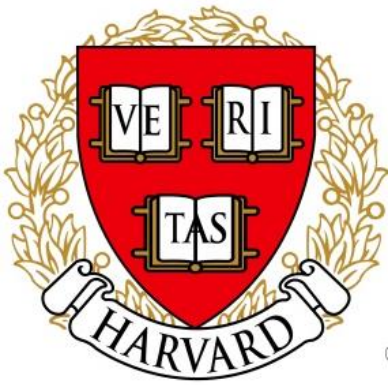
Name _____

# 3rd Grade Math Remote Learning Packet

## Week 18




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.

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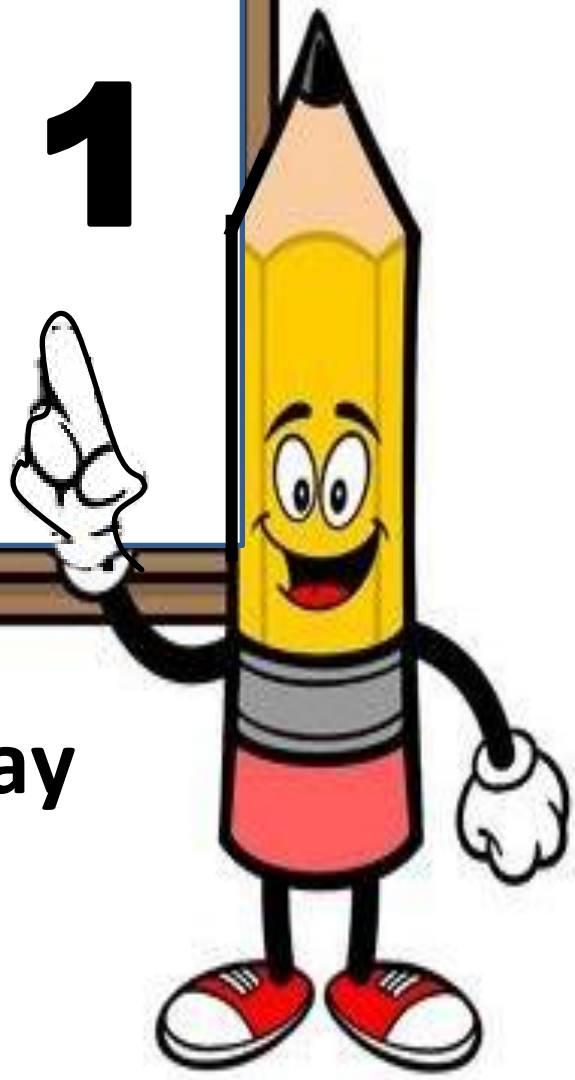
# Day # 1



## No School: MLK Day

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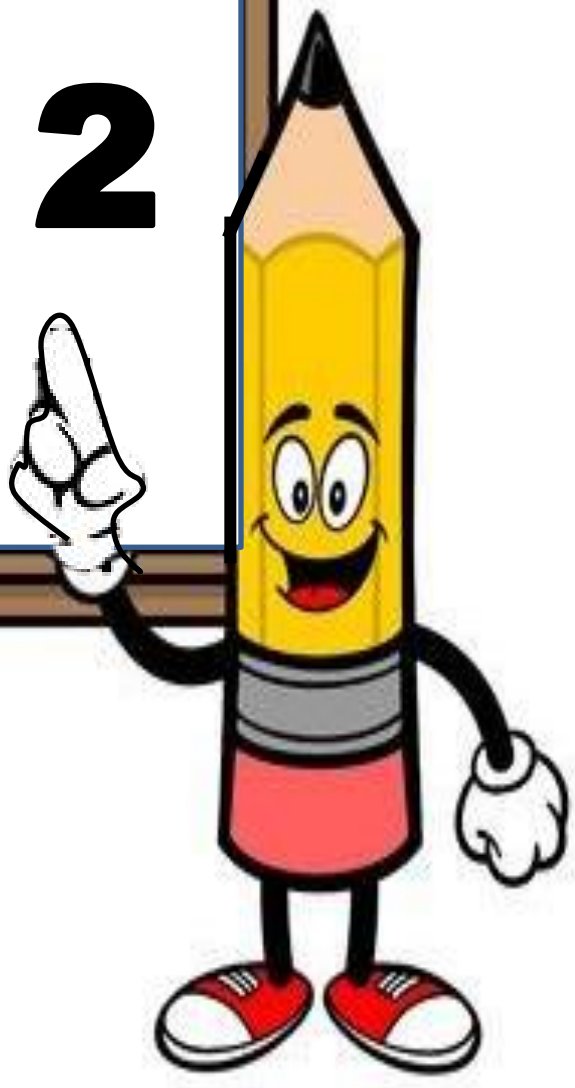
# Day # 2



**LEQ:** How can I multiply by multiples of 10?

**Objective:** I can use a place value chart to multiply by multiples of 10.

## Vocabulary:

- Place Value
- Unit
- Multiples
- Product

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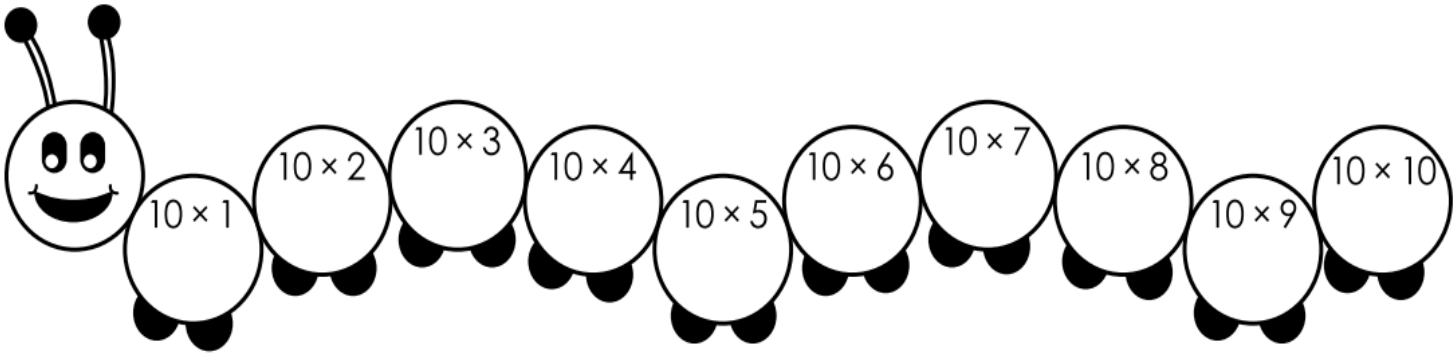
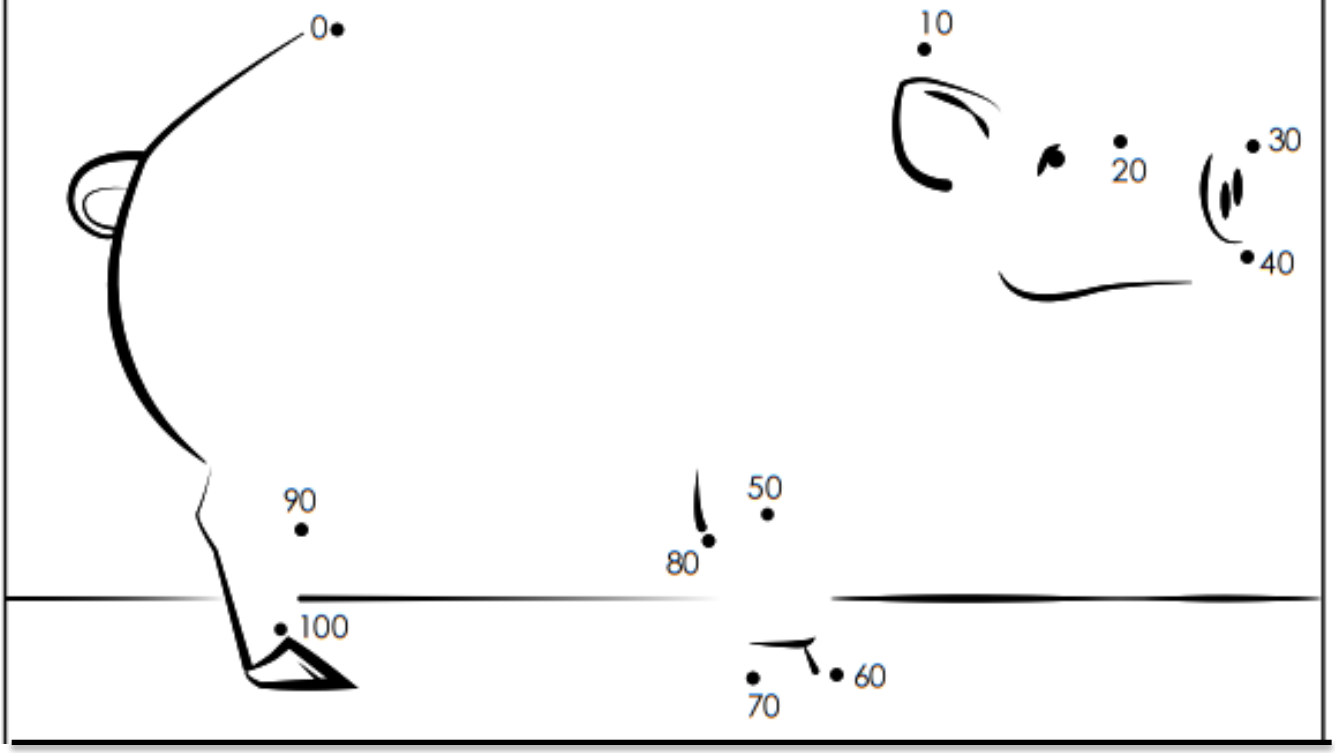
**Do Now**:

## Multiplication Caterpillar




## Dot-to-Dot

Count by 10s. Connect the dots



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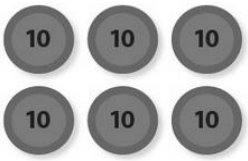
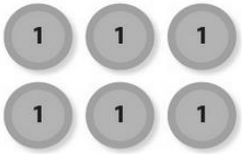
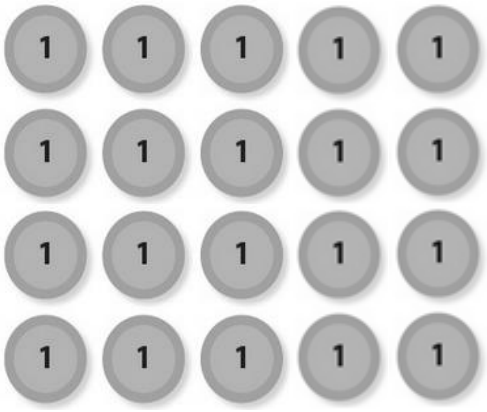
**Input (My Turn):**

When multiplying by tens, we can use a _____ _____chart and an array, where each unit represents one 1. To multiply that product by ten, each single unit will change from _____ to _____.

| Tens | Ones |
|---|---|
|  |  |
| 2 × 3 tens = ____ tens | 2 × 3 ones = ____ ones |
| 2 × 30 = ____ | 2 × 3 = ____ |

**1. Use the disks to fill in the blanks in the equations.**

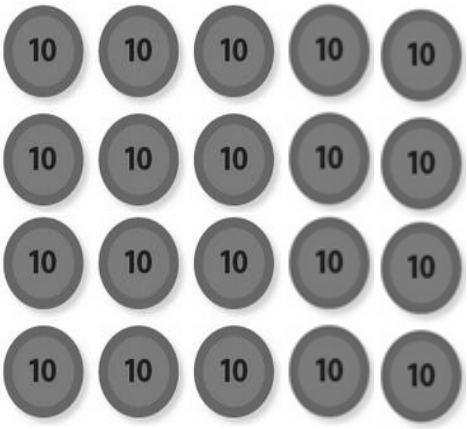
a.



4 × 5 ones = _____ ones

4 × 5 = _____

b.



4 × 5 tens = _____ tens

4 × 50 = _____

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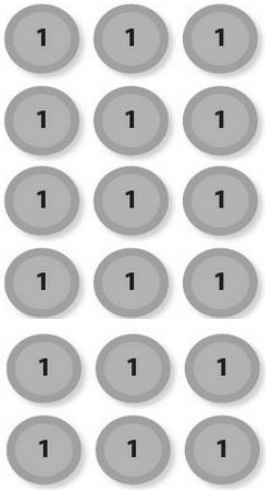
## Problem Set (Your Turn):

**1. Use the disks to fill in the blanks in the equations.**

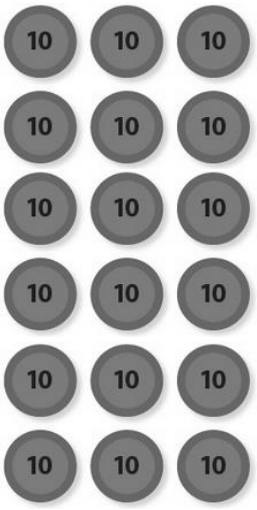
b.




6 × 3 ones = _____ ones

6 × 3 = _____

b.




