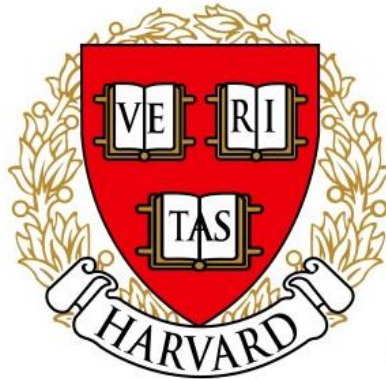


Name \_\_\_\_\_

## 3<sup>rd</sup> Grade **ESL** Math Remote Learning Packet

### Week 36



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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.

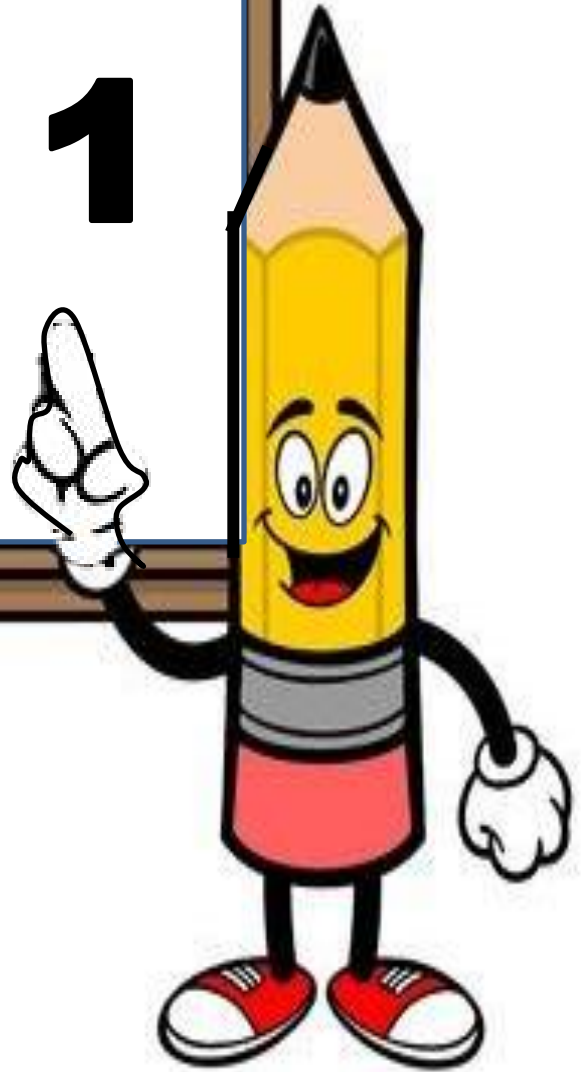
\_\_\_\_\_  
(Parent Signature)

\_\_\_\_\_  
(Date)

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

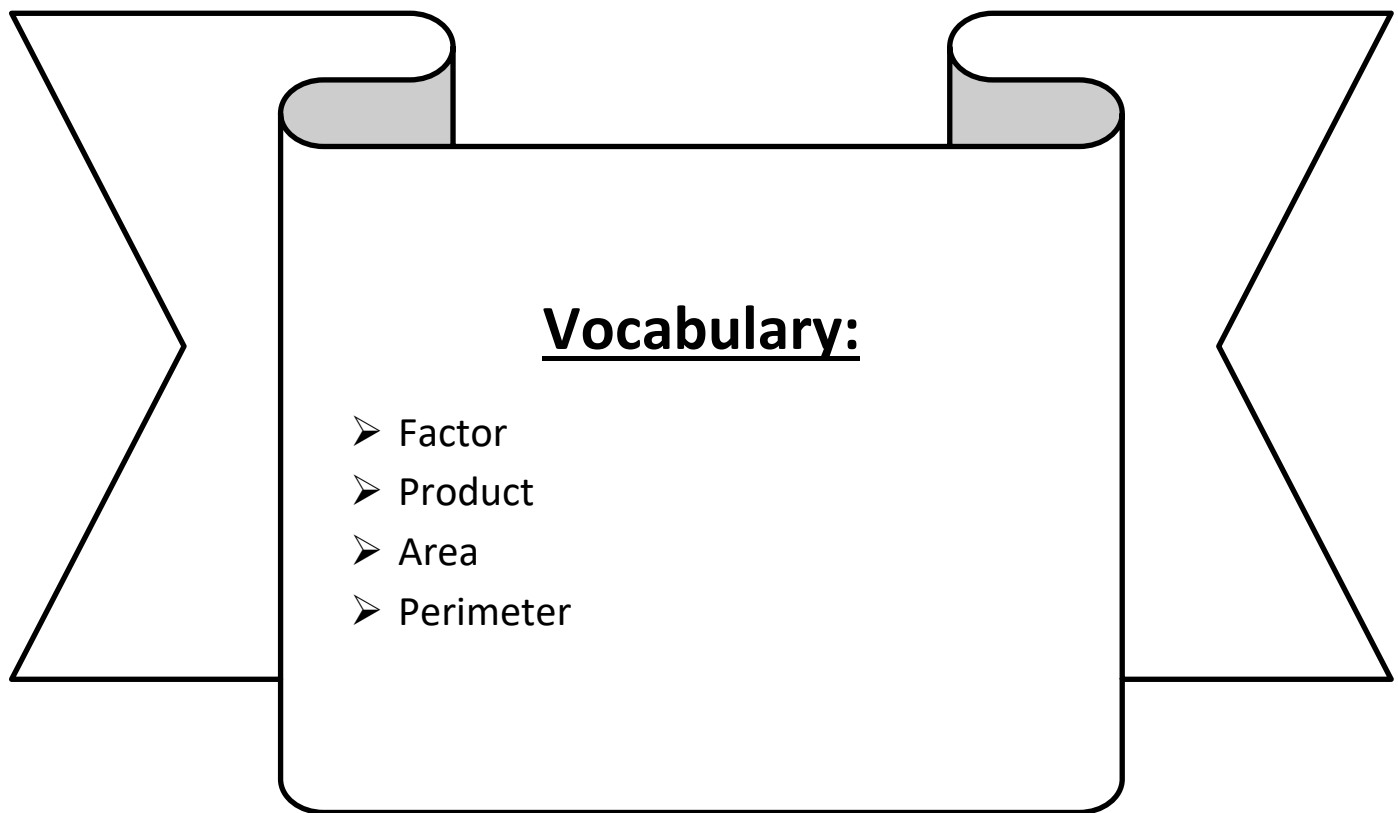


**Day # 1**



**LEQ:** How can I construct rectangles from a given number of unit squares and determine the perimeter?

**Objective:** I can use factor pairs and the commutative property to construct rectangles from a given number of unit squares and determine the perimeter.



Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

BCCS-B

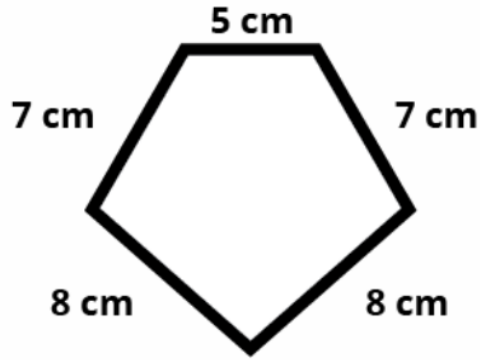
Harvard

Yale

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**Do Now:**

1. Find the perimeter of the polygon.

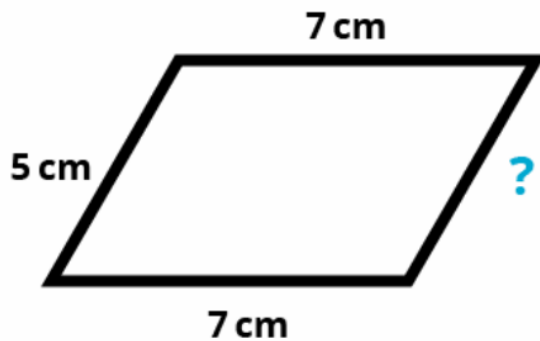


Answer:  cm

**\*Hint\* Add up all the sides.**

---

2. Find the length of the  missing side.



**? Perimeter = 24 cm**

Answer:  cm

Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

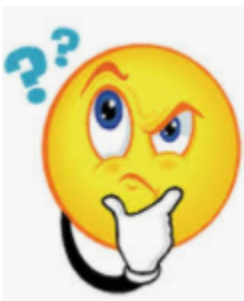
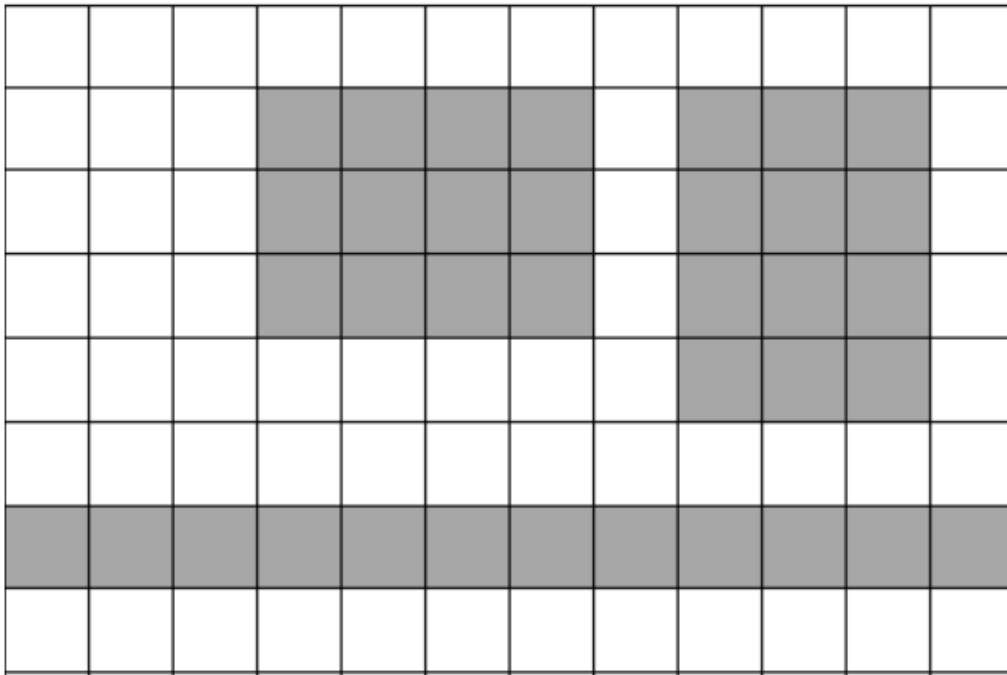
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**Exploration:**



*How are these  
quadrilaterals the same?  
How are they different?*

Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

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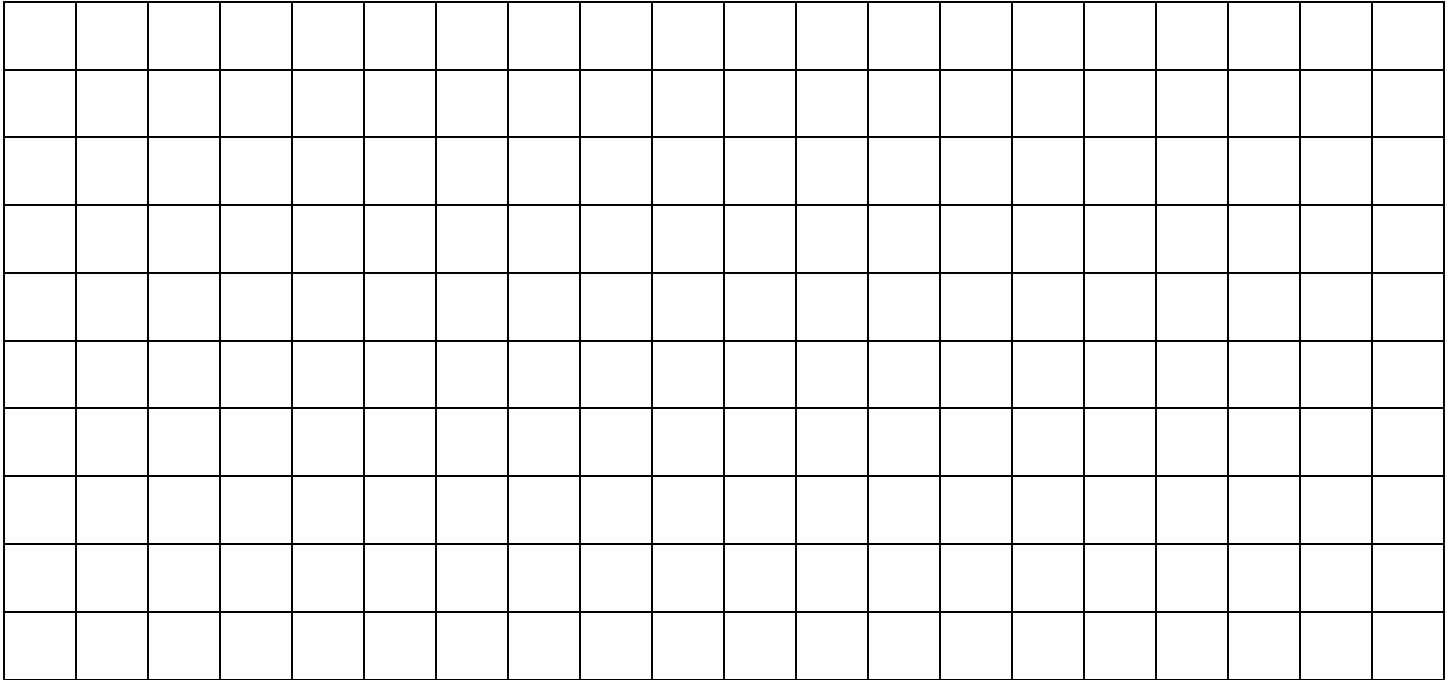
**Input (My Turn):**

