____

2. Each shape is 1 whole. Estimate to divide each into equal parts. Divide each whole using a different fractional unit. Write the name of the fractional unit on the line below the shape.

_____

_____



_____

3. Anita uses 1 sheet of paper to make a calendar showing each month of the year. Draw Anita's calendar. Show how she can divide her calendar so that each month is given the same space. What fraction of the calendar does each month receive?

Each month receives _____