6 × 3 tens = _____ tens

6 × 30 = _____

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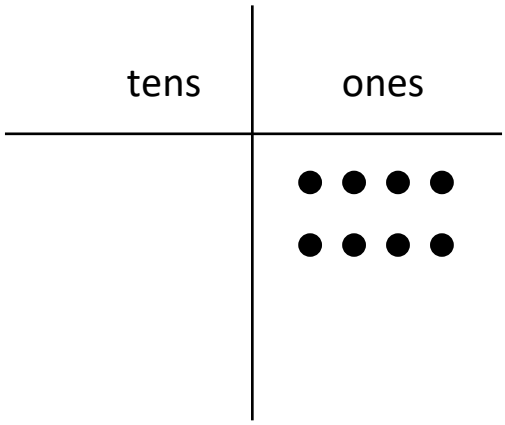
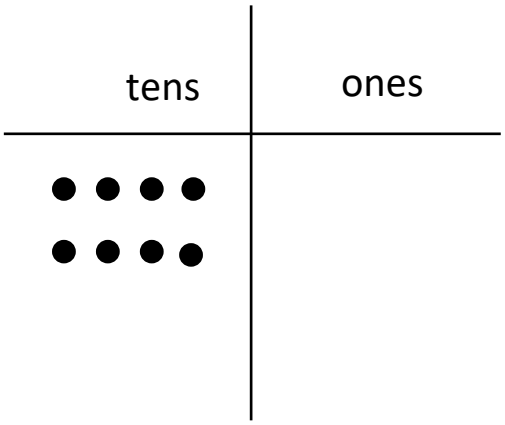
## Input (My Turn):

**1. Use the chart to complete the blanks in the equations.**




a. 2 × 4 ones = _____ ones

2 × 4 = _____

b. 2 × 4 tens = _____ tens

2 × 40 = _____

**Fill in the blank to make the equation true.**

| | |
|---|---|
| a. _____ = 7 × 2 | _____ tens = 7 tens × 2 |
| b. _____ = 8 × 3 | _____ tens = 8 tens × 3 |
| c. _____ = 60 × 5 | _____ = 4 × 80 |
| d. 7 × 40 = _____ | 50 × 8 = _____ |

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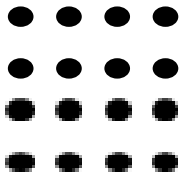
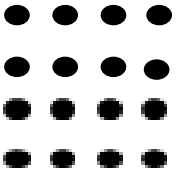
**Problem Set (Your Turn):**

**2. Use the chart to complete the blanks in the equations.**

| tens | ones |
|---|---|
| |  |

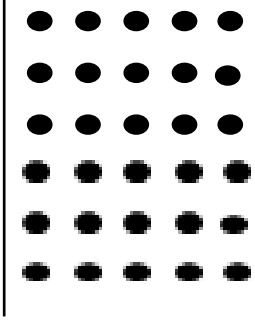
b. 4 × 4 ones = _____ ones

**4 × 4 = _____**

| tens | ones |
|---|---|
|  | |

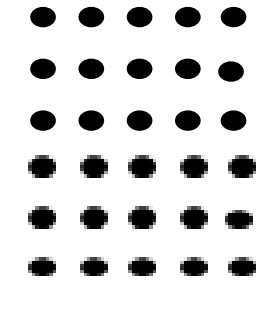
b. 4 × 4 tens = _____ tens

**4 × 40 = _____**

| tens | ones |
|---|---|
| |  |

c. 6 × 5 ones = _____ ones

**6 × 5 = _____**

| tens | ones |
|---|---|
|  | |

d. 6 × 5 tens = _____ tens

**6 × 50 = _____**

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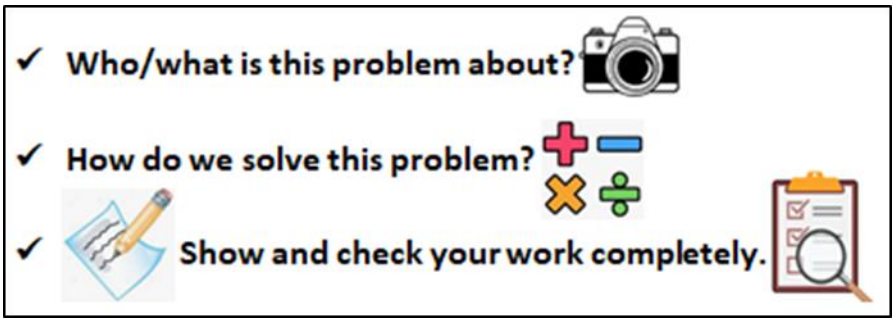


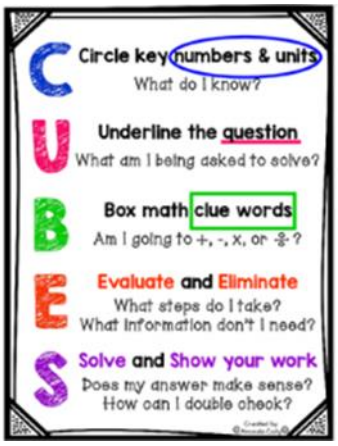


**Application:**

A bus can carry 40 passengers. How many passengers can 6 buses carry? Write an equation to show your thinking.

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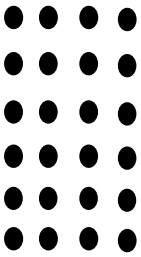
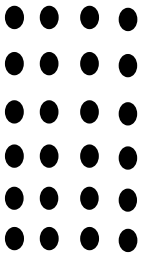
**Exit Ticket:**

**1. Use the chart to complete the blanks in the equations.**

| tens | ones |
|---|---|
| |  |

| tens | ones |
|---|---|
|  | |

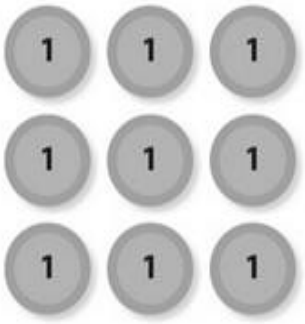
6 × 4 ones = _____ ones

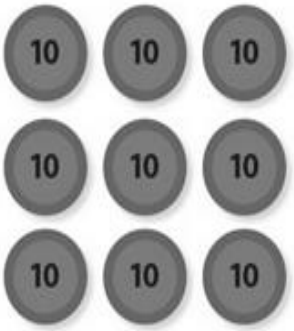
6 × 4 = _____

6 × 4 tens = _____ tens

6 × 40 = _____

**2. Use the disks to complete the blanks in the equations.**

a. 


b. 


3 × 3 ones = _____ ones

3 × 3 = _____

3 × 3 tens = _____ tens

30 × 3 = _____

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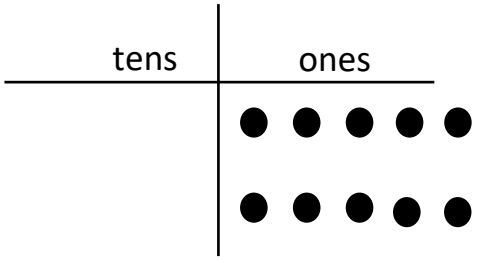
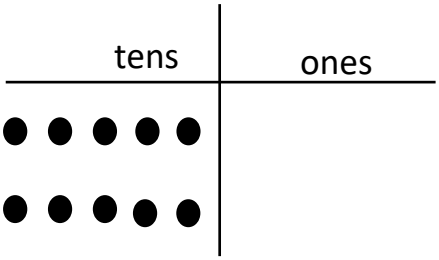
## Homework:

**1. Use the chart to complete the blanks in the equations.**



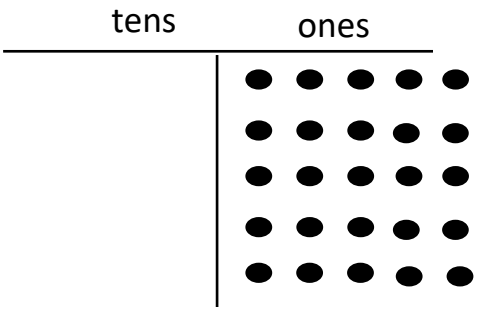

a. 2 × 5 ones = _____ ones

**2 × 5 = _____**



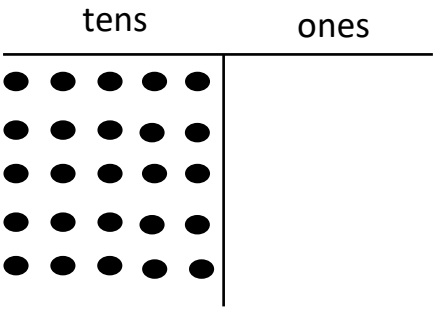

b. 2 × 5 tens = _____ tens

**2 × 50 = _____**




c. 5 × 5 ones = _____ ones

**5 × 5 = _____**




d. 5 × 5 tens = _____ tens

**5 × 50 = _____**

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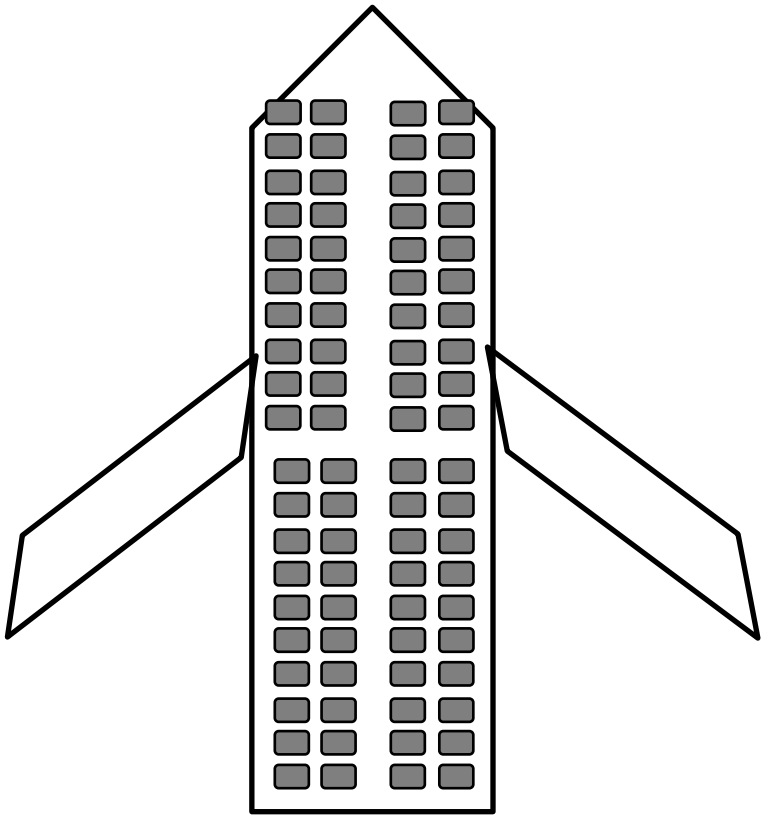
## Homework Page 2:

A small plane has 20 rows of seats. Each row has 4 seats. Find the total number of seats on the plane.



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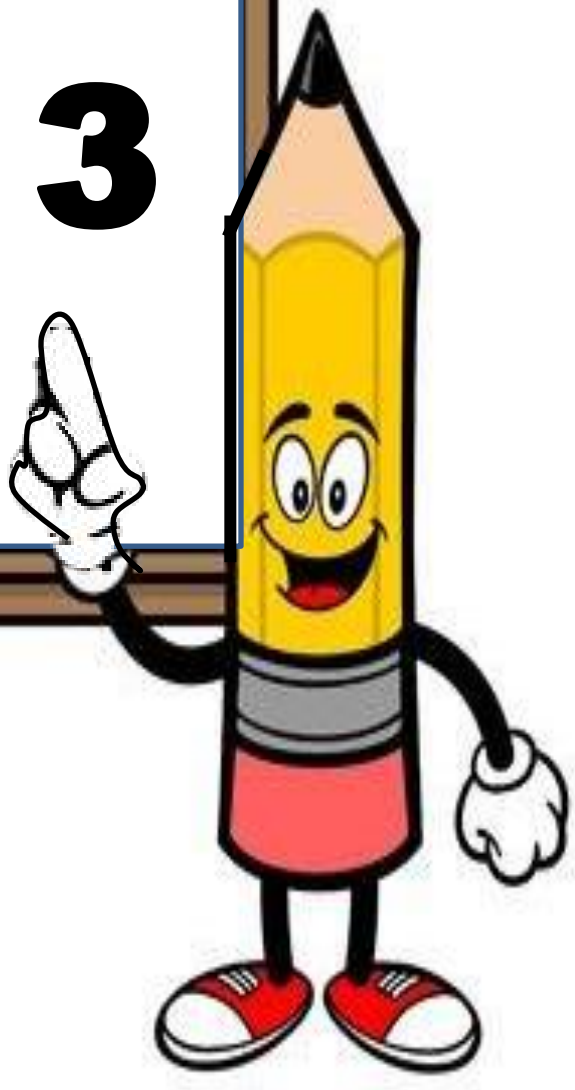
# Day # 3



**LEQ:** How can I use the associative property to multiply by tens?

**Objective:** I can use parentheses to apply the associative property to multiply by tens.

## Vocabulary:

- Associative Property
- Parentheses
- Rearrange
- Simplify
- Factors

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**Do Now**:

## Multiplication: 0 - 7

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

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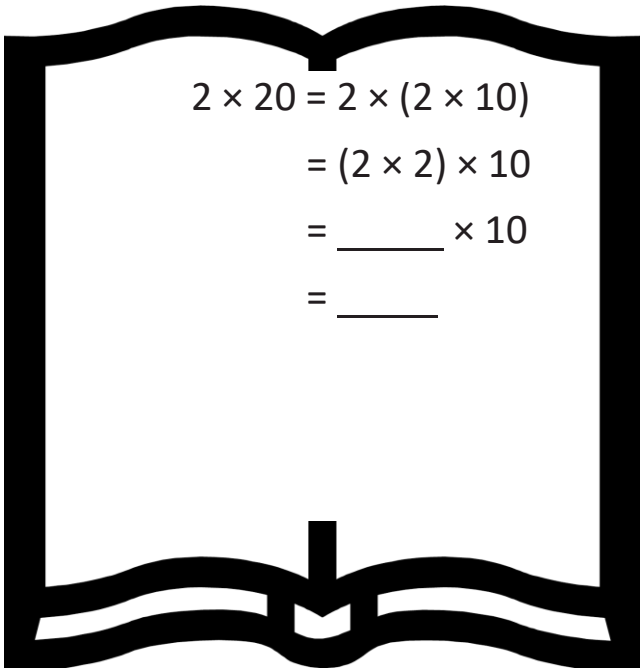
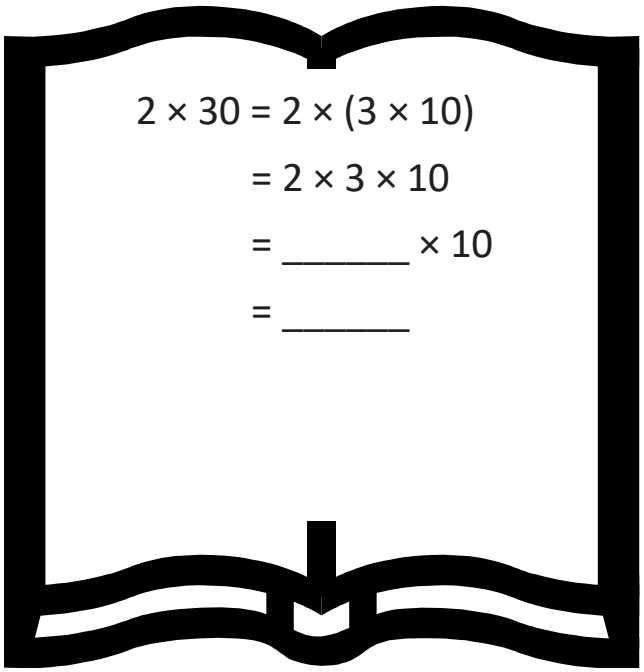
**Input (My Turn):**

When using the associative property to multiply by tens, I can use _____ to rearrange expressions. For example, if I want to multiply 3 x 30, I could rewrite that as 3 x (3 x 10) or (3 x 3) x 10 to get a product of _____. We simplify the multiple of 10 and create smaller factors.

**1. Place parentheses in the equations to find the related fact. Then, solve.**



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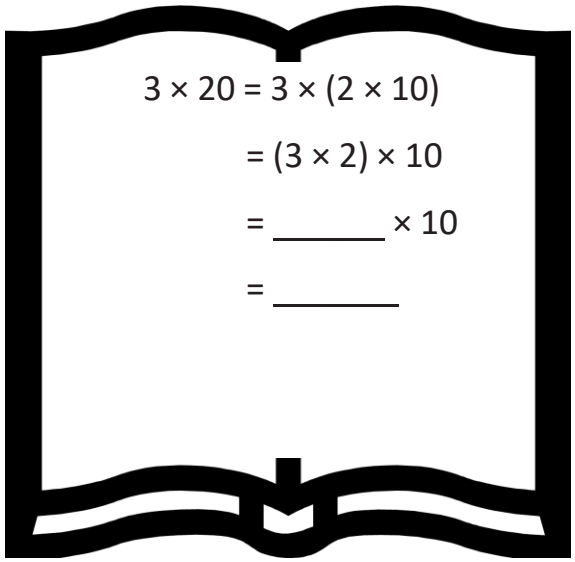
## Problem Set (Your Turn):

**1. Place parentheses in the equations to find the related fact. Then, solve.**

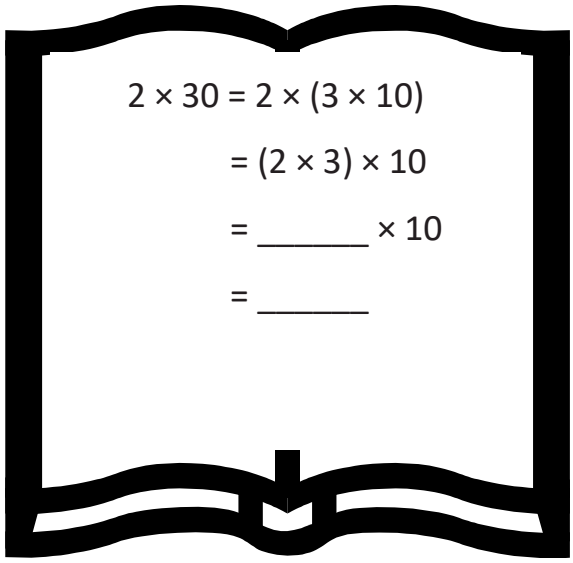


$3 \times 20 = 3 \times (2 \times 10)$

$= (3 \times 2) \times 10$

$= \_\_\_\_\_ \times 10$

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

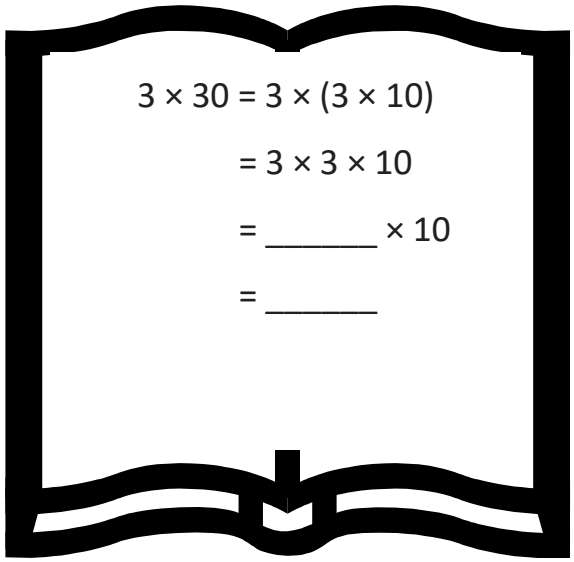


$2 \times 30 = 2 \times (3 \times 10)$

$= (2 \times 3) \times 10$

$= \_\_\_\_\_ \times 10$

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

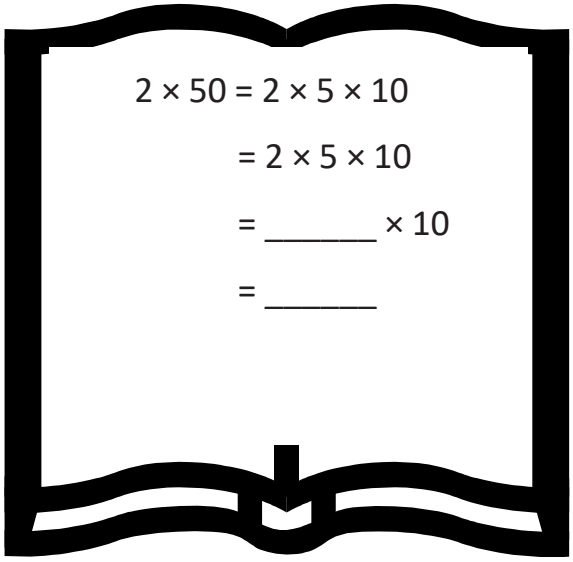


$3 \times 30 = 3 \times (3 \times 10)$

$= 3 \times 3 \times 10$

$= \_\_\_\_\_ \times 10$

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



$2 \times 50 = 2 \times 5 \times 10$

$= 2 \times 5 \times 10$

$= \_\_\_\_\_ \times 10$

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

Name: _____ Week 18 Day 3 Date: _____

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**Input (My Turn):**

**1. Place parentheses in the equations to find the related fact. Then, solve.**

a. $3 \times 20 = 3 \times 2 \times 10$

$= 3 \times 2 \times 10$

$=$ _____ $\times 10$

$=$ _____

b. $2 \times 30 = 2 \times 3 \times 10$

$= 2 \times 3 \times 10$

$=$ _____ $\times 10$

$=$ _____

**2. Nahjaleek solves $20 \times 4$ by thinking about $10 \times 8$. Explain his strategy.**

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**Problem Set (Your Turn):**

**1. Place parentheses in the equations to find the related fact. Then, solve.**

a. $2 \times 20 = 2 \times 2 \times 10$

$= 2 \times 2 \times 10$

$=$ _____ $\times 10$

$=$ _____

b. $2 \times 50 = 2 \times 5 \times 10$

$= 2 \times 5 \times 10$

$=$ ___ $\times 10$

$=$ _____

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**2. Jeremiah solves $20 \times 3$ by thinking about $10 \times 6$. Explain his strategy.**

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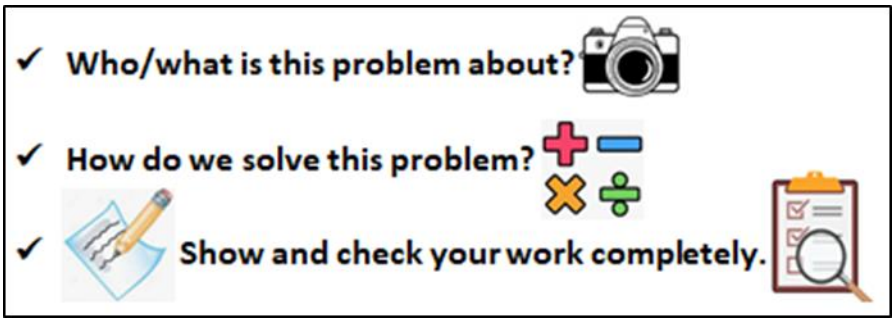


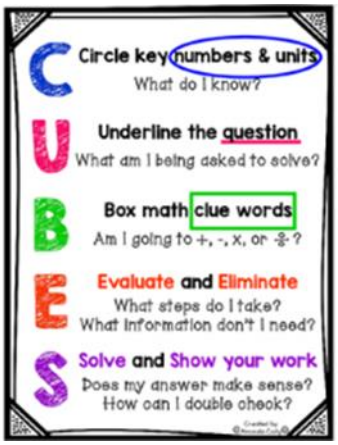


**Application:**

Mrs. Blomgren goes to a bookstore. She buys a class set of 20 books for $3.00 each. How much money did Mrs. Blomgren pay in all?

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**Exit Ticket:**

**1. Place parentheses in the equations to find the related fact. Then, solve.**

a. $4 \times 20 = 4 \times 2 \times 10$

$= 4 \times 2 \times 10$

$=$ _____ $\times 10$

$=$ _____

b. $3 \times 30 = 3 \times 3 \times 10$

$= 3 \times 3 \times 10$

$=$ _____ $\times 10$

$=$ _____

**2. Jacob solves 20 × 5 by thinking about 10 tens. Explain his strategy.**

Name: _____ Week 18 Day 3 Date: _____

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## Homework:

**1. Solve. Place parentheses in (c) and (d) as needed to find the related fact.**

**a.**

3 × 20 = 3 × (2 × 10)

= (3 × 2) × 10

= ___6___ × 10

= _____

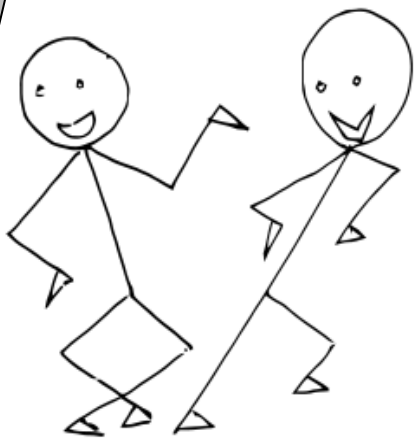
**b.**

3 × 30 = 3 × (3 × 10)

= (3 × 3) × 10

= _____ × 10

= _____



**c.**

3 × 40 = 3 × (4 × 10)

= 3 × 4 × 10

= _____ × 10

= _____

**d.**

3 × 50 = 3 × 5 × 10

= 3 × 5 × 10

= _____ × 10

= _____

**2. Danny solves 5 × 20 by thinking about 10 × 10. Explain his strategy.**

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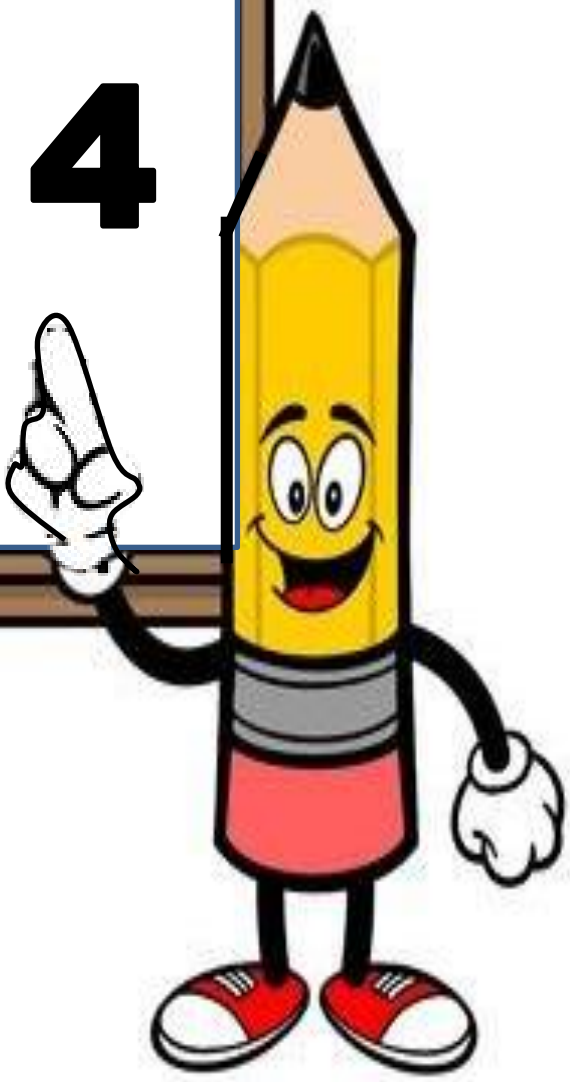
# Day # 4



**LEQ:** How can I solve two-step word problems involving multiplying single digits by multiples of 10?

**Objective:** I can use CUBES and organize my work space to solve two-step word problems involving multiplying single digits by multiples of 10.