1. Shade in squares on your grid paper to build **3 rectangles with an area of 24 square units.**

\_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_



2. Estimate to draw and label the side lengths of each rectangle you built. Then, find the perimeter of each rectangle.

Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

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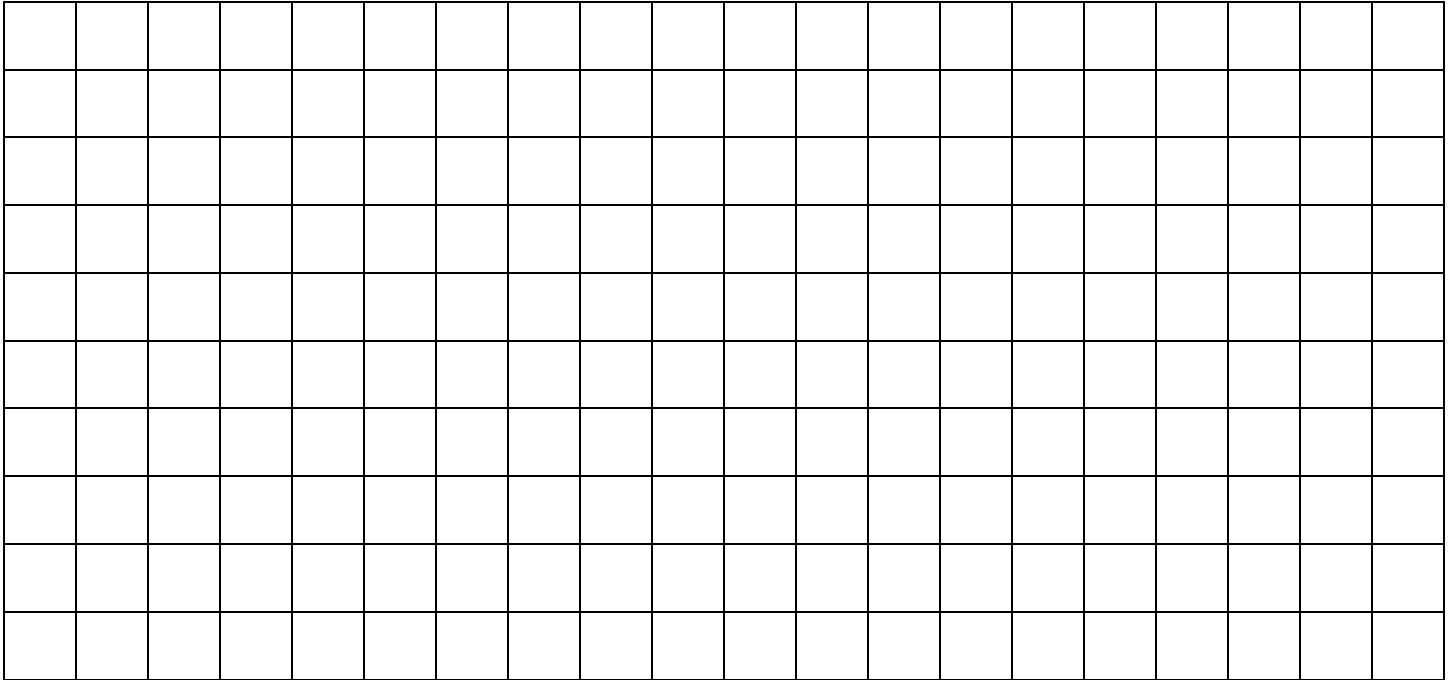
**Guided Practice (Our Turn):**

1. Shade in squares on your grid paper to build **3 rectangles with an area of 16 square units.**

\_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_



2. Estimate to draw and label the side lengths of each rectangle you built. Then, find the perimeter of each rectangle.

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 1 Date: \_\_\_\_\_  
Harvard Yale Princeton

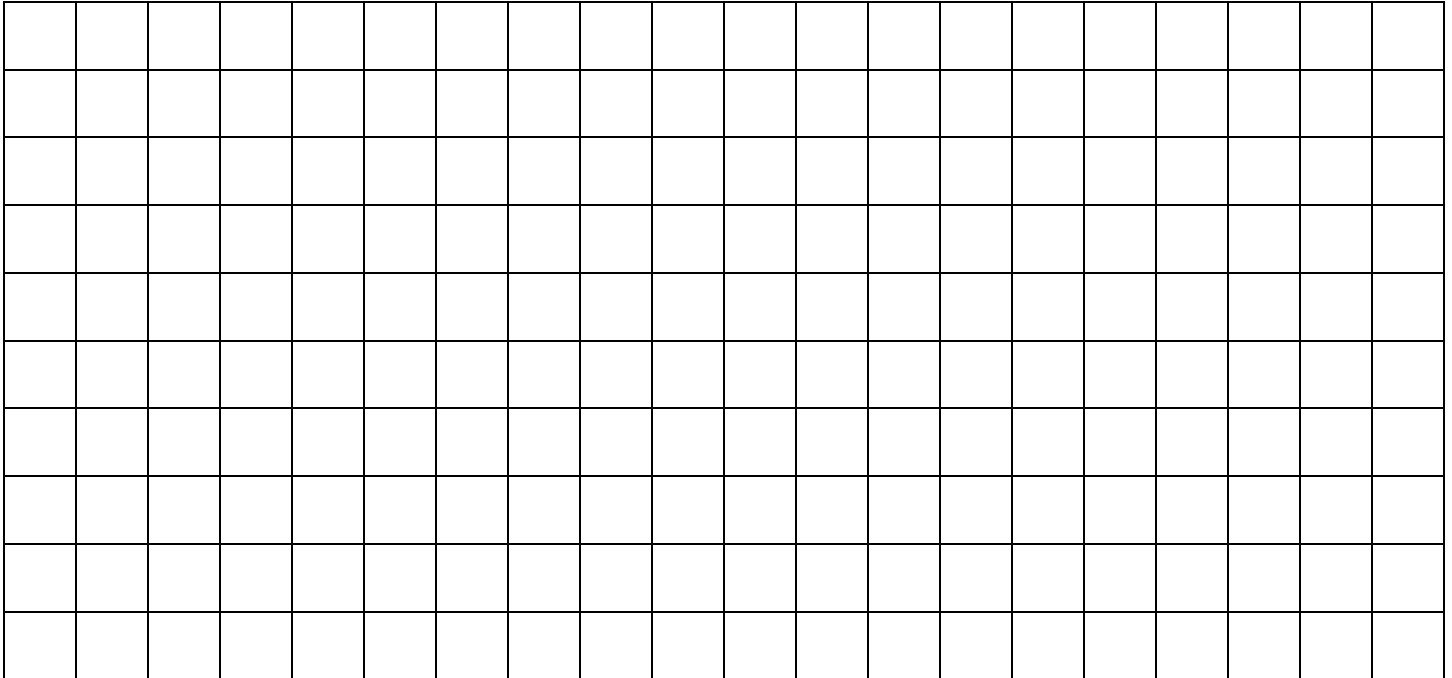
**Problem Set (Your Turn):**

1. Shade in squares on your grid paper to build **3 rectangles with an area of 12 square units.**

\_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_

\_\_\_\_\_ X \_\_\_\_\_



2. Estimate to draw and label the **side lengths of each rectangle you built.** Then, find the perimeter of each rectangle.



Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

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**Application:**

Cameron uses square unit tiles to build rectangles with an area of 15 square units. He draws the rectangles as shown below but forgets to label the side lengths. Cameron says that Rectangle A has a greater perimeter than Rectangle B. Do you agree? Why or why not?



C

U

B

E

S

**\*\*HINT\*\* Measure ALL sides**

Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

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**Exit Ticket:**

1. Estimate to draw and label 2 rectangles with an area of 18 square units. Then, find the perimeter of each rectangle.

$\underline{\quad\quad} \times \underline{\quad\quad}$	$\underline{\quad\quad} \times \underline{\quad\quad}$
<p><b>Area: 18 square units</b></p> <p><b>Perimeter: _____ units</b></p>	<p><b>Area: 18 square units</b></p> <p><b>Perimeter: _____ units</b></p>

Name: \_\_\_\_\_

Week 36 Day 1 Date: \_\_\_\_\_

BCCS-B

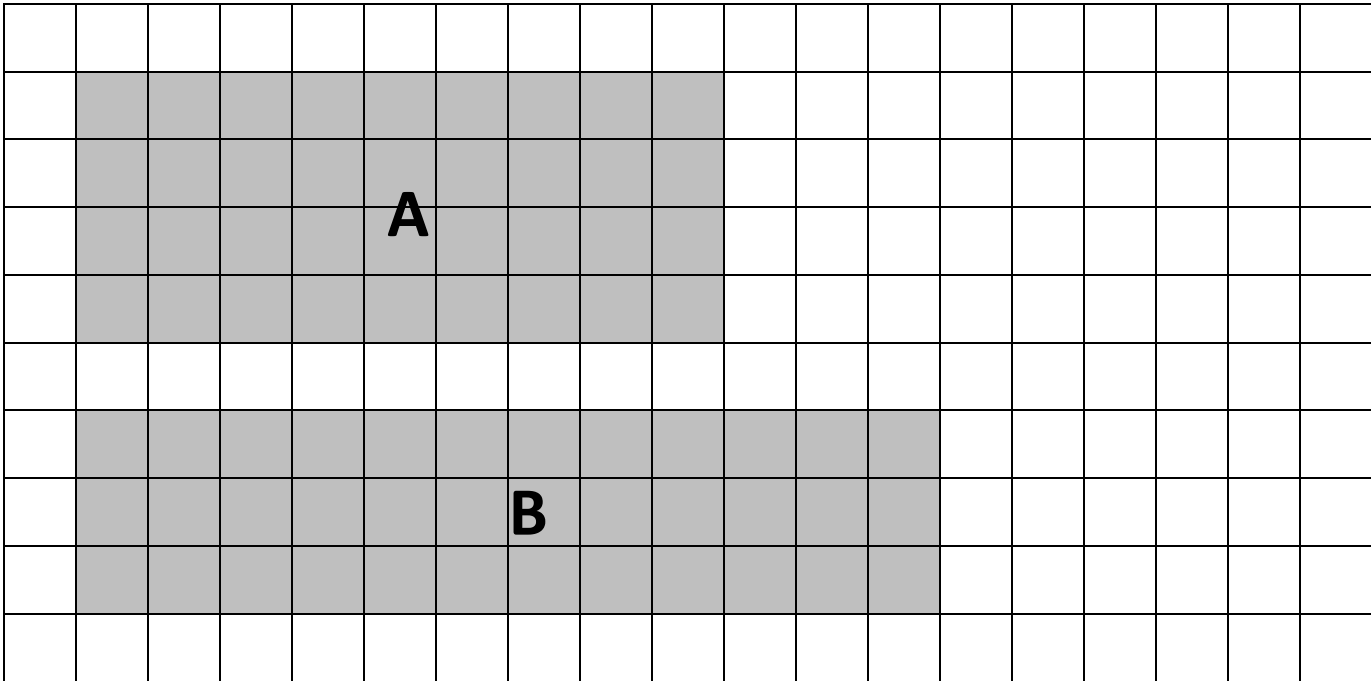
Harvard

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**Homework:**

**Rectangles A and B both have the same area. Find the area. Then, find the perimeter of each rectangle.**

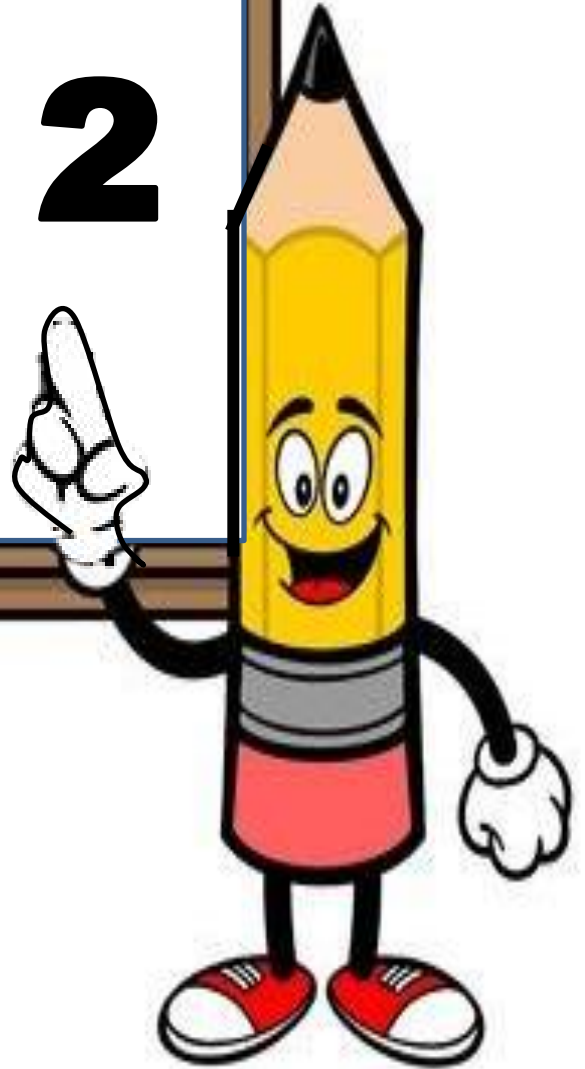


Area of Rectangles A and B: \_\_\_\_\_ square units

Rectangle A	Rectangle B
Area = 36 Perimeter= 26  Perimeter: _____	    Perimeter: _____

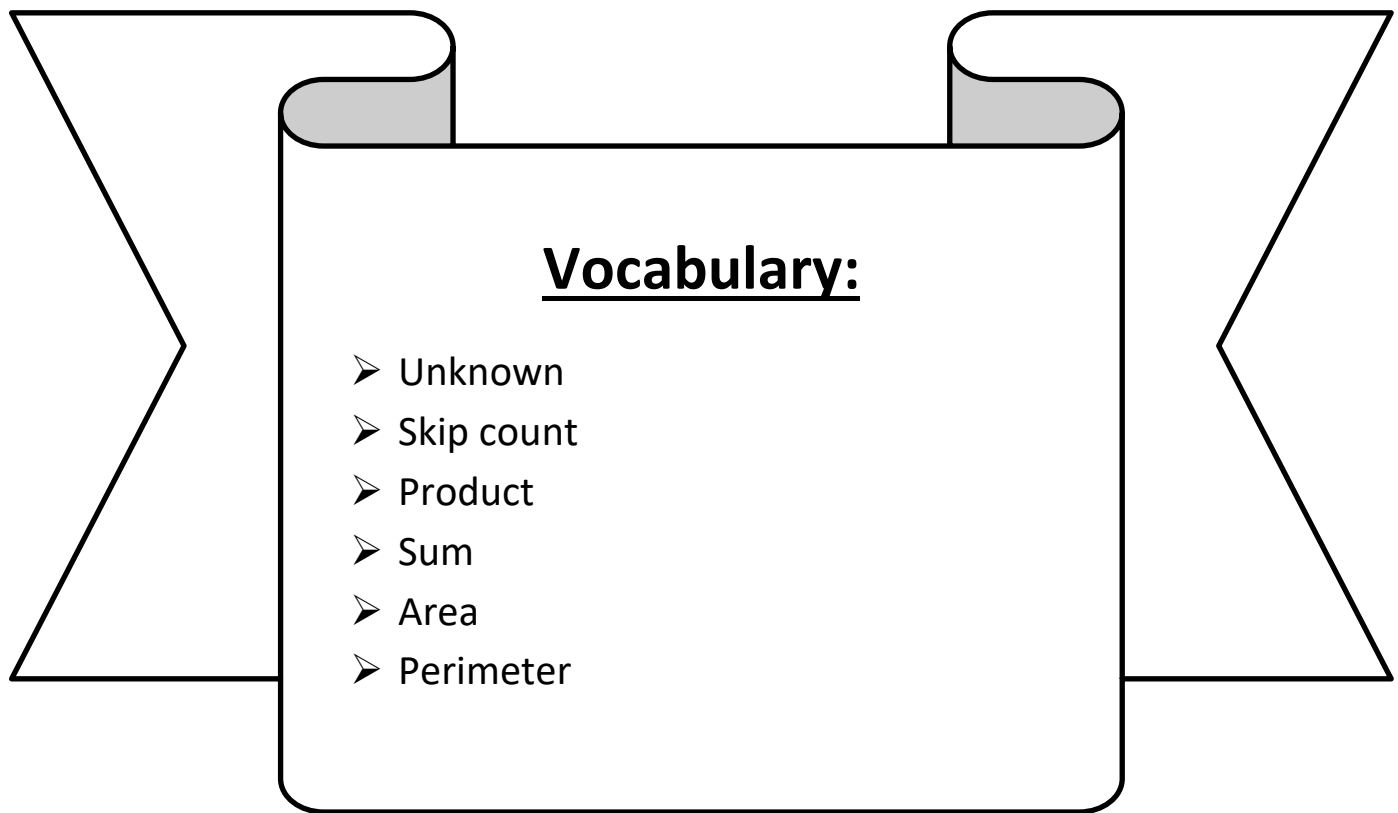


# Day # 2



**LEQ:** How can I find the area of a rectangle with unknown side lengths?

**Objective:** I can skip count to find the unknown side length and add the sides to find the perimeter.



Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

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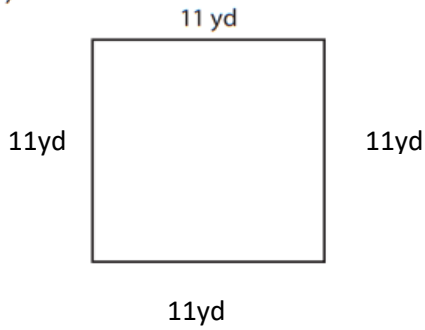
Yale

Princeton

**Do Now:**

Find the perimeter of each square.

1)



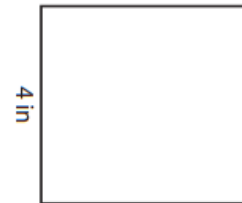
Perimeter = **44yd**

2)



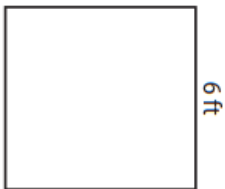
Perimeter =

3)



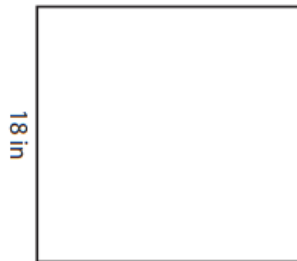
Perimeter =

4)



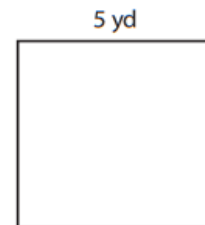
Perimeter =

5)



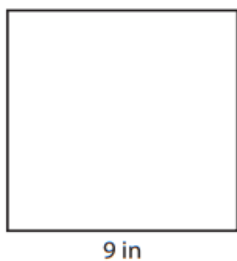
Perimeter =

6)



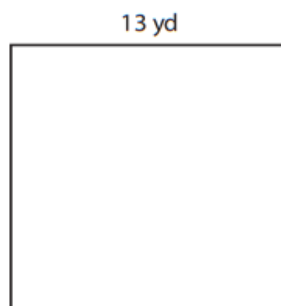
Perimeter =

7)



Perimeter =

8)



Perimeter =

9)



Perimeter =

Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

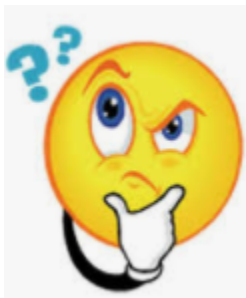
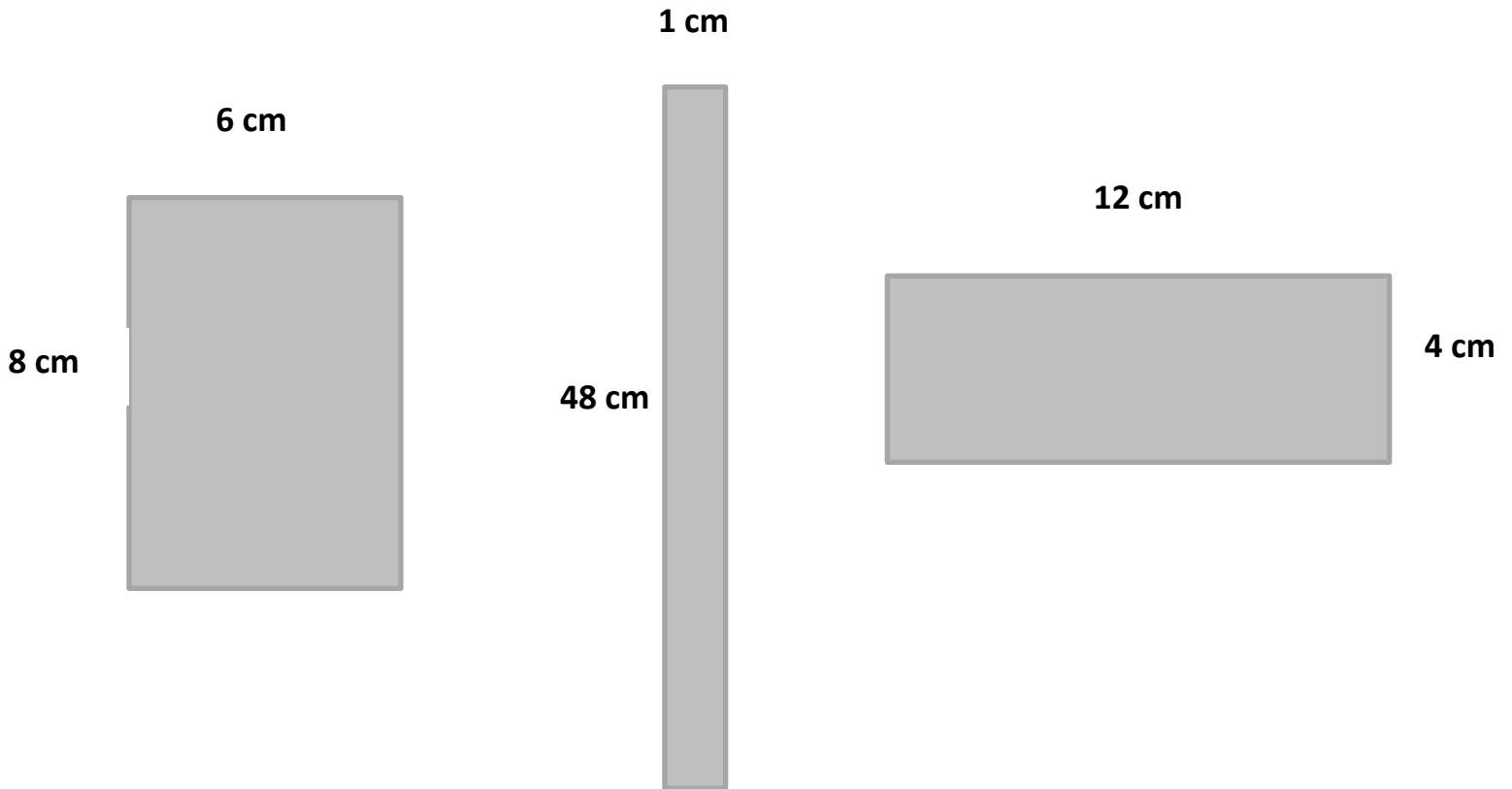
BCCS-B

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**Exploration:**



*All rectangles have an area of 48 square cm. Which one has the greatest perimeter?*

Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

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Yale

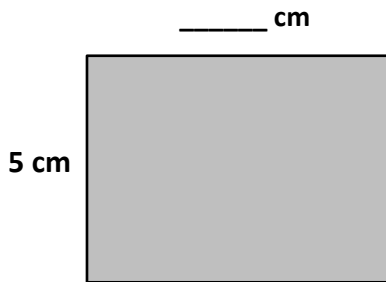
Princeton

**Input (My Turn):**

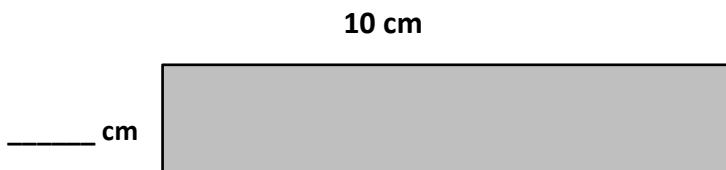
Ms. Sherman uses square-centimeter tiles to build rectangles with an area of 20 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_



Name: \_\_\_\_\_  
BCCS-B

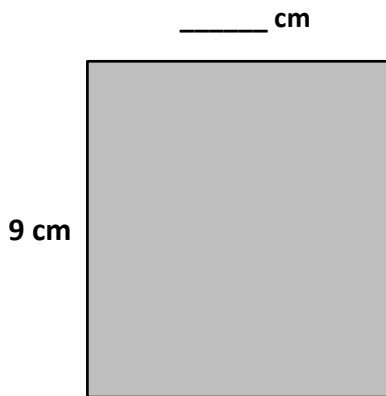
Week 36 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Guided Practice (Our Turn):**

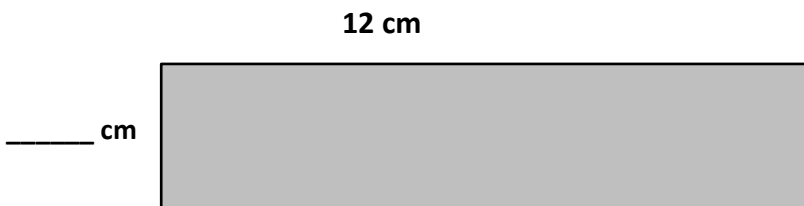
Ms. Young uses square-centimeter tiles to build rectangles with an area of 36 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_

Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

BCCS-B

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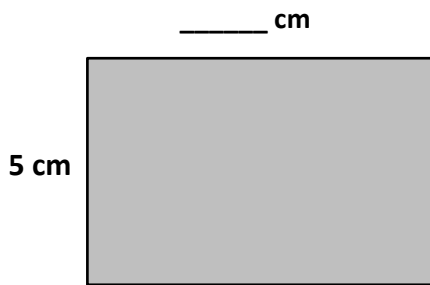
Princeton

**Problem Set (Your Turn):**

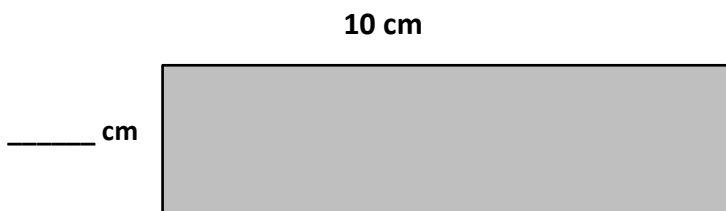
Ms. Maisenbacher uses square-centimeter tiles to build rectangles with an area of 30 square centimeters. She draws the rectangles as shown below. **Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.**



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_

Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

**Application:**

Mrs. Blomgren wants to build a yard for her dogs. She wants the **area** of the yard to be **40 square units**. Which side lengths would result in the smallest amount of fencing needed? Show your work.

C

U

B

E

S

Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

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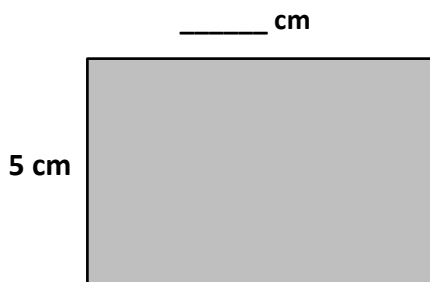
Princeton

**Exit Ticket:**

Mrs. Page uses square-centimeter tiles to build rectangles with an area of 35 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



**P =** \_\_\_\_\_



**P =** \_\_\_\_\_

Name: \_\_\_\_\_

Week 36 Day 2 Date: \_\_\_\_\_

BCCS-B

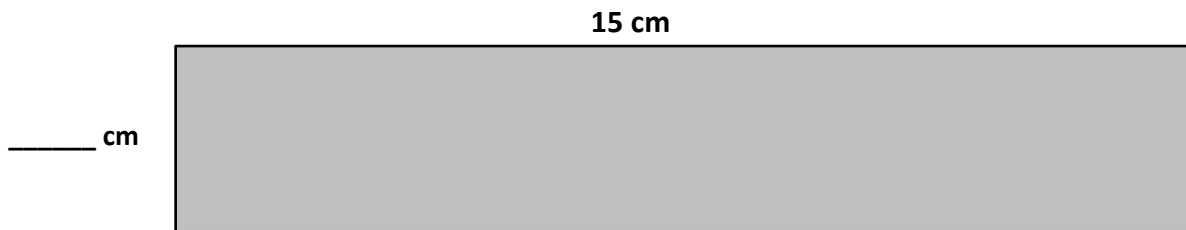
Harvard

Yale

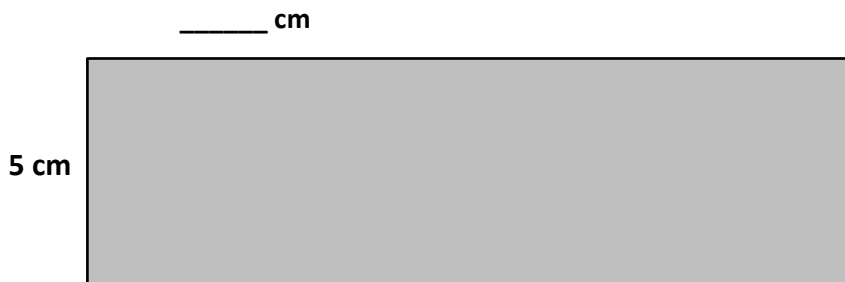
Princeton

### Homework:

Mrs. Mclean uses square-centimeter tiles to build rectangles with an area of 45 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