## Vocabulary:

- Answer sentence
- CUBES
- Multiple

Name: _____ Week 18 Day 4 Date: _____

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## **Do Now**: Multiply by Multiples of 10

| | | |
|---|---|---|
| 1. | 4 × 2 = | |
| 2. | 4 × 20 = | |
| 3. | 40 × 2 = | |
| 4. | 3 × 3 = | |
| 5. | 3 × 30 = | |
| 6. | 30 × 3 = | |
| 7. | 3 × 2 = | |
| 8. | 3 × 20 = | |
| 9. | 30 × 2 = | |
| 10. | 5 × 5 = | |
| 11. | 50 × 5 = | |
| 12. | 5 × 50 = | |
| 13. | 4 × 3 = | |
| 14. | 40 × 3 = | |
| 15. | 4 × 30 = | |
| 16. | 7 × 3 = | |
| 17. | 7 × 30 = | |
| 18. | 70 × 3 = | |
| 19. | 6 × 4 = | |
| 20. | 60 × 4 = | |
| 21. | 6 × 40 = | |
| 22. | 9 × 4 = | |

| | | |
|---|---|---|
| 23. | 9 × 40 = | |
| 24. | 90 × 4 = | |
| 25. | 8 × 6 = | |
| 26. | 80 × 6 = | |
| 27. | 5 × 2 = | |
| 28. | 5 × 20 = | |
| 29. | 3 × 80 = | |
| 30. | 40 × 8 = | |
| 31. | 4 × 50 = | |
| 32. | 8 × 80 = | |
| 33. | 90 × 6 = | |
| 34. | 6 × 70 = | |
| 35. | 60 × 6 = | |
| 36. | 7 × 70 = | |
| 37. | 60 × 5 = | |
| 38. | 6 × 80 = | |
| 39. | 7 × 80 = | |
| 40. | 80 × 6 = | |
| 41. | 90 × 7 = | |
| 42. | 8 × 50 = | |
| 43. | 80 × 9 = | |
| 44. | 7 × 90 = | |

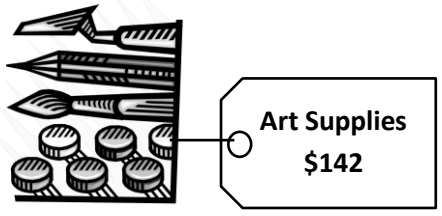
Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

## Input (My Turn):

1. There are 60 seconds in 1 minute. Use a tape diagram to find the total number of seconds in 5 minutes and 45 seconds.

2. Ahmed saves $30 each month for 4 months. Does he have enough money to buy the art supplies below? Explain why or why not.



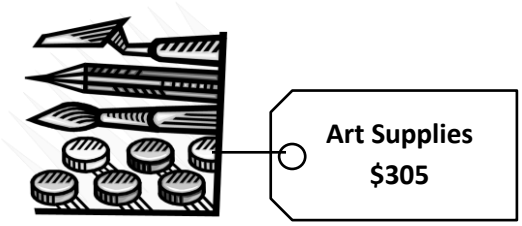
Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

## Problem Set (Your Turn):

1. There are 60 seconds in 1 minute. Use a tape diagram to find the total number of seconds in 4 minutes and 50 seconds.

2. Prince saves $40 each month for 5 months. Does he have enough money to buy the art supplies below? Explain why or why not.



Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

**Input (My Turn):**

3. Zaymir receives 5 cents for each can or bottle he recycles. How many cents does Zaymir earn if he recycles 48 cans and 32 bottles?

4. Mr. Moore buys 3 sets of cards. Each set comes with 18 striped cards and 12 polka dot cards. He uses 49 cards. How many cards does he have left?

Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

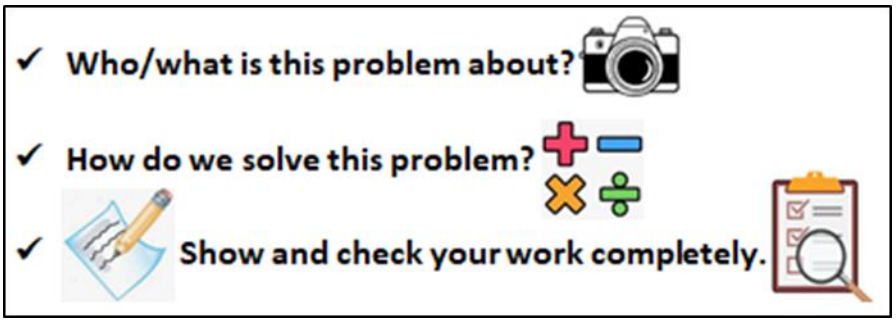
## Problem Set (Your Turn):

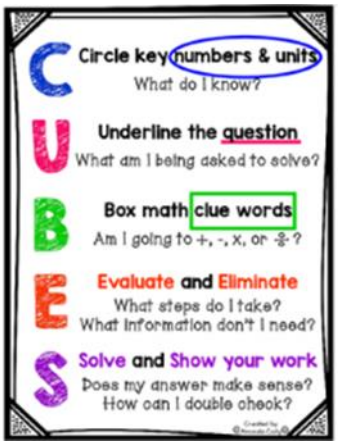
3. Caleb receives 5 cents for each can or bottle he recycles. How many cents does Caleb earn if he recycles 28 cans and 22 bottles?

4. Mr. Pierce buys 3 sets of cards. Each set comes with 28 striped cards and 22 polka dot cards. He uses 54 cards. How many cards does he have left?

Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton




**Application:**

A box of 10 markers weighs 115 grams. If the empty box weighs 15 grams, how much does each marker weigh?

Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

**Exit Ticket:**

Xaiden buys a can of 3 tennis balls. The empty can weighs 20 grams, and each tennis ball weighs 60 grams. What is the total weight of the can with 3 tennis balls?

Name: _____ Week 18 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

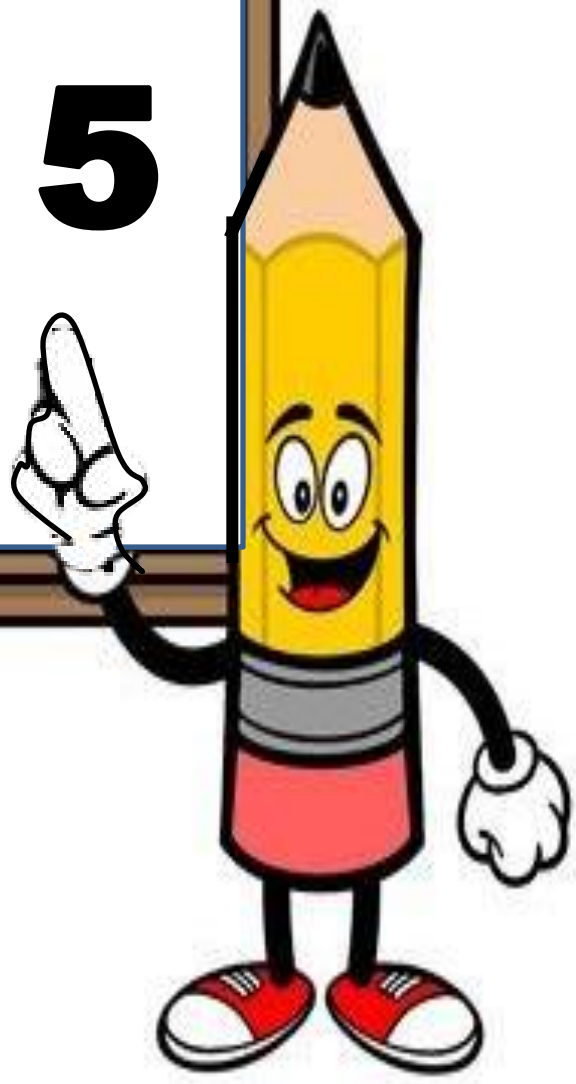
**Homework:**

1. Ms. Moise buys 7 boxes of snacks. Each box has 12 packets of fruit snacks and 18 packets of cashews. How many snack packets does she buy altogether?

2. Dayshawn wants to buy a tablet that costs $437. He saves $50 a month for 9 months. Does he have enough money to buy the tablet? Explain why or why not.

Brighter Choice
Charter School for Boys

# Day # 5



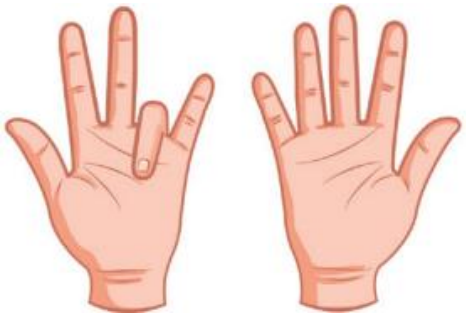
## Quiz Review

Name: _____ Week 18 Day 5 Date: _____

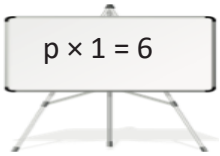
BCCS-B Harvard Yale Princeton

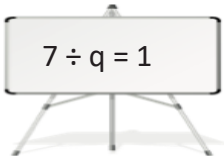
**1. Use the 9 finger trick to write an equation for the diagram below.**

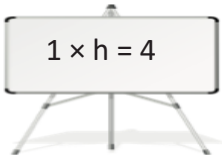
_____ X _____ = _____

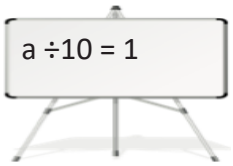


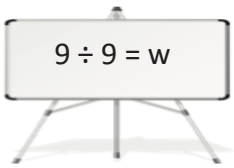
**2. Match each equation with its solution.**

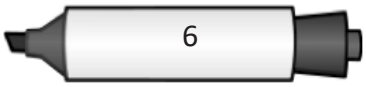











Name: _____ Week 18 Day 5 Date: _____

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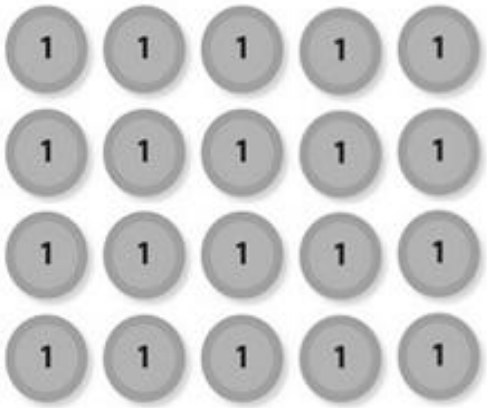
**3. Use the disks to fill in the blanks in the equations.**

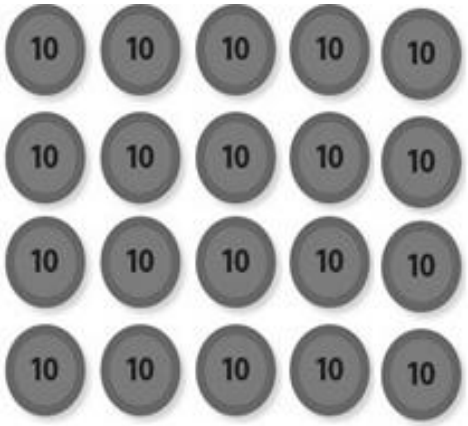
a.




4 × 5 ones = _____ ones

4 × 5 = _____

b.




4 × 5 tens = _____ tens

4 × 50 = _____

**4. Place parentheses in the equations to find the related fact. Then, solve.**

a. 3 × 20 = 3 × 2 × 10

= 3 × 2 × 10

= _____ × 10

= _____

b. 2 × 30 = 2 × 3 × 10

= 2 × 3 × 10

= _____ × 10

= _____

**5. Martin wants to buy a tablet that costs $307. He saves $40 a month for 8 months. Does he have enough money to buy the tablet? Explain why or why not.**

Name _____

# 3rd Grade Math Remote Learning Packet

## Week 19

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 understand area?