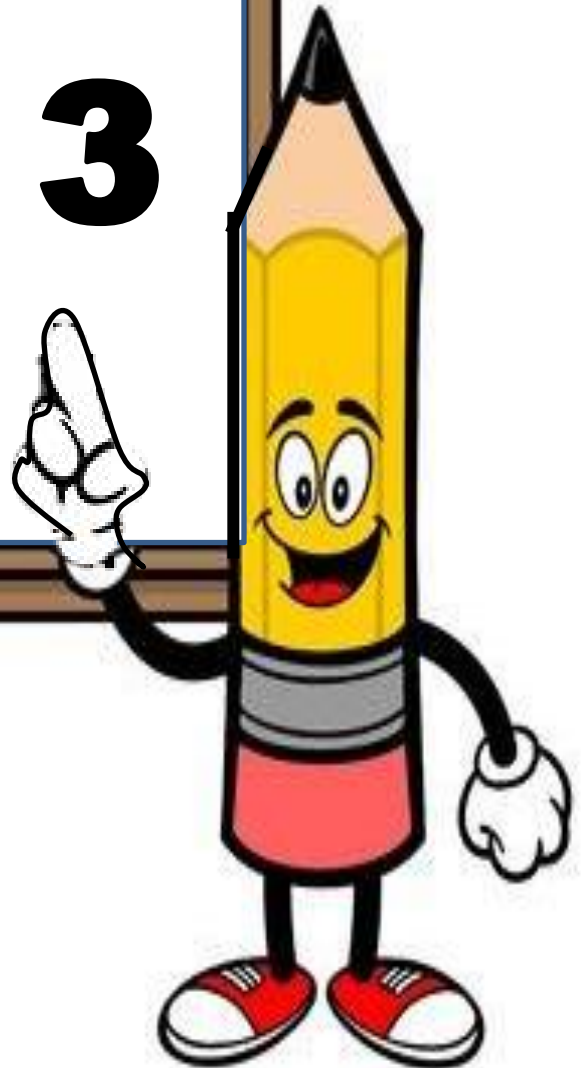
**P =** \_\_\_\_\_



**P =** \_\_\_\_\_

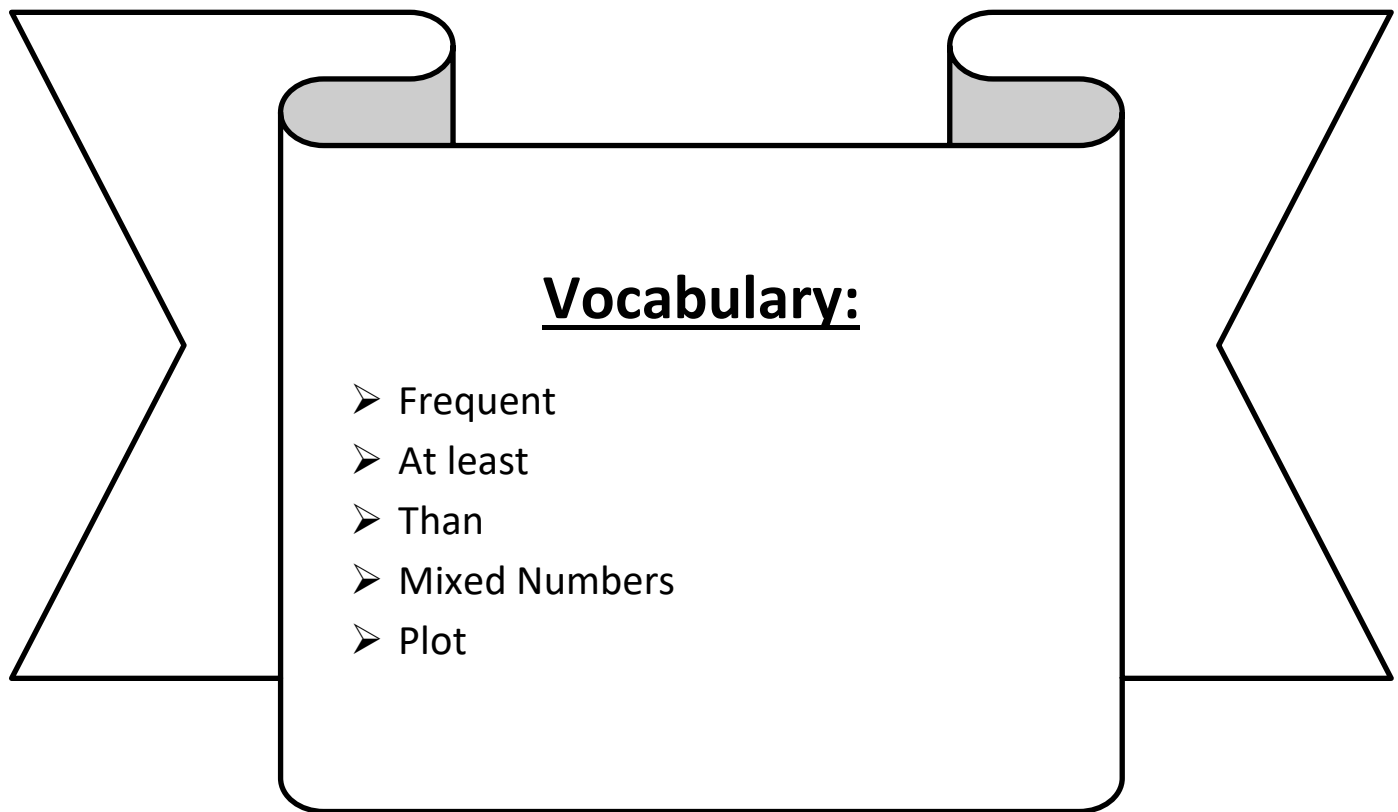


# Day # 3



**LEQ:** How can I represent measurement data with line plots?

**Objective:** I can analyze measurement data and plot it to represent measurement data with line plots.



Name: \_\_\_\_\_

Week 36 Day 3 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

**Do Now:**

Calculate each difference.

$$\begin{array}{r} 105 \\ - 63 \\ \hline \end{array}$$

$$\begin{array}{r} 548 \\ - 97 \\ \hline \end{array}$$

$$\begin{array}{r} 731 \\ - 65 \\ \hline \end{array}$$

$$\begin{array}{r} 275 \\ - 83 \\ \hline \end{array}$$

$$\begin{array}{r} 829 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 684 \\ - 97 \\ \hline \end{array}$$

$$\begin{array}{r} 447 \\ - 73 \\ \hline \end{array}$$

$$\begin{array}{r} 879 \\ - 28 \\ \hline \end{array}$$

$$\begin{array}{r} 577 \\ - 87 \\ \hline \end{array}$$

$$\begin{array}{r} 382 \\ - 13 \\ \hline \end{array}$$

$$\begin{array}{r} 793 \\ - 42 \\ \hline \end{array}$$

$$\begin{array}{r} 739 \\ - 65 \\ \hline \end{array}$$

$$\begin{array}{r} 963 \\ - 27 \\ \hline \end{array}$$

$$\begin{array}{r} 729 \\ - 64 \\ \hline \end{array}$$

$$\begin{array}{r} 611 \\ - 12 \\ \hline \end{array}$$

$$\begin{array}{r} 288 \\ - 98 \\ \hline \end{array}$$

$$\begin{array}{r} 321 \\ - 83 \\ \hline \end{array}$$

$$\begin{array}{r} 987 \\ - 78 \\ \hline \end{array}$$

$$\begin{array}{r} 943 \\ - 51 \\ \hline \end{array}$$

$$\begin{array}{r} 685 \\ - 58 \\ \hline \end{array}$$

$$\begin{array}{r} 394 \\ - 19 \\ \hline \end{array}$$

$$\begin{array}{r} 690 \\ - 40 \\ \hline \end{array}$$

$$\begin{array}{r} 399 \\ - 81 \\ \hline \end{array}$$

$$\begin{array}{r} 248 \\ - 54 \\ \hline \end{array}$$

$$\begin{array}{r} 710 \\ - 60 \\ \hline \end{array}$$



Name: \_\_\_\_\_ Week 36 Day 3 Date: \_\_\_\_\_

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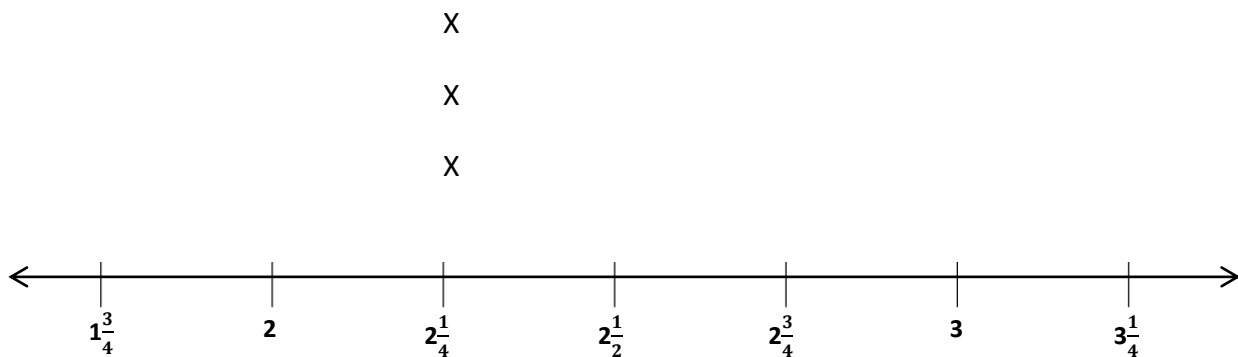
**Input (My Turn):**

Mrs. Wise's class grows beans for a science experiment. The students measure the heights of their bean plants to the nearest  $\frac{1}{4}$  inch and record the measurements as shown below.

Heights of Bean Plants (in Inches)				
<del><math>2\frac{1}{4}</math></del>	$2\frac{3}{4}$	$3\frac{1}{4}$	$1\frac{3}{4}$	$1\frac{3}{4}$
$1\frac{3}{4}$	3	$2\frac{1}{2}$	$3\frac{1}{4}$	$2\frac{1}{2}$
2	<del><math>2\frac{1}{4}</math></del>	3	<del><math>2\frac{1}{4}</math></del>	3
$2\frac{1}{2}$	$3\frac{1}{4}$	$1\frac{3}{4}$	$2\frac{3}{4}$	2

a. Use the data to complete the line plot below.

Title: Bean Height



Label: \_\_\_\_\_

X = 1 bean

Name: \_\_\_\_\_

Week 36 Day 3 Date: \_\_\_\_\_

BCCS-B

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**Input (My Turn):**

b. How many plants were measured?

c. How many bean plants are at least  $2\frac{1}{4}$  inches tall?

d. How many bean plants are taller than  $2\frac{3}{4}$  inches?

e. What is the most frequent measurement? **How many bean plants were plotted for this measurement?**

Name: \_\_\_\_\_

Week 36 Day 3 Date: \_\_\_\_\_

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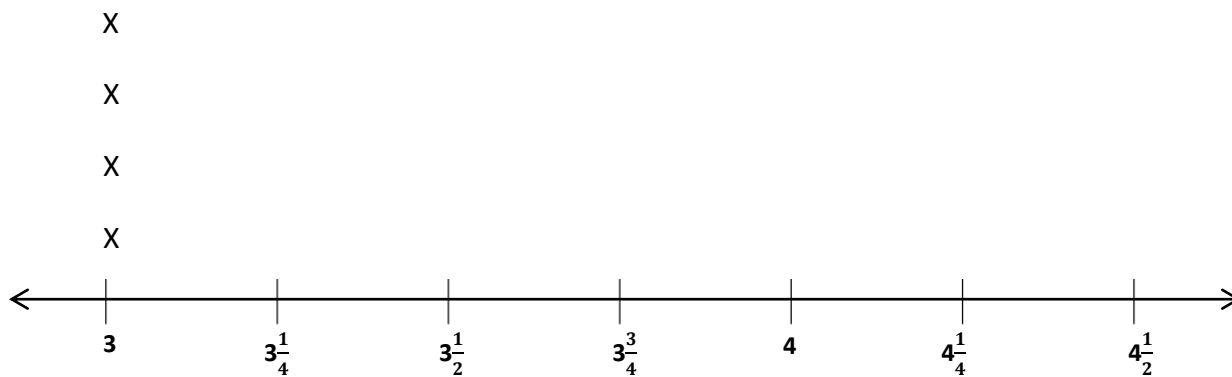
**Guided Practice (Our Turn):**

Mrs. Dietzman's students build a model of their school's neighborhood out of blocks. The students measure the heights of the buildings to the nearest  $\frac{1}{4}$  inch and record the measurements as shown below.

Heights of Buildings (in Inches)				
$3\frac{1}{4}$	$3\frac{3}{4}$	$4\frac{1}{4}$	$4\frac{1}{2}$	$3\frac{1}{2}$
4	<del>3</del>	$3\frac{3}{4}$	<del>3</del>	$4\frac{1}{2}$
<del>3</del>	$3\frac{1}{2}$	$3\frac{3}{4}$	$3\frac{1}{2}$	4
$3\frac{1}{2}$	$3\frac{1}{4}$	$3\frac{1}{2}$	4	$3\frac{3}{4}$
<del>3</del>	$4\frac{1}{4}$	4	$3\frac{1}{4}$	4

a. Use the data to complete the line plot below.

Title: \_\_\_\_\_



Label: \_\_\_\_\_ X = 1 building

Name: \_\_\_\_\_

Week 36 Day 3 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

**Problem Set (Your Turn):**

b. How many buildings were measured?

c. How many buildings are  $4\frac{1}{4}$  inches tall?

d. How many buildings are **less** than  $3\frac{1}{2}$  inches?

e. How many buildings **are at least** 4 inches tall?

f. What is the **most frequent** measurement? How do you know?

Name: \_\_\_\_\_


Week 36 Day 3 Date: \_\_\_\_\_


BCCS-B



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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

**C** Circle key numbers & units  
What do I know?

**U** Underline the question  
What am I being asked to solve?

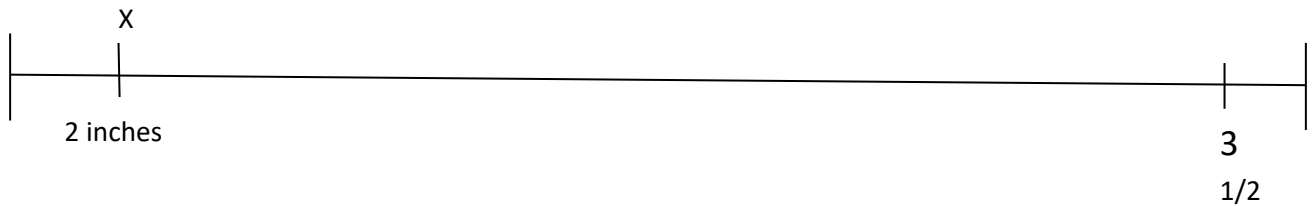
**B** Box math clue words  
Am I going to +, -, x, or ÷?

**E** Evaluate and Eliminate  
What steps do I take?  
What information don't I need?

**S** Solve and Show your work  
Does my answer make sense?  
How can I double check?

**Application:**

Ms. Ogden's class measures 15 different stems to the nearest half inch. 3 plants measure  $2\frac{1}{2}$  inches, 6 plants measure 3 inches, 1 plant measures 2 inches and the rest measure  $3\frac{1}{2}$  inches. Draw a line plot to represent this data. Label it with a title, a key, and an interval.



Name: \_\_\_\_\_

Week 36 Day 3 Date: \_\_\_\_\_

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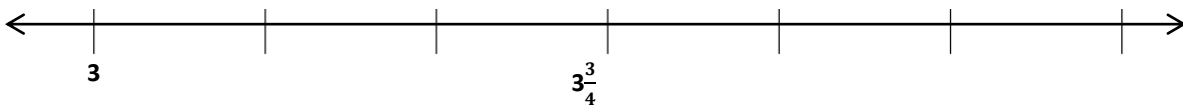
**Exit Ticket:**

Scientists measure the growth of mice in inches. The scientists measure the length of the mice to the nearest  $\frac{1}{4}$  inch and record the measurements as shown below.

Lengths of Mice (in Inches)				
$3\frac{1}{4}$	3	$3\frac{1}{4}$	$3\frac{3}{4}$	4
$3\frac{3}{4}$	3	$4\frac{1}{2}$	$4\frac{1}{2}$	$3\frac{3}{4}$
4	$4\frac{1}{4}$	4	$4\frac{1}{4}$	4

Label each tick mark. Then, record the data on the line plot below.

Title: \_\_\_\_\_



X = 1 mouse

Label: \_\_\_\_\_

Name: \_\_\_\_\_

Week 36 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

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**Homework:**

The chart shows the lengths of straws measured in Mr. Thompson's class.

3	4	$4\frac{1}{2}$	$2\frac{3}{4}$	$3\frac{3}{4}$
$3\frac{3}{4}$	$4\frac{1}{2}$	$3\frac{1}{4}$	4	$4\frac{3}{4}$
$4\frac{1}{4}$	5	3	$3\frac{1}{2}$	$4\frac{1}{2}$
$4\frac{1}{2}$	4	$3\frac{1}{4}$	5	$4\frac{1}{4}$

- a. How many straws were measured? Explain how you know.

\_\_\_ straws were measured, I know this because

-----

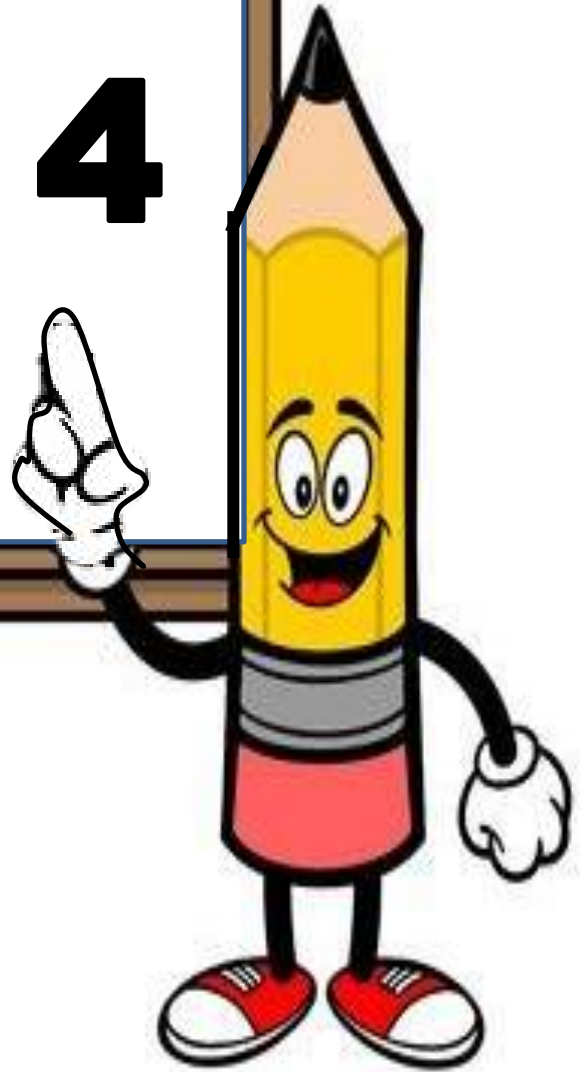
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- b. What is the **smallest** measurement on the chart? **The greatest?**

- c. Were the straws measured to the nearest inch? How do you know?



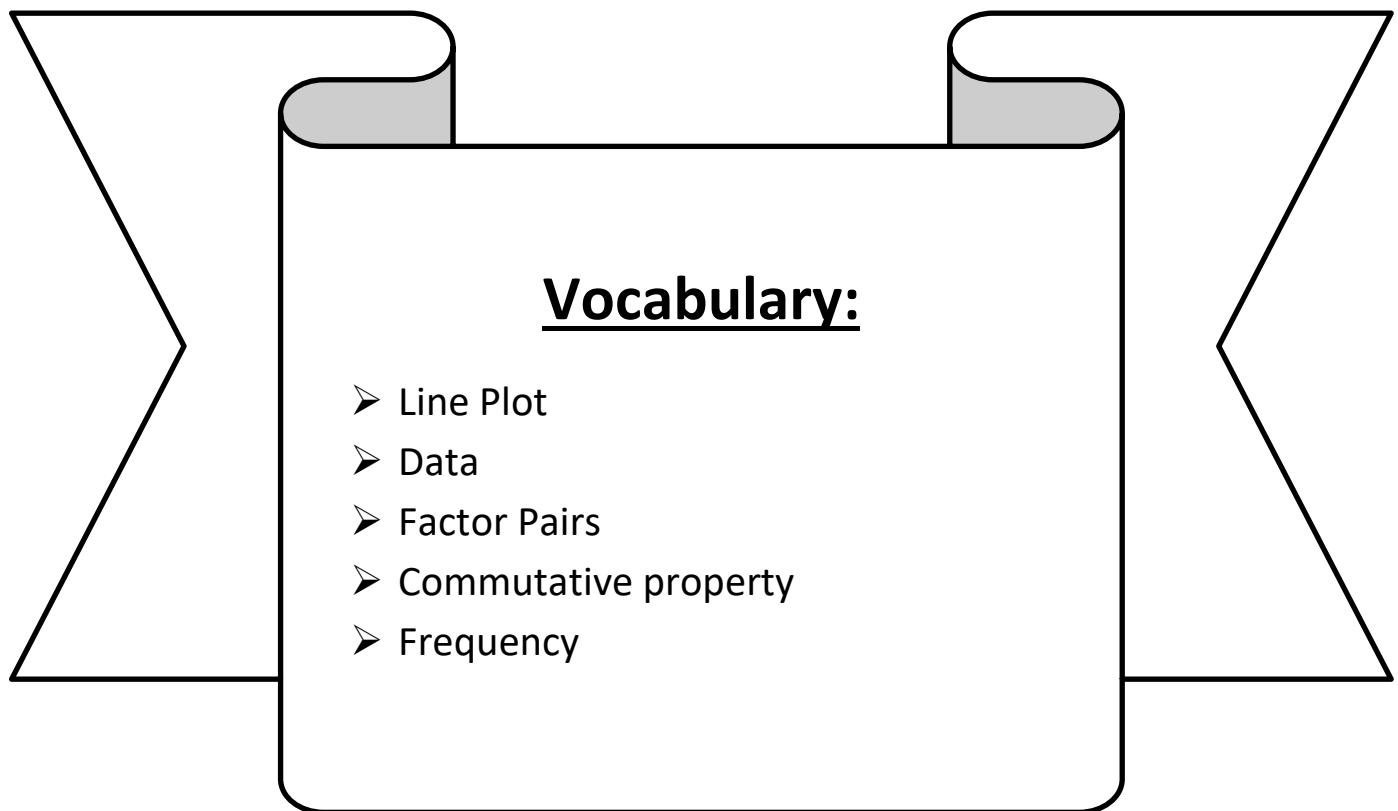
**Day # 4**





**LEQ:** How can I record the number of rectangles constructed from a given number of unit squares?

**Objective:** I can use a line plot to record the number of rectangles constructed from a given number of unit squares.



Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

BCCS-B

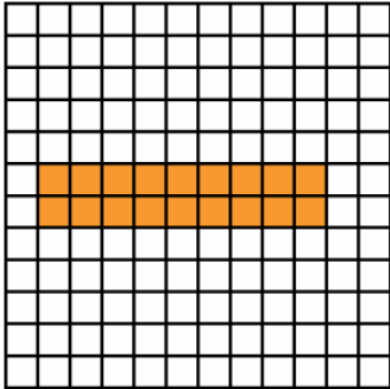
Harvard

Yale

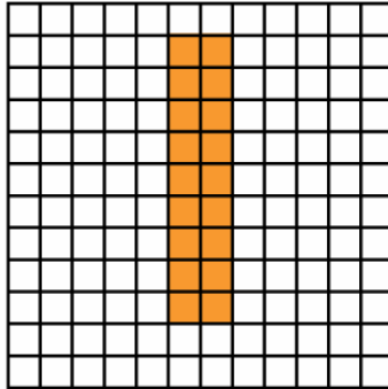
Princeton

**Do Now:**

1. Fill in the missing factor.

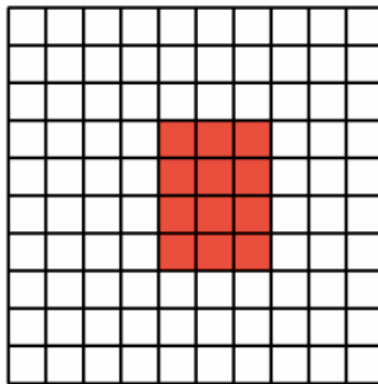
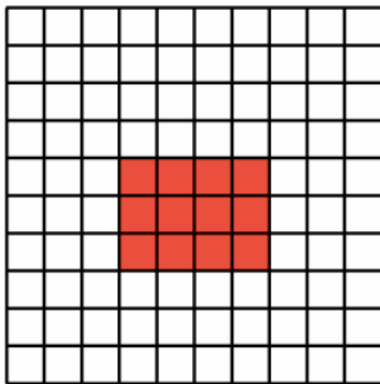


$$2 \times 9 = 18$$



$$9 \times \boxed{2} = 18$$

2. Which **two** number sentences match the arrays?



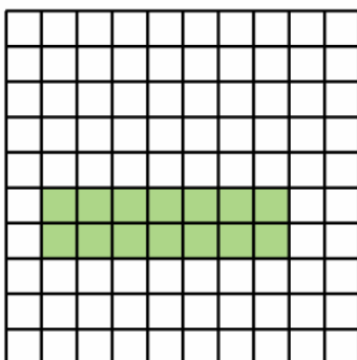
$$3 \times 4$$

$$3 + 4$$

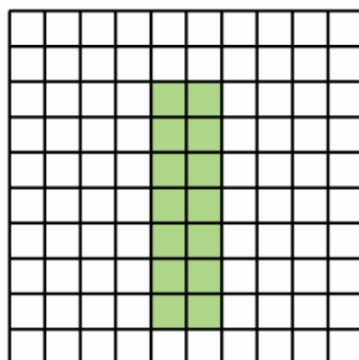
$$4 + 3$$

$$4 \times 3$$

3. Fill in the missing factor.



$$2 \times \boxed{\phantom{00}} = 14$$



$$7 \times 2 = 14$$

Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

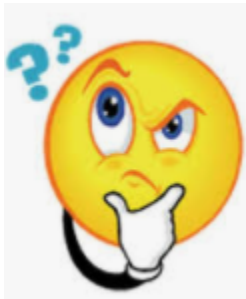
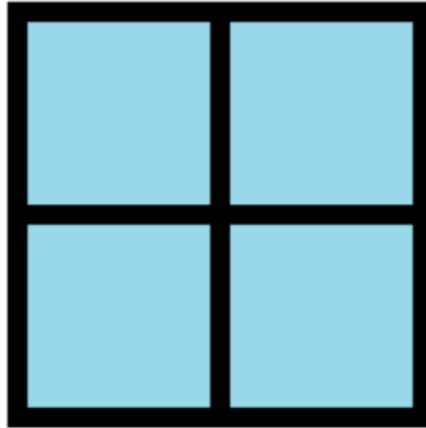
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**Exploration:**



*Explain why the square above has the same area and the same perimeter.*

Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

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**Input (My Turn):**

1. Complete the charts to show how many rectangles you can make for each given number of unit squares.

Number of unit squares = <b>4</b>	
Number of rectangles I made: ____	
Width	Length

Number of unit squares = <b>5</b>	
Number of rectangles I made: ____	
Width	Length

Number of unit squares = <b>6</b>	
Number of rectangles I made: ____	
Width	Length

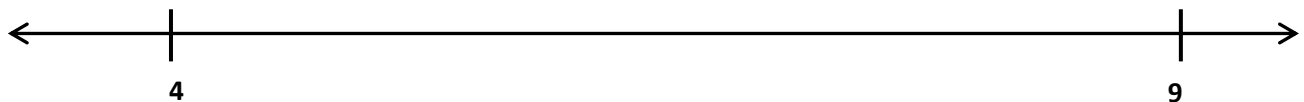
Number of unit squares = <b>7</b>	
Number of rectangles I made: ____	
Width	Length

Number of unit squares = <b>8</b>	
Number of rectangles I made: ____	
Width	Length

Number of unit squares = <b>9</b>	
Number of rectangles I made: ____	
Width	Length

2. Create a line plot with the data you collected in Problem 1.

**Number of Rectangles Made with Unit Squares**



**Number of Unit Squares Used**

Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

BCCS-B

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**Guided Practice (Our Turn):**

1. Complete the charts to show **how many rectangles** you can make for each given number of unit squares.

Number of unit squares = <b>12</b>	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = <b>13</b>	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = <b>14</b>	
Number of rectangles I made: _____	
Width	Length

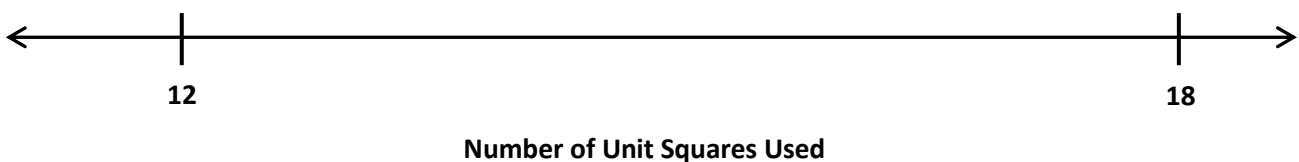
Number of unit squares = <b>15</b>	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = <b>16</b>	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = <b>17</b>	
Number of rectangles I made: _____	
Width	Length

2. Create a line plot with the data you collected in Problem 1.

**Number of Rectangles Made with Unit Squares**



Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

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**Problem Set (Your Turn):**

1. Complete the charts to show **how many rectangles** you can make for each given number of unit squares.

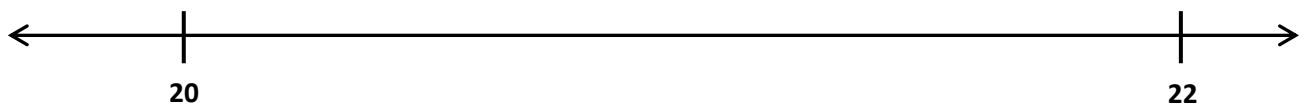
Number of unit squares = <b>20</b>	
Number of rectangles I made: ____	
Width	Length

Number of unit squares = <b>21</b>	
Number of rectangles I made: ____	
Width	Length

Number of unit squares = <b>22</b>	
Number of rectangles I made: ____	
Width	Length

2. Create a line plot with the data you collected in Problem 1.

**Number of Rectangles Made with Unit Squares**



**Number of Unit Squares Used**

Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

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**Application:**

Saveon says “If a rectangle has a greater area than another rectangle, it must have a larger perimeter.” Do you agree or disagree? Show an example to prove your thinking.