**Objective:** I can identify shapes with the same area to understand area.

## Vocabulary:

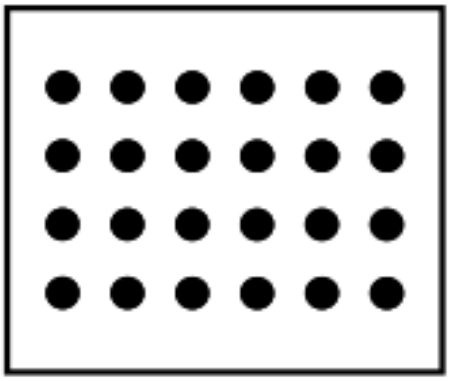
- Two-Dimensional
- Area

Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

**Do Now**:

# Using Arrays to Multiply



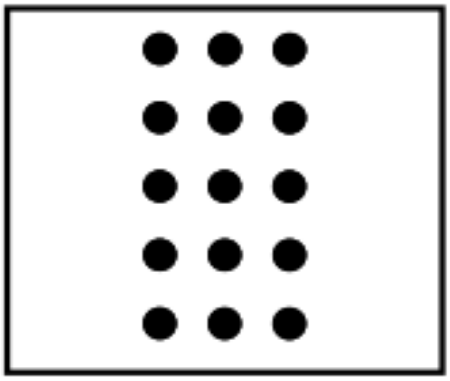
How many rows are in the array? _____

How many columns are in the array? _____

How many dots are in the array? _____

Write a multiplication fact that is shown by the array.

_____ x _____ = _____



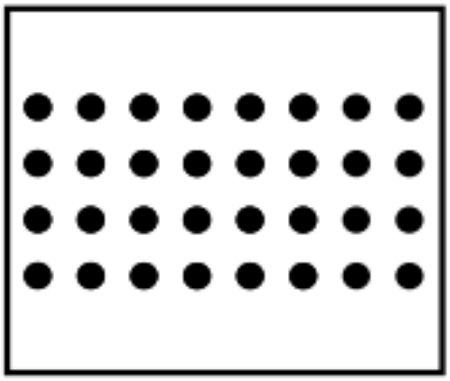
How many rows are in the array? _____

How many columns are in the array? _____

How many dots are in the array? _____

Write a multiplication fact that is shown by the array.

_____ x _____ = _____



How many rows are in the array? _____

How many columns are in the array? _____

How many dots are in the array? _____

Write a multiplication fact that is shown by the array.

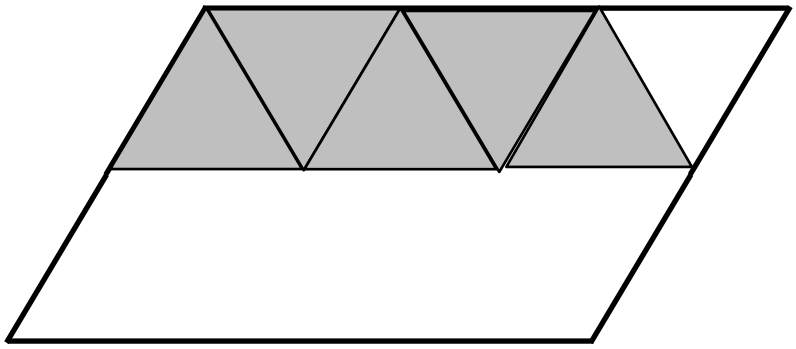
_____ x _____ = _____

Name: _____ Week 19 Day 1 Date: _____

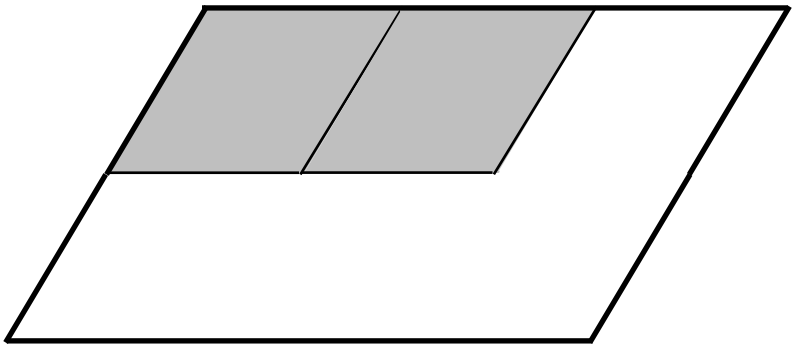
BCCS-B Harvard Yale Princeton

**Input (My Turn):**

A shape's _____ is the amount of two-dimensional or flat space it takes up. To find a rectangle's area, we count the number of units, just as we would in an array.



It takes _____ triangles to cover this shape completely.



It takes _____ rhombuses to cover this shape completely.

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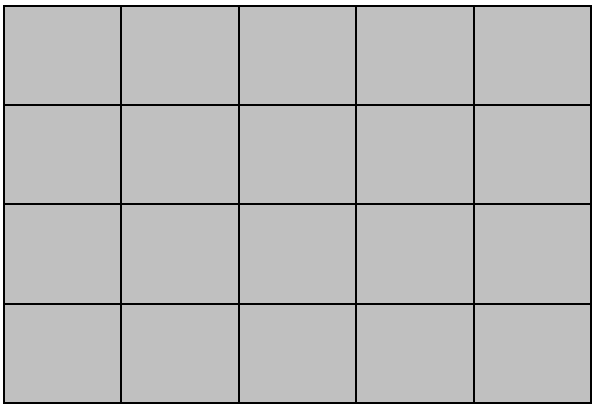


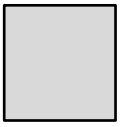
To find the area of a rectangle, we use _____ units.

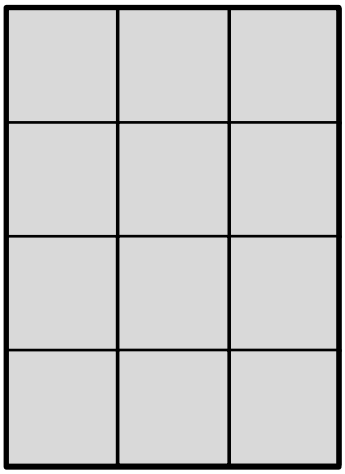
The area of the rectangle to the left is _____ square units.

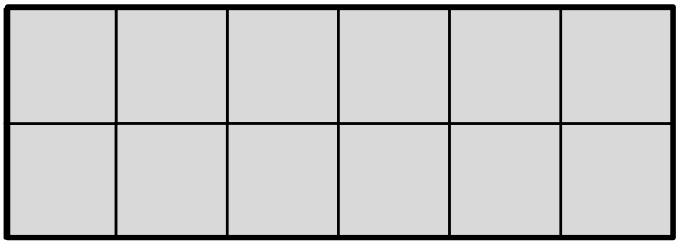
Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

**Input (My Turn):**

Each  is 1 square unit. Do both rectangles have the same area? Explain how you know.





_____

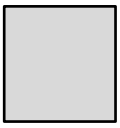
_____

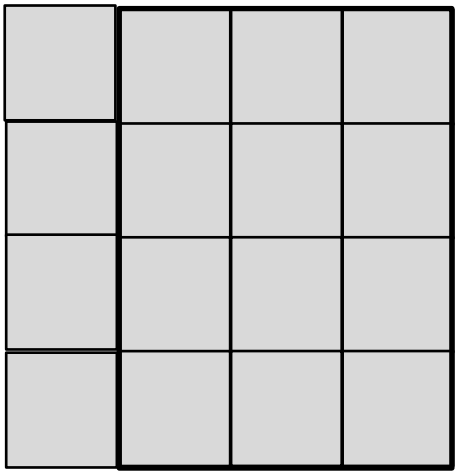
_____

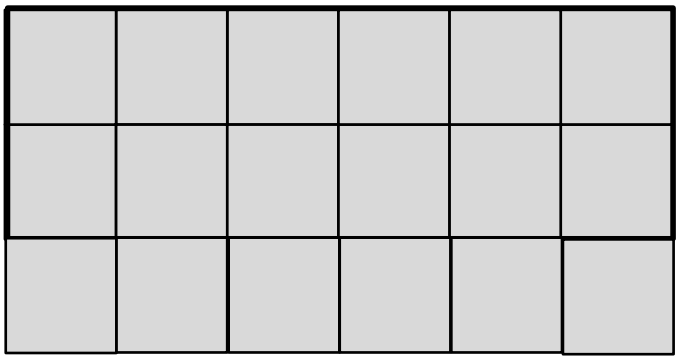
Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

**Problem Set (Your Turn):**

Each  is 1 square unit. Do both rectangles have the same area? Explain how you know.





_____

_____

_____

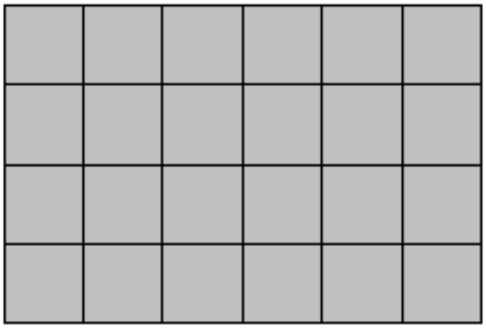
Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

**Input (My Turn):**

1. Angel uses squares to find the area of a rectangle.

a. How many squares did he use to cover the rectangle? _____ squares



b. What is the area of the rectangle in square units? Explain how you found your answer.

I know that the area is _____ square units is because _____

_____

_____

_____

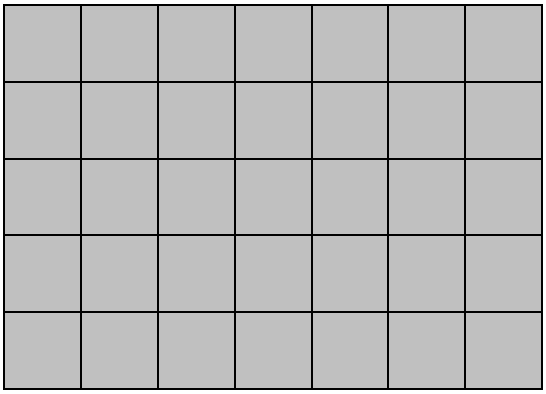
Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

**Problem Set (Your Turn):**

1. Christopher uses squares to find the area of a rectangle.

a. How many squares did he use to cover the rectangle? _____ squares



b. What is the area of the rectangle in square units? Explain how you found your answer.

I know that the area is _____ square units because _____

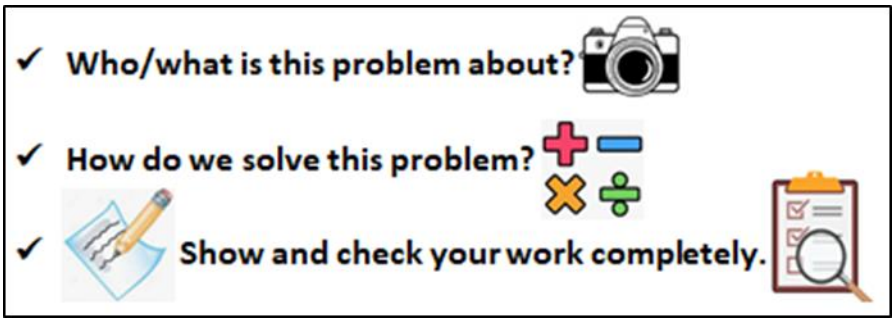
_____

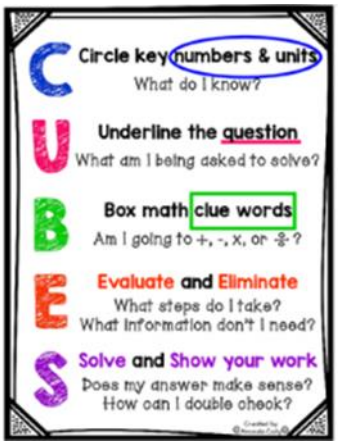
_____

_____

Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton




**Application:**

There is an array of 3 x 5 and another of 6 x 2. Do these arrays have the same area in square units? Explain why or why not.

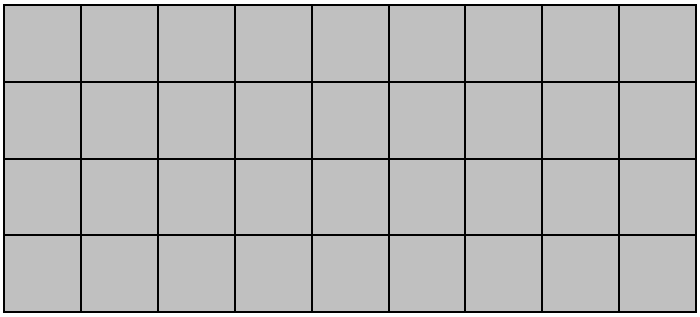
Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

**Exit Ticket:**

1. Anthony uses squares to find the area of a rectangle.

a. How many squares did he use to cover the rectangle? _____ squares



b. What is the area of the rectangle in square units? Explain how you found your answer.