**C**

**U**

**B**

**E**

**S**

Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

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**Exit Ticket:**

1. Complete the chart to show **how many rectangles you can make for 24 unit squares.**

Number of unit squares = <b>24</b>	
Number of rectangles I made: ____	
Width	Length



Name: \_\_\_\_\_

Week 36 Day 4 Date: \_\_\_\_\_

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**Homework:**

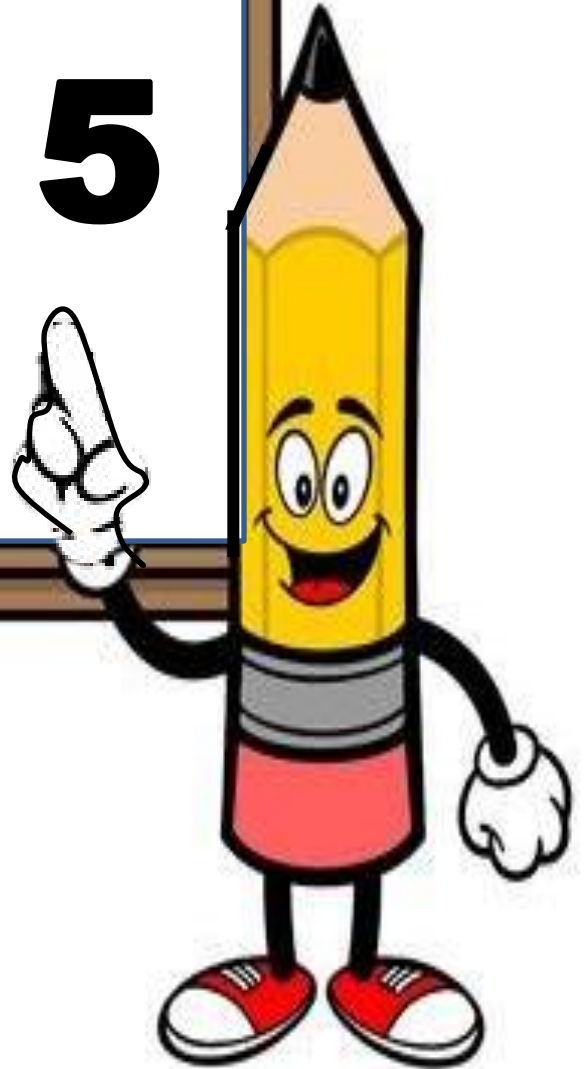
1. The chart below shows the possible side lengths for a rectangle with an area of 30 sq. units. Draw and label rectangles with the **least** and **greatest** perimeters using the chart below.

Number of unit squares = 30	
Width	Length
1	30
30	1
2	15
15	2
3	10
10	3
5	6
6	5

Smallest Perimeter	Largest perimeter

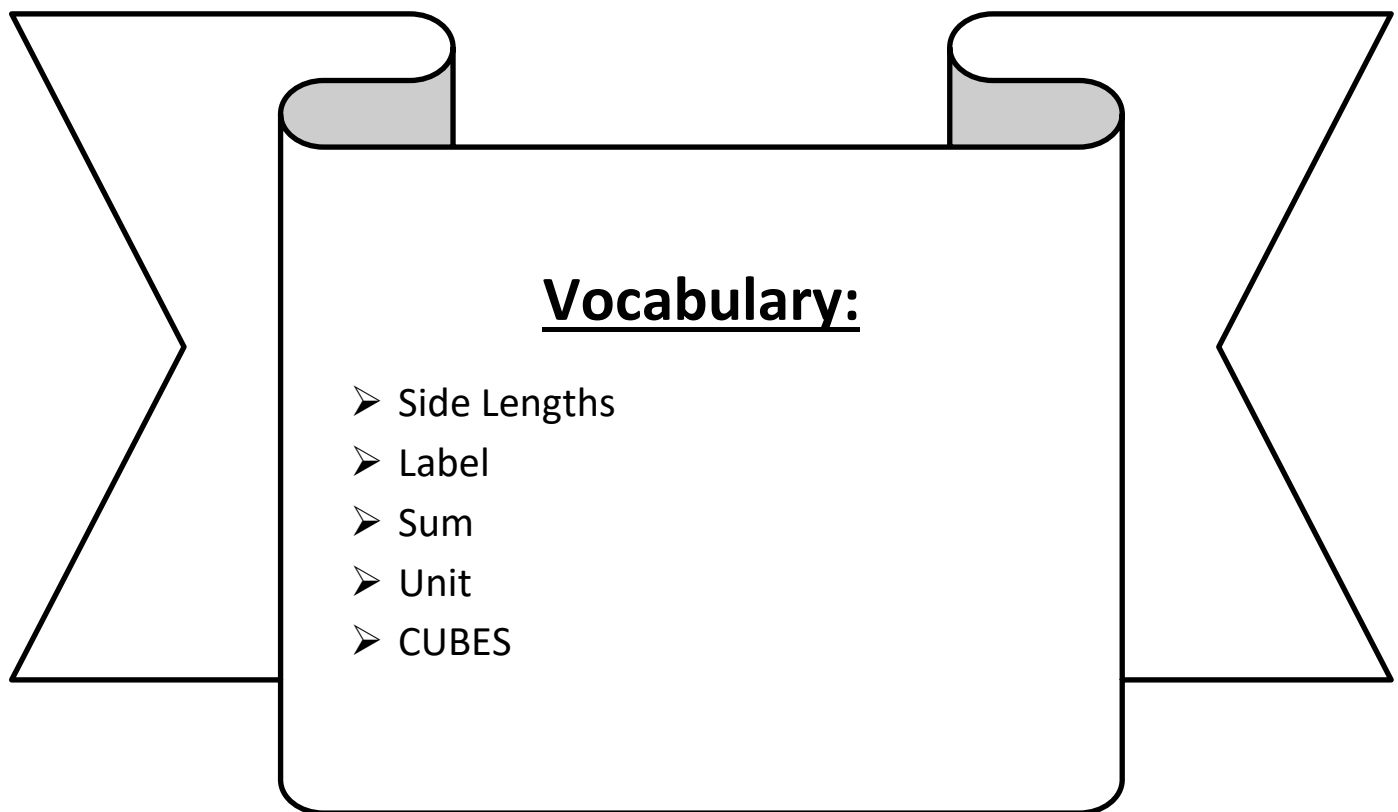


**Day # 5**



**LEQ:** How can I solve a variety of word problems with perimeter?

**Objective:** I can draw and label diagrams to solve a variety of word problems with perimeter.



Name: \_\_\_\_\_

Week 36 Day 5 Date: \_\_\_\_\_

BCCS-B

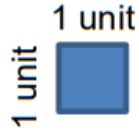
Harvard

Yale

Princeton

**Do Now:**

If each of the square is 1 unit by 1 unit (shown below), find the perimeter for the shapes shown below.



<p style="text-align: center;">_ 20 _</p>	<p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>
<p style="text-align: center;">_____</p>	<p style="text-align: center;">_____</p>

Name: \_\_\_\_\_

Week 36 Day 5 Date: \_\_\_\_\_

BCCS-B

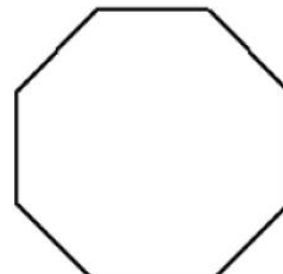
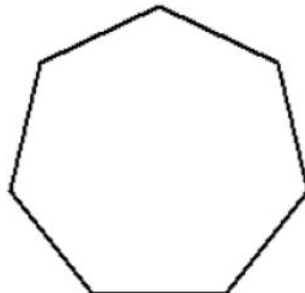
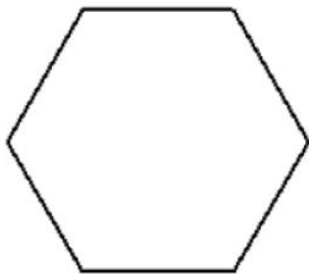
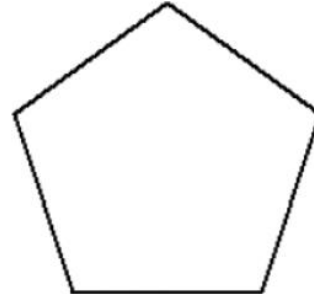
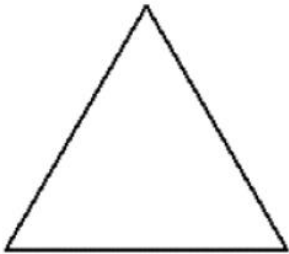
Harvard

Yale

Princeton

**Input (My Turn):**

**Regular polygons have equal sides. Label each regular polygon below.**



**Find the area of each regular polygon if each has a side length of 3 inches.**

<i>Triangle</i>	___ X 3 in	P = _____ in
<i>Square</i>	___ X 3 in	P = _____ in
<i>Pentagon</i>	___ X 3 in	P = _____ in
<i>Hexagon</i>	___ X 3 in	P = _____ in
<i>Heptagon</i>	___ X 3 in	P = _____ in
<i>Octagon</i>	___ X 3 in	P = _____ in

Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Input (My Turn):**

1. Gaius makes a miniature stop sign, a regular **octagon**, with a **perimeter** of 48 centimeters for the town he built with blocks. What is the length of each side of the stop sign?

Outside of the shape

8 sides



48 divided by 8

2. Naquah bends wire to make squares. Each square has a **side length of 12 inches**. What is the total length of the wire needed for two squares.



Name: \_\_\_\_\_

Week 36 Day 5 Date: \_\_\_\_\_

BCCS-B

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Princeton

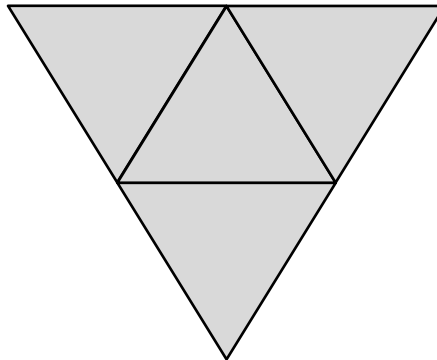
**Guided Practice (Our Turn):**

1. Jeremiah uses string to trace the regular **hexagon** tiles in his bathroom. After outlining a tile, Jeremiah cuts the string at exactly **42 inches** to indicate its total length.

**What is the side length of each tile?**



2. Jaylan traces a regular triangle to create the shape below. The **perimeter** of his shape is **36 centimeters**. **What are the side lengths of the triangle?**

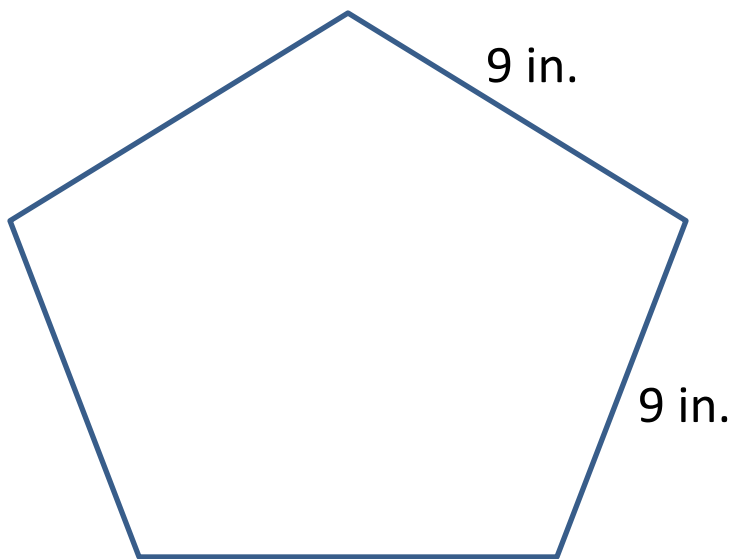


Name: \_\_\_\_\_  
BCCS-B

Week 36 Day 5 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Problem Set (Your Turn):**

1. MD makes a model of the **Pentagon** Building in Washing DC. Each side of the model measures 9 inches. What is the **perimeter** of the model Pentagon?





Name: \_\_\_\_\_

Week 36 Day 5 Date: \_\_\_\_\_

BCCS-B

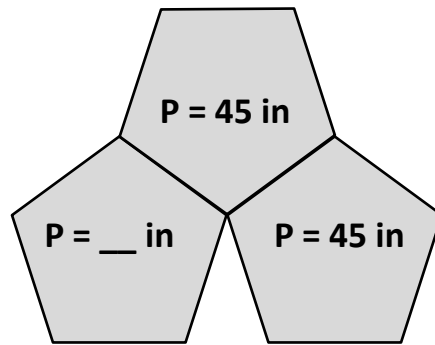
Harvard

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Princeton

**Application:**

Dayshawn draws **3 regular pentagons** to create the shape shown below. The perimeter of **1 of the pentagons** is **45 inches**. **What is the perimeter of Dayshawn's new shape?**



**C**

**U**

**B**

**E**

**S**

Name: \_\_\_\_\_

Week 36 Day 5 Date: \_\_\_\_\_

BCCS-B

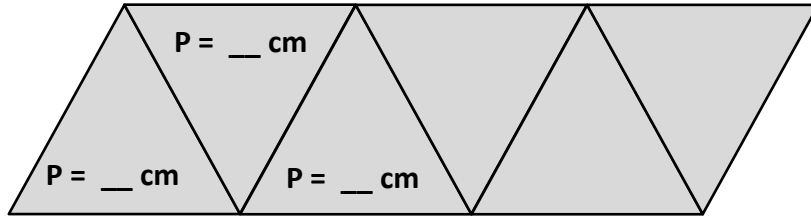
Harvard

Yale

Princeton

**Exit Ticket:**

Mrs. Mercado traces a regular triangle to create the shape below. The **perimeter** of her shape is 72 centimeters. **What are the side lengths of the triangle?**

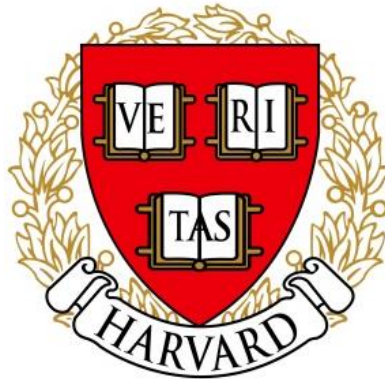




Name \_\_\_\_\_

## 3<sup>rd</sup> Grade **ESL** Math Remote Learning Packet

### Week 37



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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)

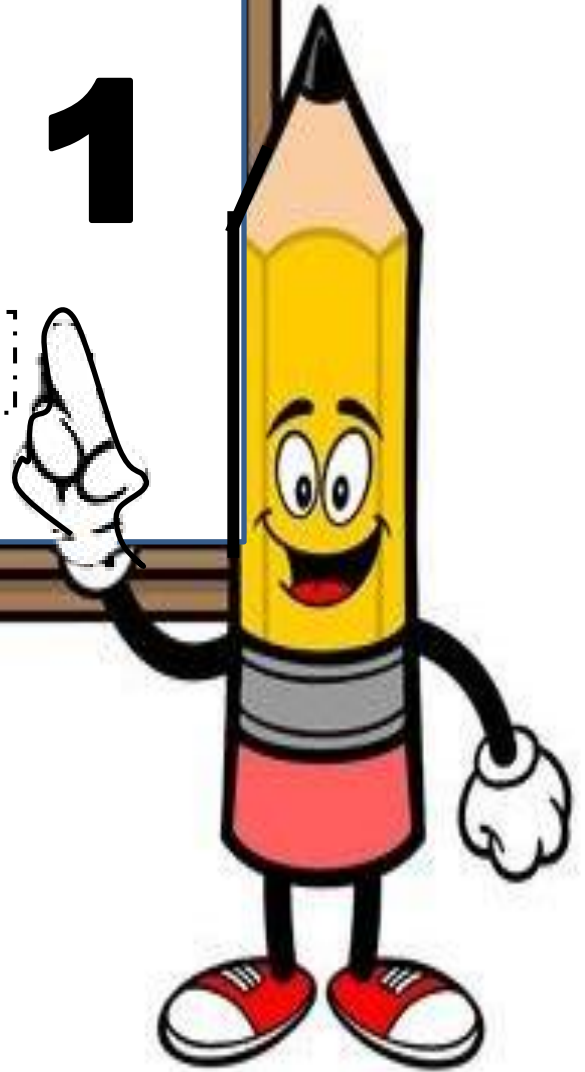
\_\_\_\_\_  
(Date)

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



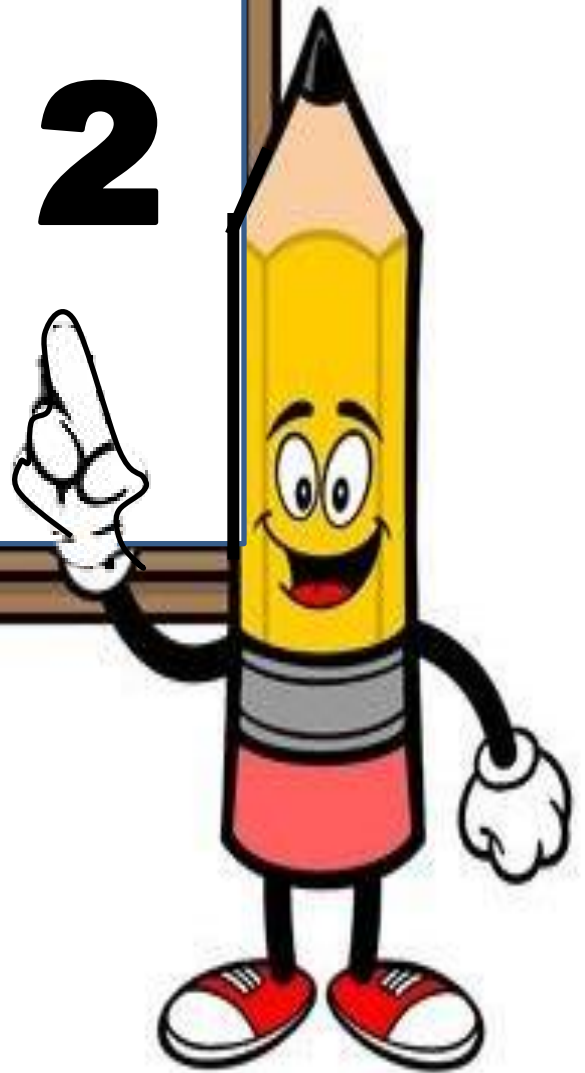
# Day # 1

No School- Memorial Day



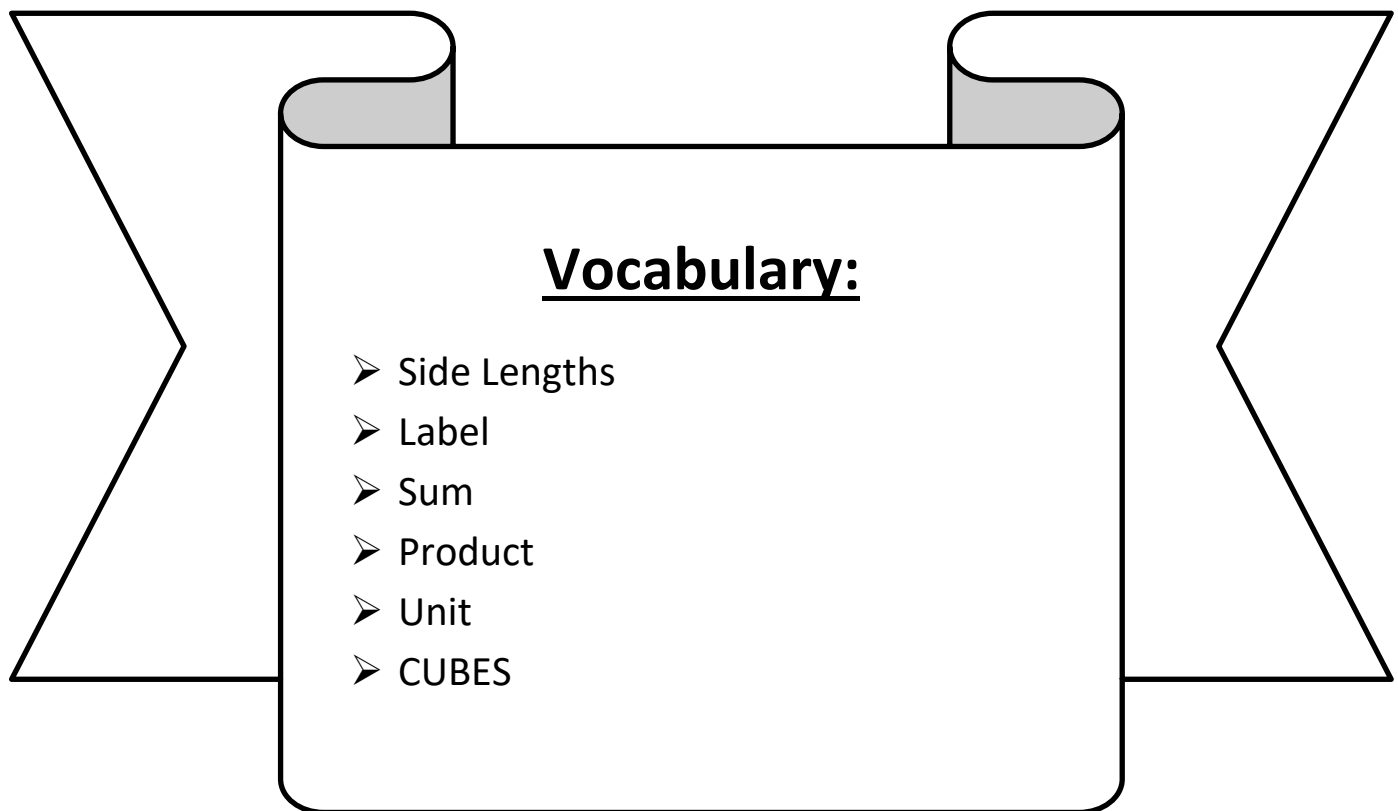


# Day # 2



**LEQ:** How can I solve a variety of word problems with area and perimeter?

**Objective:** I can draw and label diagrams to solve a variety of word problems with area and perimeter.



Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

Do Now:

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

20

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

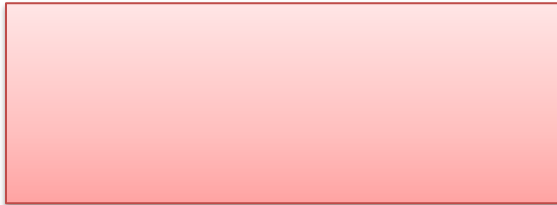
Yale

Princeton

**Input (My Turn):**

1. Ms. Millin measures her rectangular garden and finds the **width is 9 yards and the length is 7 yards.**

a. Estimate to draw Ms. Millin's garden, and **LABEL** the side lengths.



b. What is the area of Ms. Millin's garden?

c. What is the perimeter of Ms. Millin's garden?



Name: \_\_\_\_\_  
BCCS-B

Week 37 Day 2 Date: \_\_\_\_\_  
Harvard Yale Princeton

**Guided Practice (Our Turn):**

2. Mr. Young draws a square that has side lengths of 8 centimeters.
- a. Estimate to draw Mr. Young's square, and label the side lengths.



b. What is the area of Mr. Young's square?

c. What is the perimeter of Mr. Young's square?

- d. Mr. Young **connects three of these squares** to make one long rectangle.  
**What is the perimeter of this rectangle?**



Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Problem Set (Your Turn):**

1. The **perimeter** of Ms. Lulu's rectangular bedroom **is 34 feet**. The length of her bedroom is 9 feet.

e. Estimate to draw Ms. Lulu's bedroom, and label the side lengths.



f. What is the width of Ms. Lulu's bedroom?

g. What is the **area** of Ms. Lulu's bedroom?

h. Ms. Lulu has a 4-foot by 6-foot rug in her room. What is the area of the floor that is not covered by the rug?

Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Problem Set (Your Turn):**

Joselyn's measures her **rectangular** garden and finds the **width is 6 feet** and the **length is 8 feet**.

- a. Estimate to draw Joselyn's garden, and **label** the side lengths.



- b. What is the **area** of Joselyn's garden?

- c. What is the **perimeter** of Joselyn's garden?

Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Application:**

Mrs. Cosgrave makes a **4-foot by 6-foot rectangular banner**. She puts ribbon around the outside edges. The ribbon costs \$2 per foot. What is the total cost of the ribbon?

C

U

B

E

S

Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Exit Ticket:**

Emperor measures his **rectangular** sandbox and finds the width is 8 feet and the length is 6 feet.

a. Estimate to draw Emperor's sandbox, and **label** the side lengths.

b. What is the **area** of Emperor's sandbox?

c. What is the **perimeter** of Emperor's sandbox?

Name: \_\_\_\_\_

Week 37 Day 2 Date: \_\_\_\_\_

BCCS-B

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Yale

Princeton

### Homework:

1. Mr. Briggs puts food for the class party on a rectangular table. The table has a **perimeter of 18 feet** and a **width of 3 feet**.

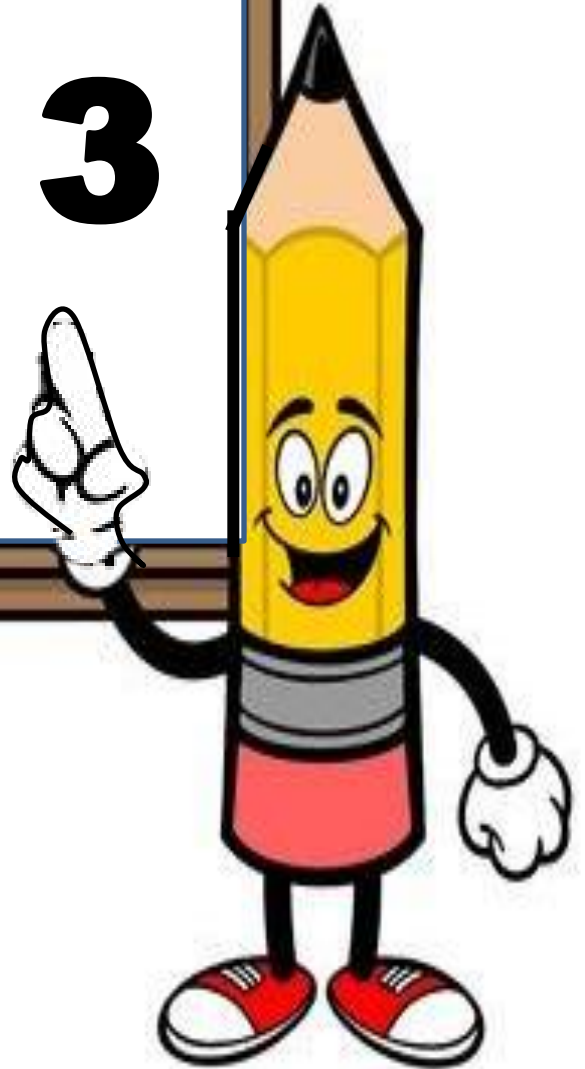
a. Estimate to draw the table, and **label** the side lengths.

b. What is the length of the table?

c. What is the area of the table?

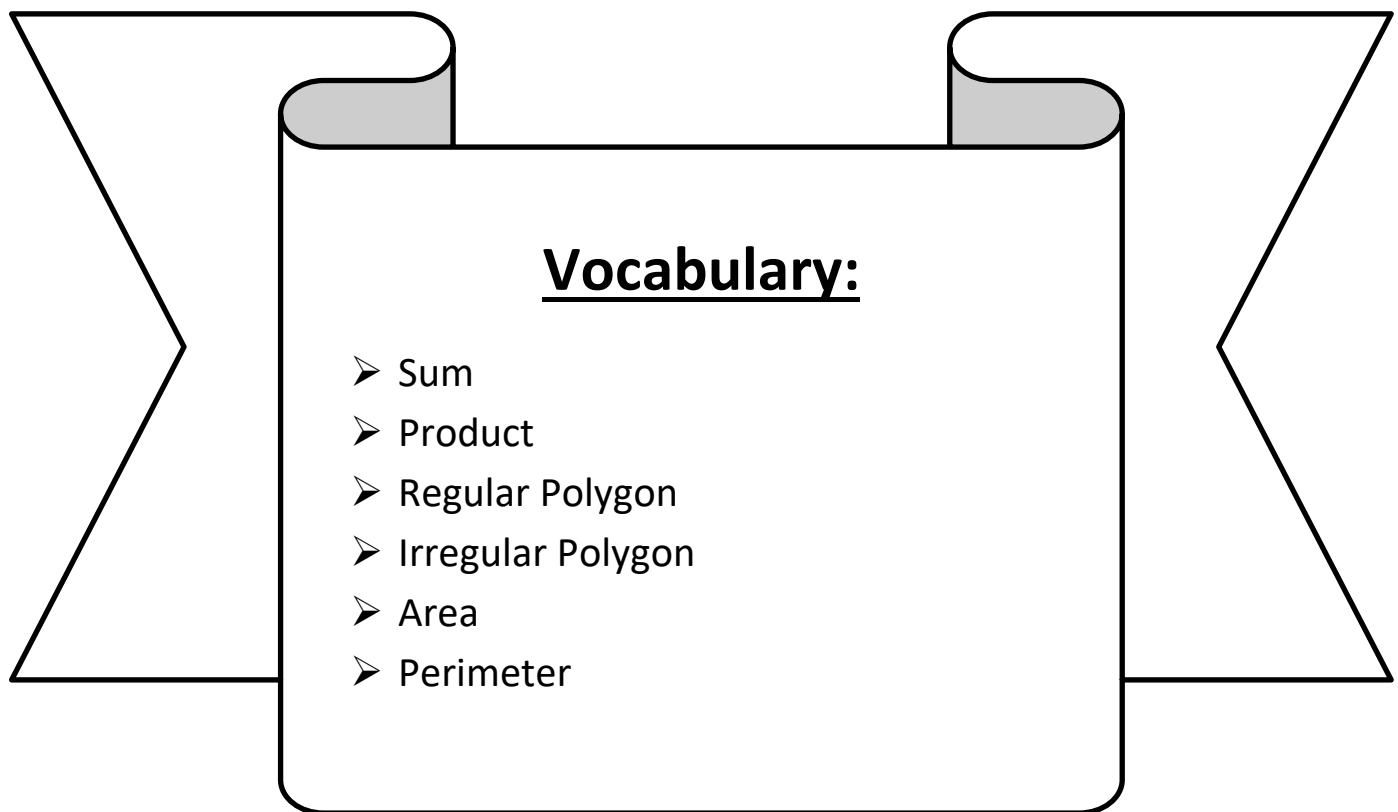


# Day # 3



**LEQ:** How I can review for the end of module assessment?

**Objective:** I can take great notes, use CUBES, and ask/answer questions to review for the end of module assessment.





Name: \_\_\_\_\_

Week 37 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

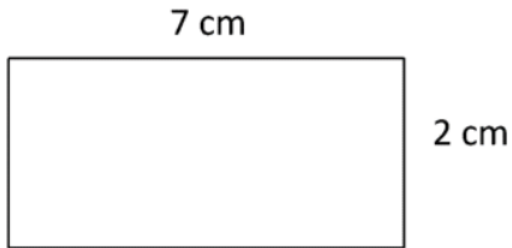
Yale

Princeton

**Do Now:**

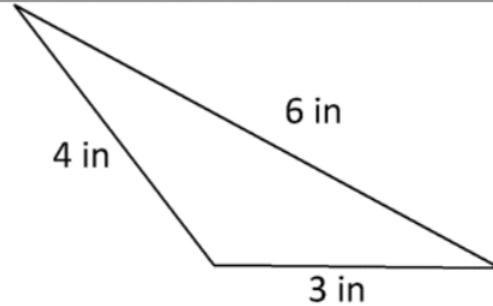
Find the **perimeter** of each shape.