I know that the area is _____ square units because _____

_____

_____

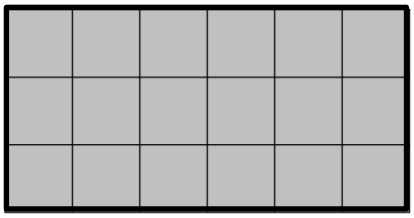
_____

Name: _____ Week 19 Day 1 Date: _____

BCCS-B Harvard Yale Princeton

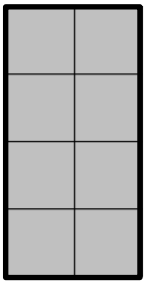
## Homework:

**1. Each is 1 square unit. Find the area of each shape in square units.**



Rectangle A

_____ square units



Rectangle B

_____ square units

Rectangle C

_____ square units

**2. There is an array of 2 x 6 and another of 3 x 4. Do these arrays have the same area in square units? Explain why or why not.**

_____

_____

_____


Brighter Choice
Charter School for Boys
Day # 2

**LEQ:** How can I compare area?

**Objective:** I can decompose and recompose shapes to compare areas.

## Vocabulary:

- Area
- Recompose
- Decompose

Name: _____ Week 19 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

**<u>Do Now</u>: Multiply.**

| | | | |
|---|---|---|---|
| 4 x 1 = _____ | 4 x 2 = _____ | 4 x 3 = _____ | 4 x 4 = _____ |
| 4 x 5 = _____ | 4 x 6 = _____ | 4 x 7 = _____ | 4 x 8 = _____ |
| 4 x 9 = _____ | 4 x 10 = _____ | 4 x 6 = _____ | 4 x 7 = _____ |
| 4 x 6 = _____ | 4 x 8 = _____ | 4 x 6 = _____ | 4 x 9 = _____ |
| 4 x 6 = _____ | 4 x 10 = _____ | 4 x 6 = _____ | 4 x 7 = _____ |
| 4 x 6 = _____ | 4 x 7 = _____ | 4 x 8 = _____ | 4 x 7 = _____ |
| 4 x 9 = _____ | 4 x 7 = _____ | 4 x 10 = _____ | 4 x 7 = _____ |
| 4 x 8 = _____ | 4 x 6 = _____ | 4 x 8 = _____ | 4 x 7 = _____ |
| 4 x 8 = _____ | 4 x 9 = _____ | 4 x 8 = _____ | 4 x 10 = _____ |
| 4 x 8 = _____ | 4 x 9 = _____ | 4 x 6 = _____ | 4 x 9 = _____ |
| 4 x 7 = _____ | 4 x 9 = _____ | 4 x 8 = _____ | 4 x 9 = _____ |
| 4 x 10 = _____ | 4 x 9 = _____ | 4 x 10 = _____ | 4 x 6 = _____ |
| 4 x 10 = _____ | 4 x 7 = _____ | 4 x 10 = _____ | 4 x 8 = _____ |
| 4 x 10 = _____ | 4 x 9 = _____ | 4 x 10 = _____ | 4 x 6 = _____ |
| 4 x 8 = _____ | 4 x 10 = _____ | 4 x 7 = _____ | 4 x 9 = _____ |

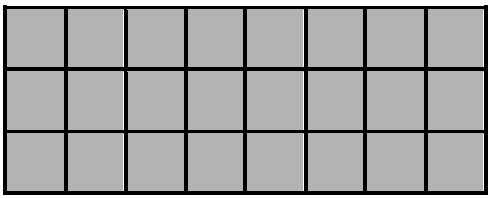
Name: _____ Week 19 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

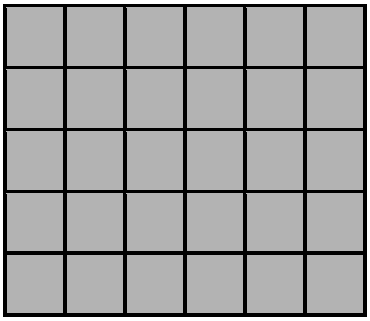
**Input (My Turn):**

When we _____ rectangles we draw a different rectangle with the same area as the original shape. We do this by finding 2 _____ factors that will give you the same product as the area of the original shape.

1. Each is a square unit. Find the area of the rectangle below. Then, draw a different rectangle with the same number of square units.



_____ square units



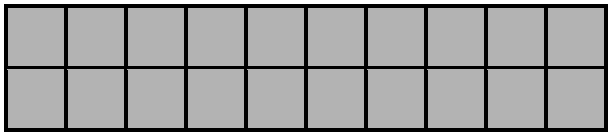
_____ square units

Name: _____ Week 19 Day 2 Date: _____

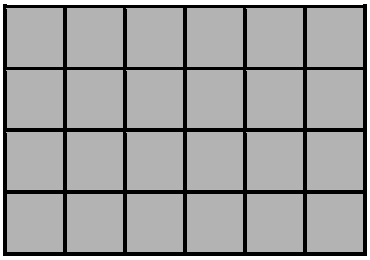
BCCS-B Harvard Yale Princeton

**Problem Set (Your Turn):**

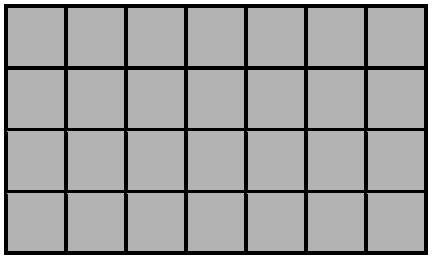
1. Each is a square unit. Find the area of the rectangle below. Then, draw a different rectangle with the same number of square units.



_____ square units



_____ square units



_____ square units

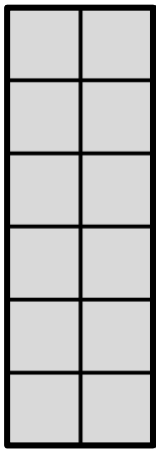
Name: _____ Week 19 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

## Input (My Turn):

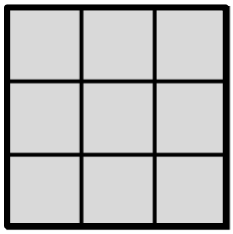
**Each ▢ is a square unit. Find the area of each rectangle. Then, circle the rectangles with the same area.**

a.



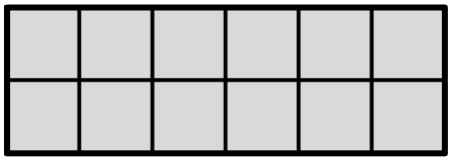
Area = _____ square units

b.



Area = _____ square units

c.

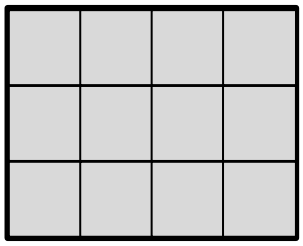


Area = _____ square units

## Problem Set (Your Turn):

**Each ▢ is a square unit. Find the area of each rectangle. Then, circle the rectangles with the same area.**

d.

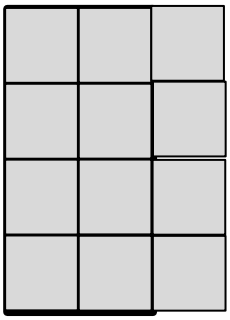


Area = _____ square units

e.

Area = _____ square units

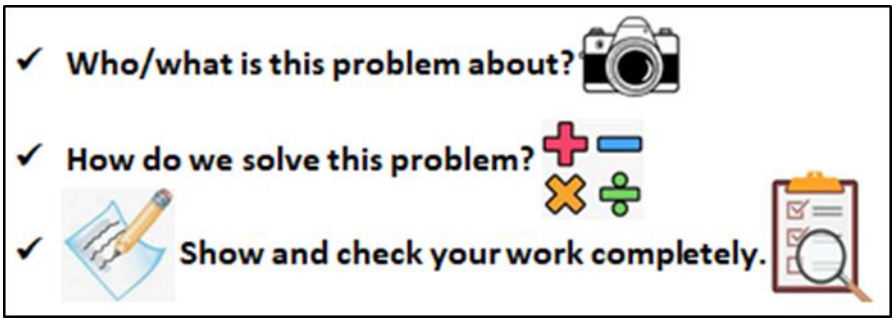
f.

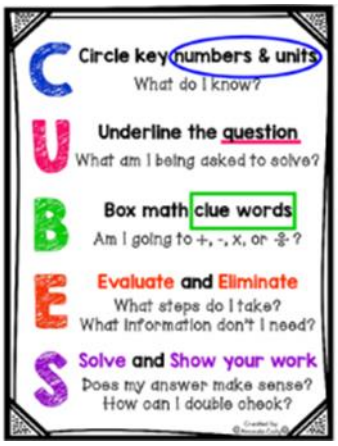


Area = _____ square units

Name: _____ Week 19 Day 2 Date: _____

BCCS-B Harvard Yale Princeton




## Application:

Saad and Asante use pattern blocks to make shapes as shown. Asante says his shape has a bigger area than Saad's because it is longer than his. Is he right? Explain your answer.

Saad's Shape

Asante''s Shape

_____

_____

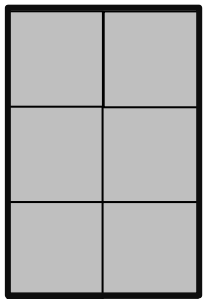
_____

Name: _____ Week 19 Day 2 Date: _____

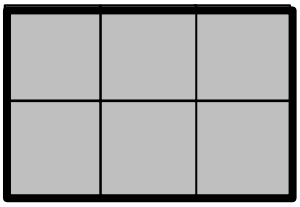
BCCS-B Harvard Yale Princeton

## Exit Ticket:

1. Maggie uses square units to create these two rectangles. Do the two rectangles have the same area? How do you know?

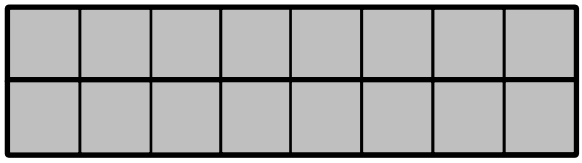


Shape A



Shape B

2. Count to find the area of the rectangle below. Then, draw a different rectangle that has the same area.

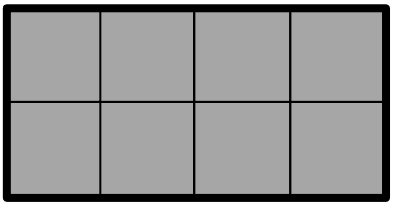


Name: _____ Week 19 Day 2 Date: _____

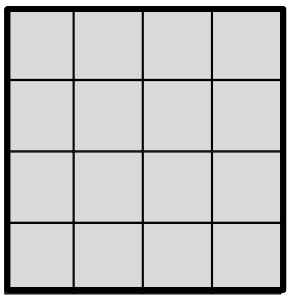
BCCS-B Harvard Yale Princeton

**Homework:**

1. Colin uses square units to create these rectangles. Do they have the same area? Explain.



2. Each  is a square unit. Count to find the area of the rectangle below. Then, draw a different rectangle that has the same area.




Brighter Choice
Charter School for Boys
Day # 3

**LEQ:** How can I use tiling to measure area?

**Objective:** I can model tiling with centimeter and inch unit squares as a strategy to measure area.

## Vocabulary:

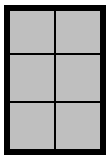
- Tiles
- Tiling
- Grid
- Area
- Square Units

Name: _____ Week 19 Day 3 Date: _____

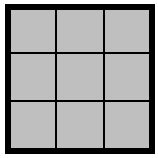
BCCS-B Harvard Yale Princeton

**Do Now**:

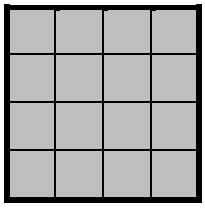
1. Each  is 1 square unit. What is the area of each of the following rectangles?

a. 

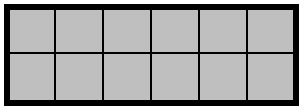
_____

b. 

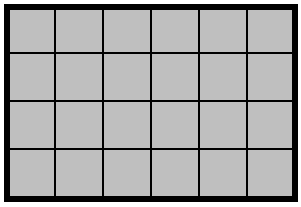
_____

c. 

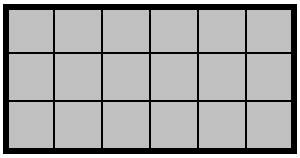
_____

d. 

_____

d. 

_____

e. 

_____

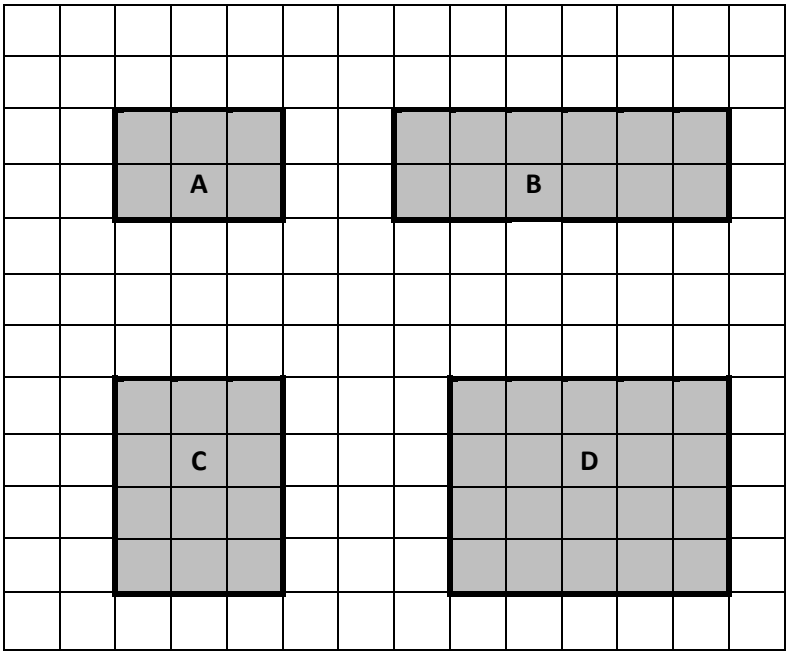
Name: _____ Week 19 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

## Input (My Turn):

When finding the area of a rectangle on a grid, count the number of rows and columns.

1. Each ▢ is 1 square unit. What is the area of each of the following rectangles?




A: _____ square units

B: _____ square units

C: _____ square units

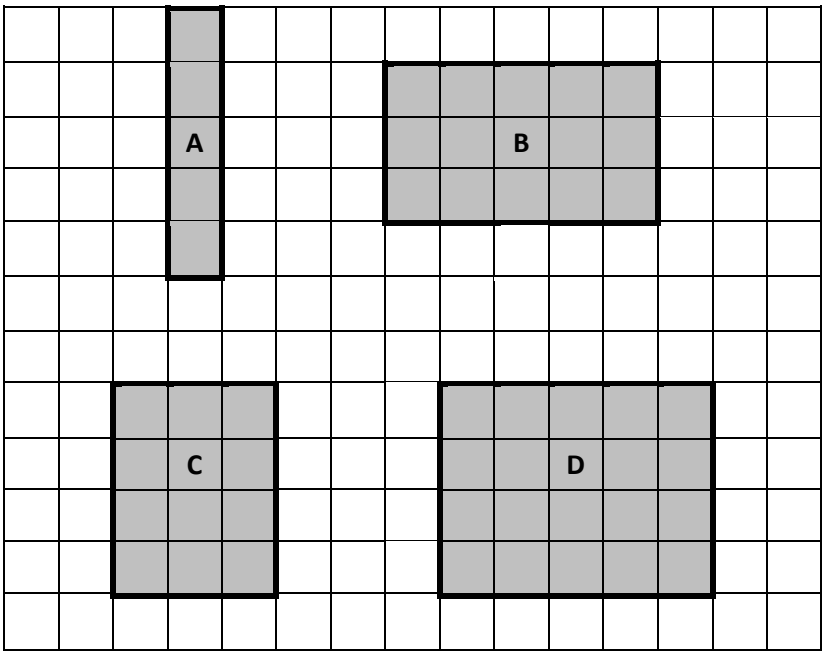
D: _____ square units

Name: _____ Week 19 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

## Problem Set (Your Turn):

1. Each  is 1 square unit. What is the area of each of the following rectangles?




A: _____ square units

B: _____ square units

C: _____ square units

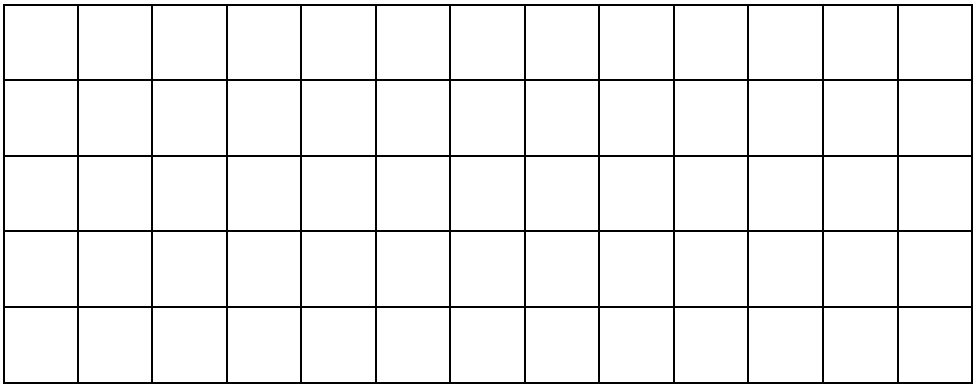
D: _____ square units

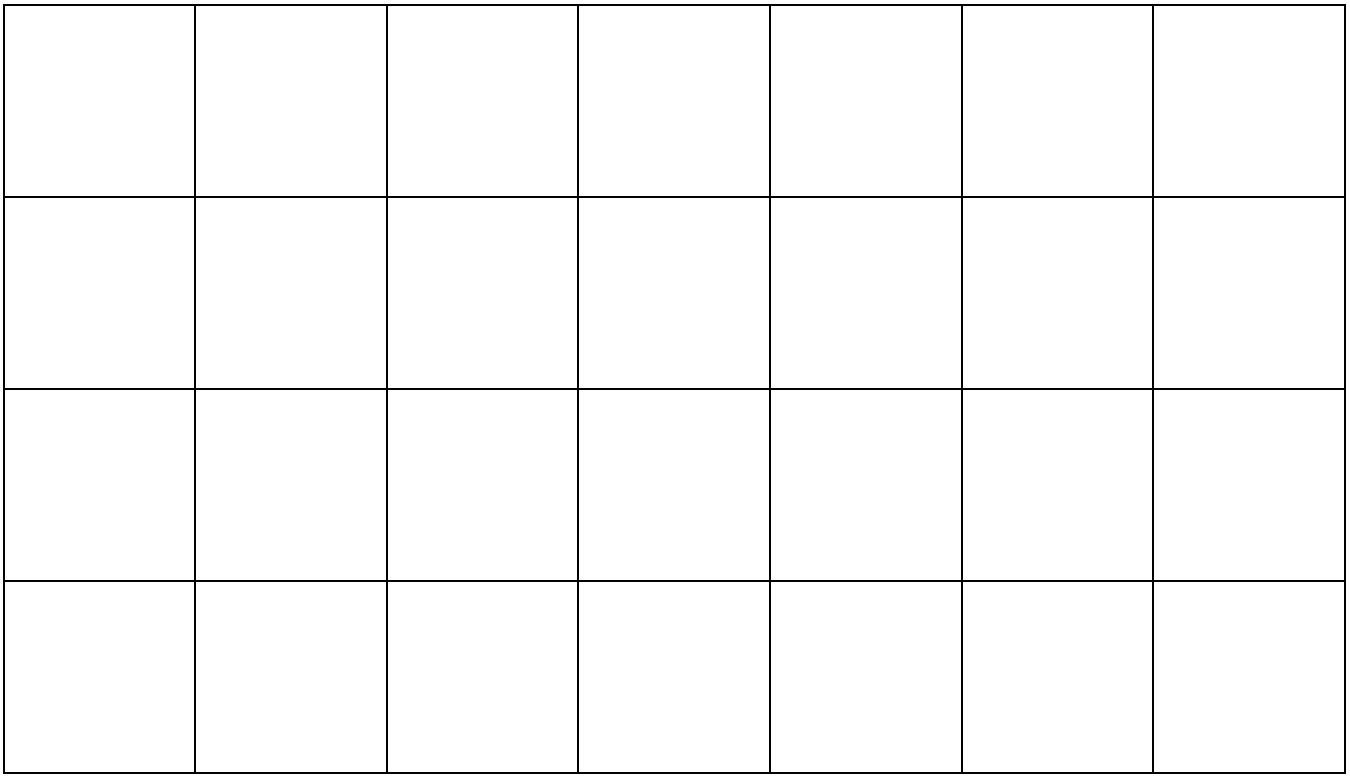
Name: _____ Week 19 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

**Input (My Turn):**

2. A rectangle has an area of 12 square units. Recreate it on square inch and square centimeter grid paper. Which one has a greater area?





_____

Name: _____ Week 19 Day 3 Date: _____

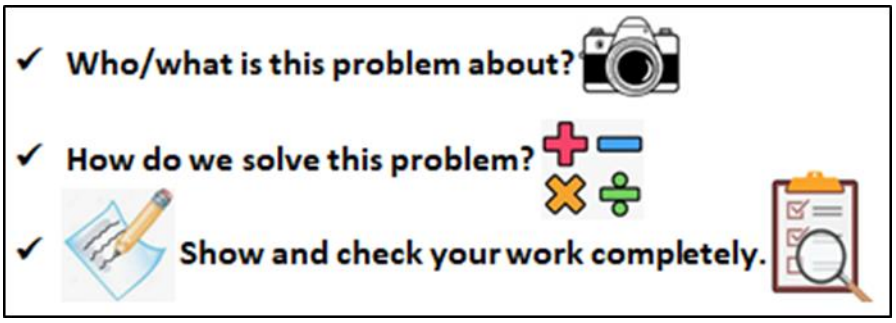
BCCS-B Harvard Yale Princeton

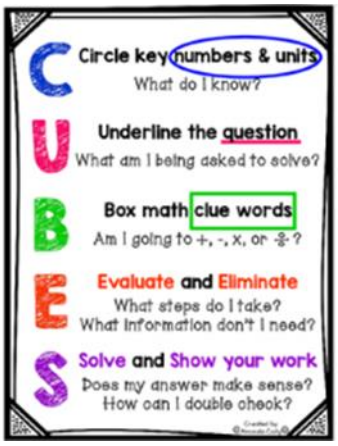
**Problem Set (Your Turn):**

2. A rectangle has an area of 16 square units. Recreate it on square inch and square centimeter grid paper. Which one has a greater area?

Name: _____ Week 19 Day 3 Date: _____

BCCS-B Harvard Yale Princeton




**Application:**

Freddy draws a rectangle with an area of 12 square units. Which rectangle could he have drawn? Show your thinking.

Figure 1

Figure 2

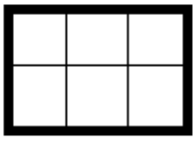


Figure 3

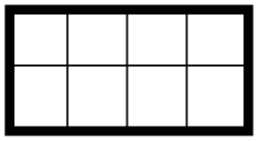


Figure 4

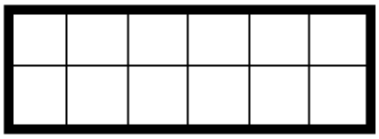
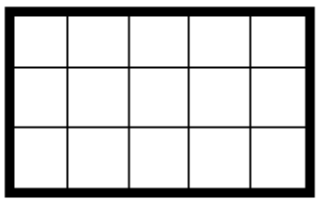


Figure 5

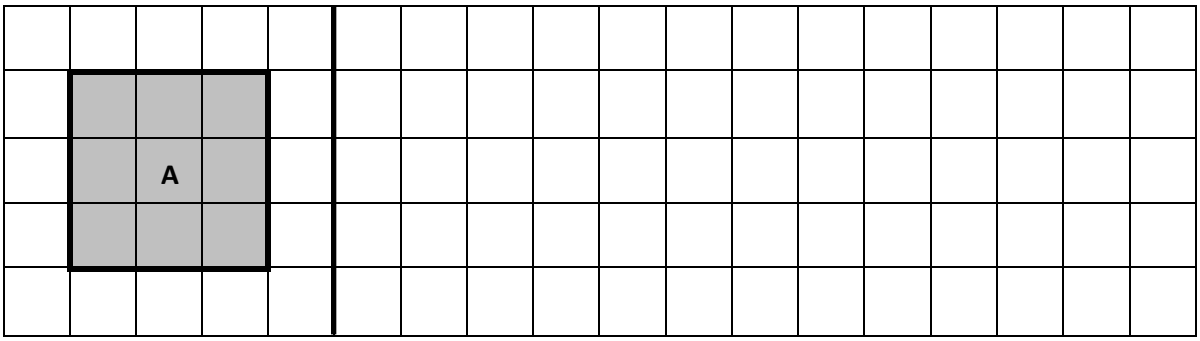


Name: _____ Week 19 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

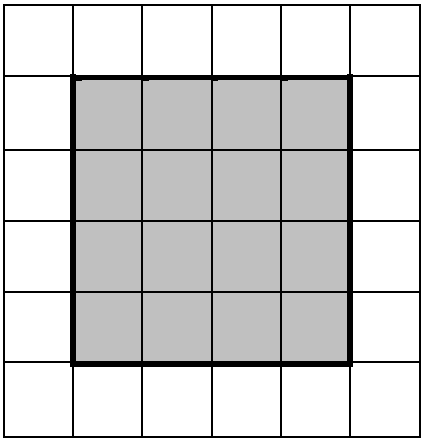
## Exit Ticket:

1. **Each ▢ is 1 square unit. Write the area of Rectangle A. Then, draw a different rectangle with the same area in the space provided.**




Area = _____

2. **Each ▢ is 1 square unit. Does this rectangle have the same area as Rectangle A? Explain.**