1)



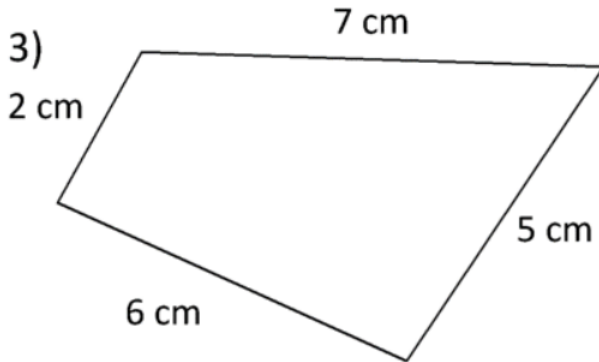
Perimeter =  $\overset{18}{\rule{1cm}{0.4pt}}$  cm

2)



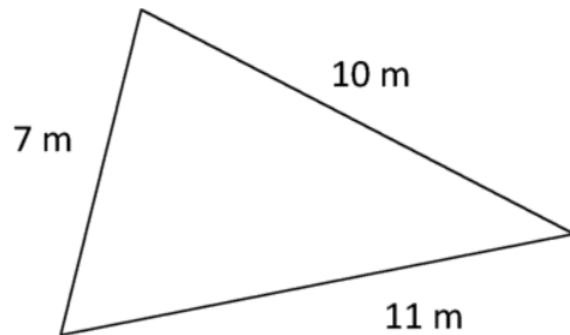
Perimeter =  $\rule{1cm}{0.4pt}$  in

3)



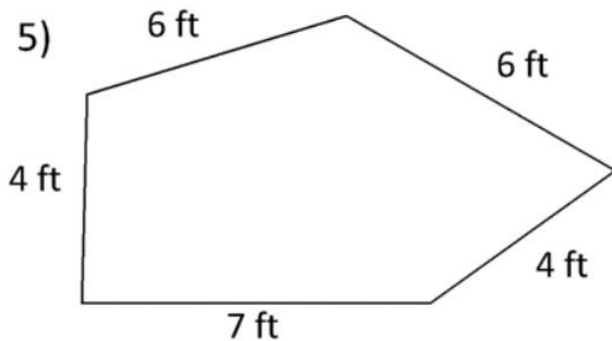
Perimeter =  $\rule{1cm}{0.4pt}$  cm

4)



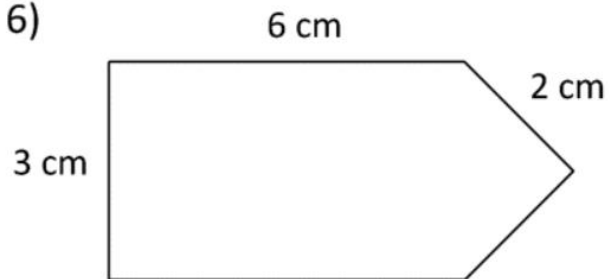
Perimeter =  $\rule{1cm}{0.4pt}$  m

5)



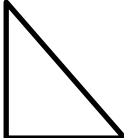
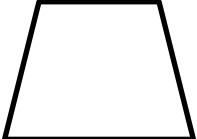

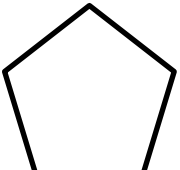
Perimeter =  $\rule{1cm}{0.4pt}$  ft

6)



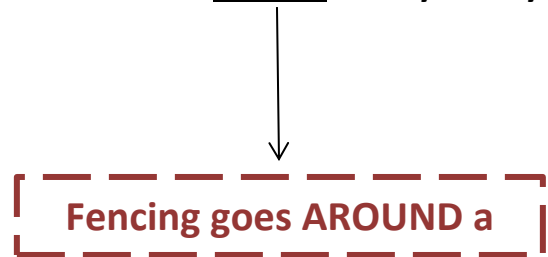
Perimeter =  $\rule{1cm}{0.4pt}$  cm

1. Which polygon below has exactly 1 pair of parallel lines?

A. 	B. 
C. 	D. 


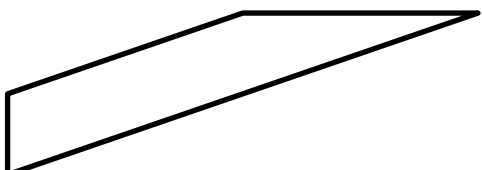

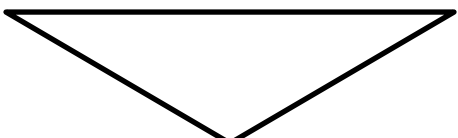
2. Which measurement would you need to determine how much fencing to buy for a yard?

- A. The yard's perimeter
- B. The yard's area
- C. The number of sides
- D. The height of the fence

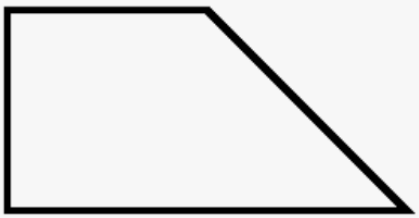


3. Which shape below is not a quadrilateral?

Quad means 4

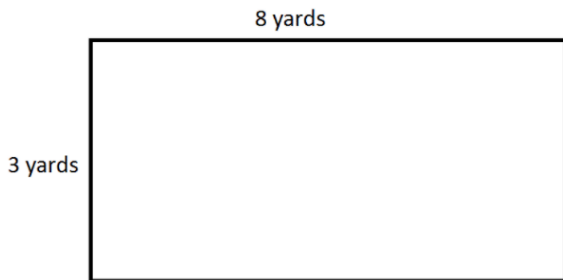
A. 	B. 
C. 	D. 

4. What is an attribute of the trapezoid below?



- A. It has 1 right angle
- B. It has 2 right angles
- C. It has 2 pairs of parallel lines
- D. It's a regular polygon

5. What is the perimeter of the rectangle below?

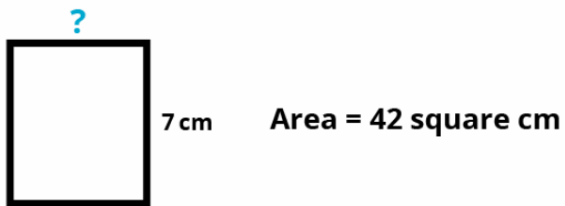


- A. 24 yards
- B. 22 yards

6. Which statement below is false?

- A. Squares have 4 right angles
- B. Pentagons have 5 sides
- C. STOP signs are octagons
- D. A Polygon is any closed, flat shape

7. What is the missing side length of the rectangle below?

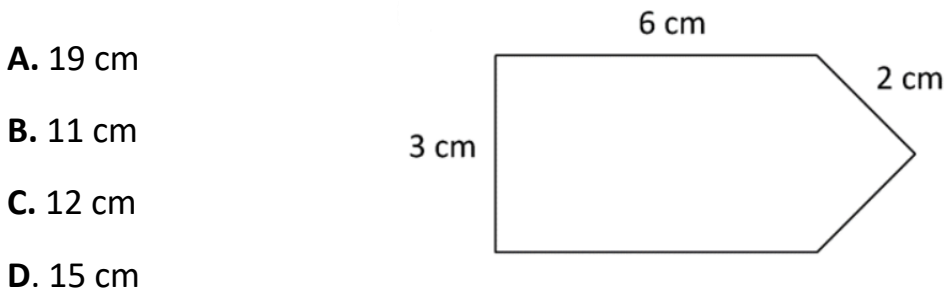


- A. 7 cm
- B. 6 cm
- C. 13 cm
- D. 42 cm

8. How many sides do quadrilaterals have?

- A. 2 sides
- B. 3 sides
- C. 4 sides
- D. 5 sides

9. What is the perimeter of the pentagon below?



- A. 19 cm
- B. 11 cm
- C. 12 cm
- D. 15 cm

10. What is true about all regular polygons?

- A. They have equal sides
- B. They have parallel lines
- C. They have right angles
- D. The area and perimeter are the same


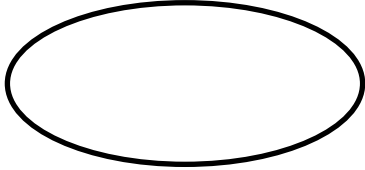
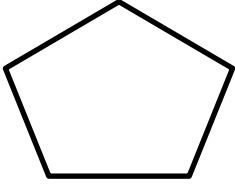
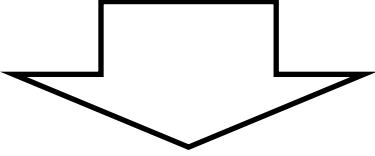
11. The area of a square is 16 square inches. The height is 2 inches. What is the length?

- A. 8 inches
- B. 4 inches
- C. 18 square inches
- D. 36 inches

12. A square has a side length of 4 cm. What is true about its area and perimeter?

- A. The area is 16 square cm and the perimeter is 8 cm
- B. The area is 12 square cm and the perimeter 16 cm
- C. The area is 16 square cm and the perimeter is 16 cm
- D. The area is 8 square cm and the perimeter is 12 cm

13. Which figure below is *not* a polygon?

A. 	B. 
C. 	D. 

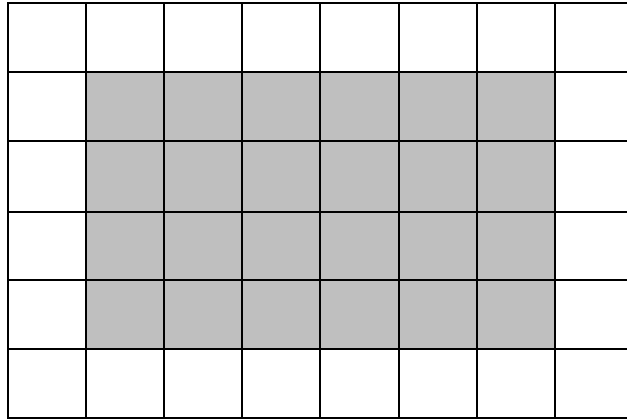
14. What is the perimeter of a regular pentagon with a side length of 2 inches?

- B. 10 inches
- C. 8 inches



**Penta means 5**

15. Mrs. Blomgren draws the rectangle below. What is the perimeter?



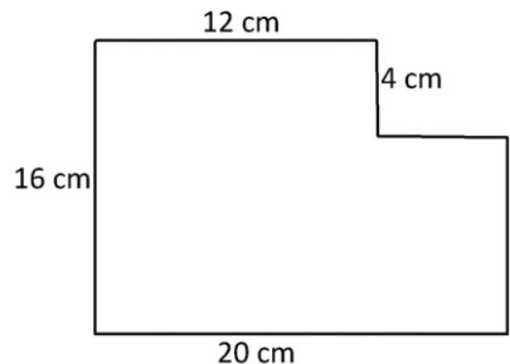
- A. 20 units
- B. 24 units
- C. 12 units
- D. 8 units

16. Ms. Sherman drew a rectangle with an area of 18 square cm and a perimeter of 22 cm. What could be one of the side lengths?

- A. 5 cm
- B. 8 cm
- C. 9 cm
- D. 6cm

17. Find the unknown sides to find the perimeter of the hexagon below.

- A. 72 cm
- B. 48 cm
- C. 52 cm
- D. 60 cm



Perimeter = \_\_\_\_\_ cm

Name: \_\_\_\_\_

Week 37 Day 3 Date: \_\_\_\_\_

BCCS-B

Harvard

Yale

Princeton

**Homework:**

Find the area and perimeter of the rectangle below. Show your work to earn both points.

9 inches



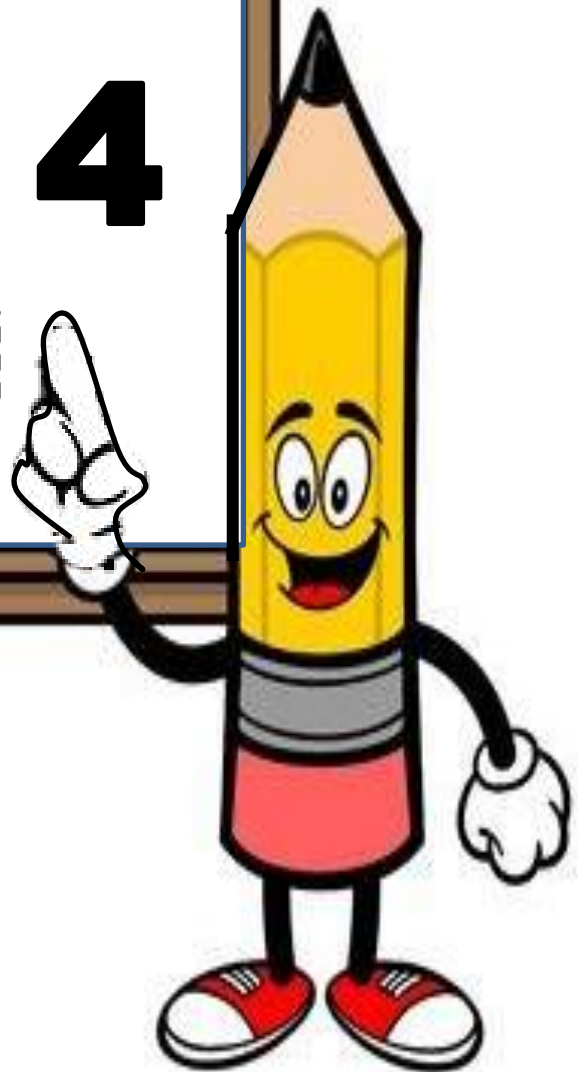
4 inches

Area	Perimeter
Area= _____ square inches	Perimeter= _____ inches



# Day # 4

*End of Module Assessment*







# Day # 5

*Jeopardy Game: Polygons*