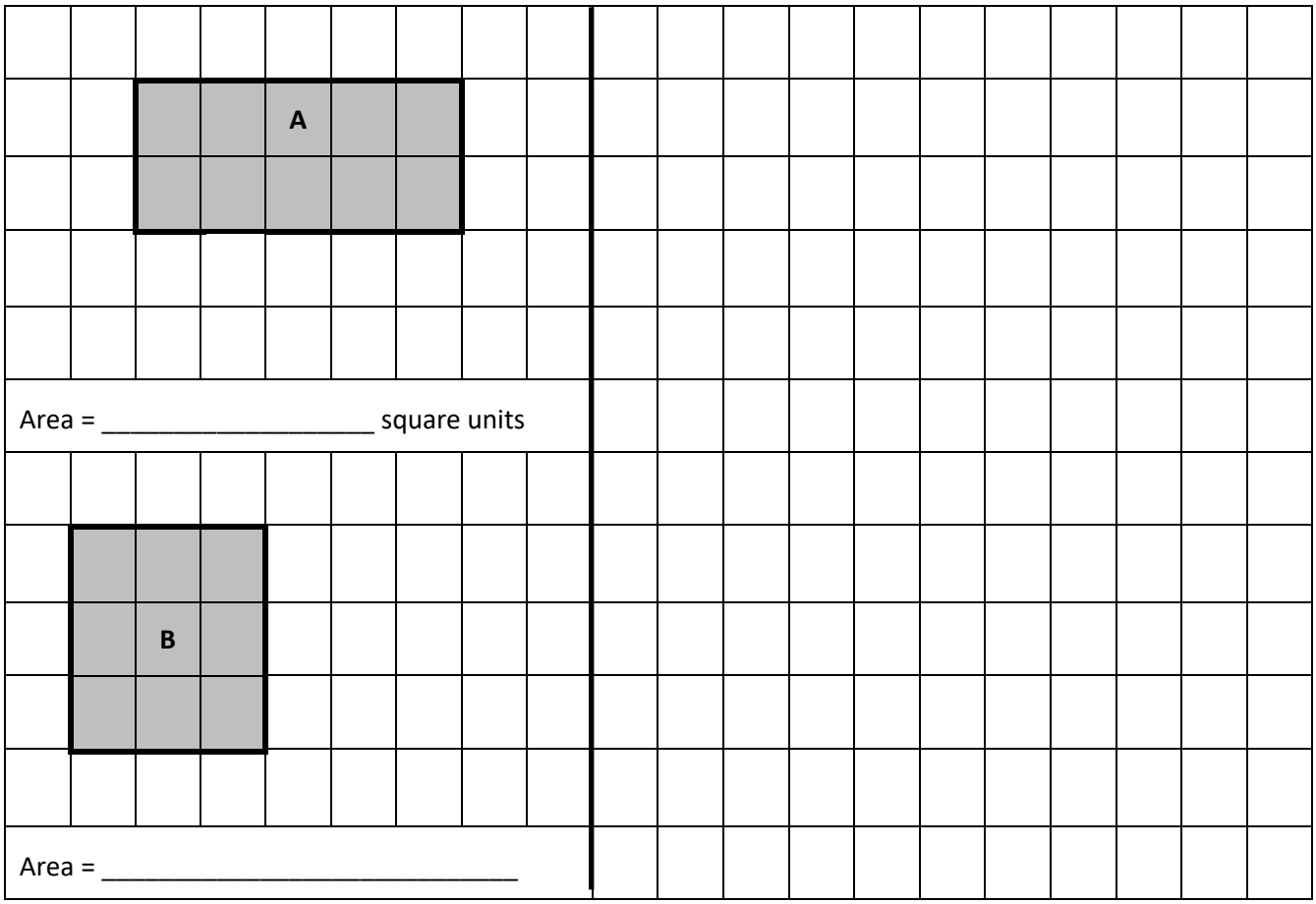


Name: _____ Week 19 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

## Homework:

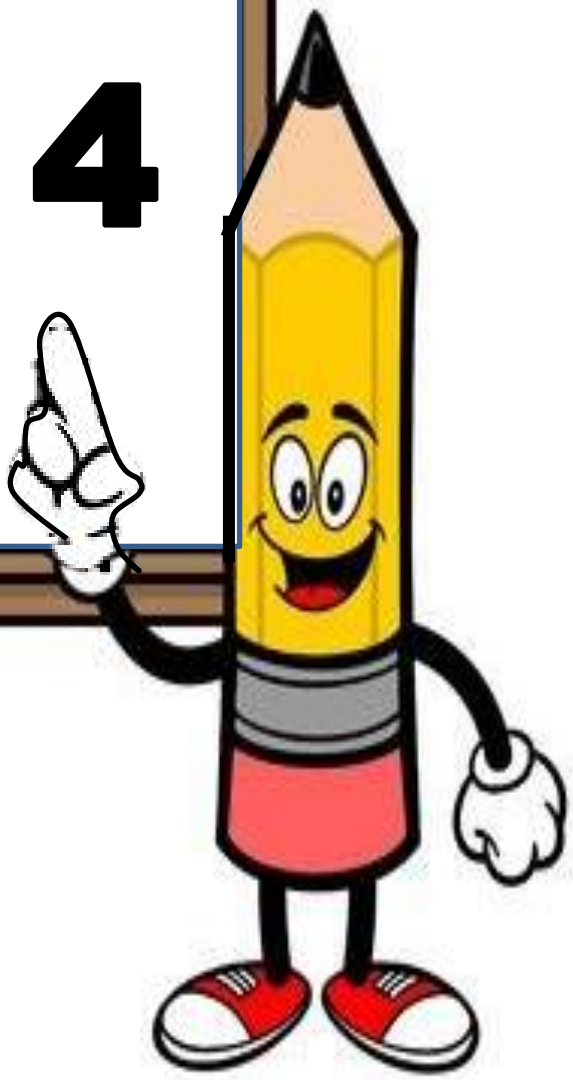
1. Each ▢ is 1 square unit. Write the area of each rectangle. Then, draw a different rectangle with the same area in the space provided.




2. Casey draws a rectangle with an area of 5 square inches. Megan draws a rectangle with an area of 5 square centimeters. Whose rectangle has a greater area? Show your thinking.

Brighter Choice
Charter School for Boys

# Day # 4



**LEQ:** How can I relate side lengths with the number of tiles on a side?

**Objective:** I can count the squares on the side to relate side lengths with the number of tiles on a side.

## Vocabulary:

- Tiles
- Area
- Square Units

Name: _____ Week 19 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

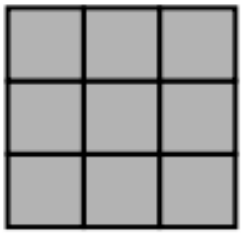
**Do Now**:

# Area of a Shape

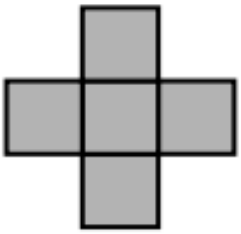
Find the area of each shape by counting the **square centimeters ($cm^2$)**.

 = 1 $cm^2$

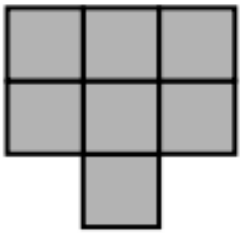
a.



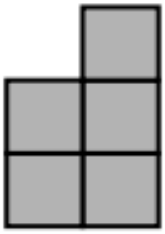
b.



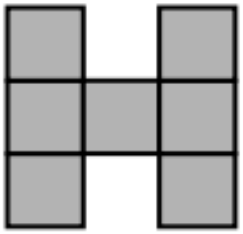
c.



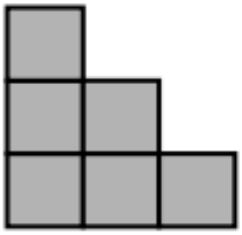
d.



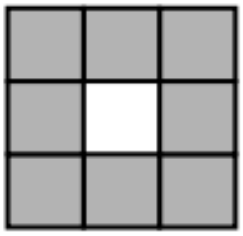
e.



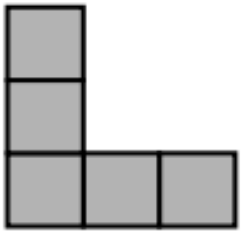
f.



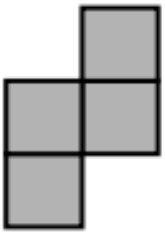
g.



h.



i.

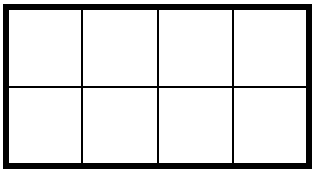


Name: _____ Week 19 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

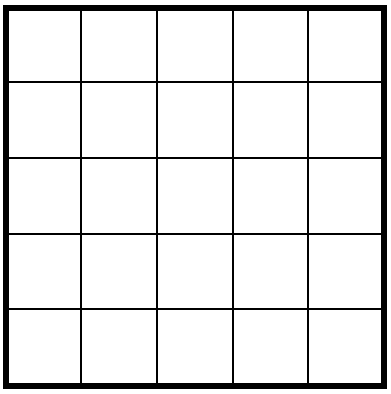
## Input (My Turn):

1. Mrs. Mercado uses square centimeter tiles to find the side lengths of the rectangle below. Label each side length. Then, count the tiles to find the total area.



Total area: _____

2. Each ☐ is 1 square centimeter. Shahidullah says that the side length of the rectangle below is 4 centimeters. Myson says the side length is 5 centimeters. Who is correct? Explain how you know.



_____

_____

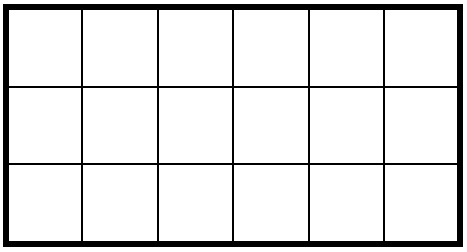
_____

Name: _____ Week 19 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

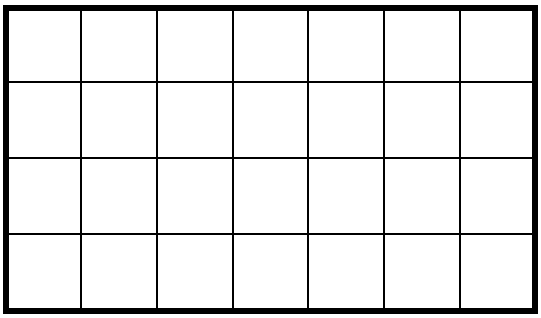
## Problem Set (Your Turn):

2. Mrs. Blomgren uses square centimeter tiles to find the side lengths of the rectangle below. Label each side length. Then, count the tiles to find the total area.



Total area: _____

2. Each ☐ is 1 square centimeter. Elias says that the side length of the rectangle below is 4 centimeters. Messiah says the side length is 8 centimeters. Who is correct? Explain how you know.



_____

_____

_____

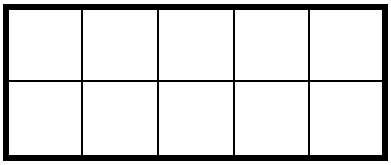
Name: _____ Week 19 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

## Input (My Turn):

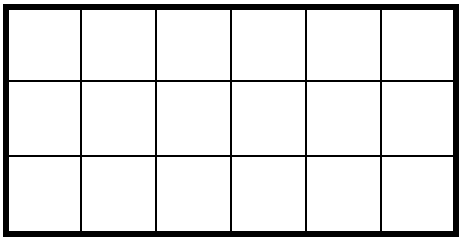
3. Label the side lengths of each rectangle. Then, match the rectangle to its total area.

a.



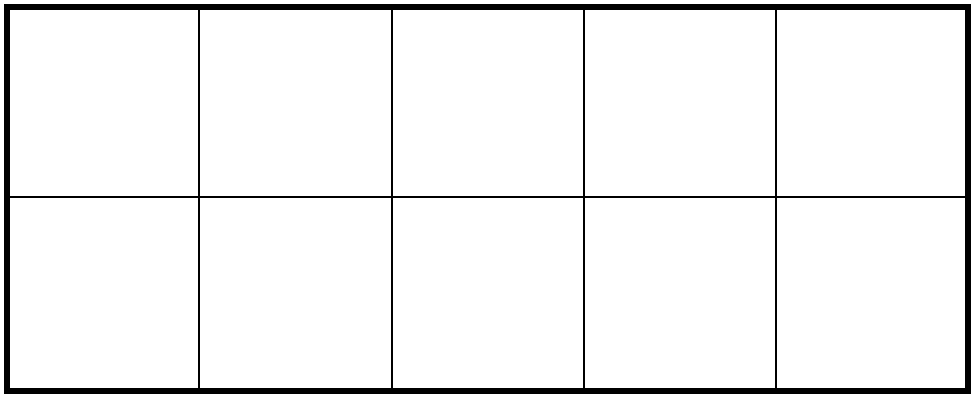
**10 square centimeters**

b.



**10 square inches**

c.



**18 square centimeters**

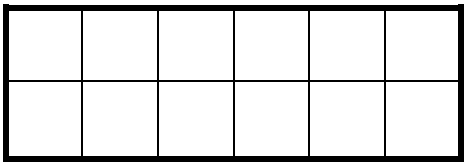
Name: _____ Week 19 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

## Problem Set (Your Turn):

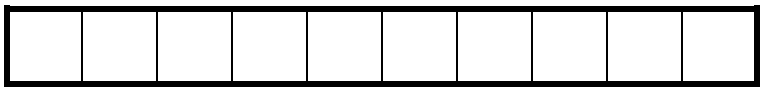
3. Label the side lengths of each rectangle. Then, match the rectangle to its total area.

a.



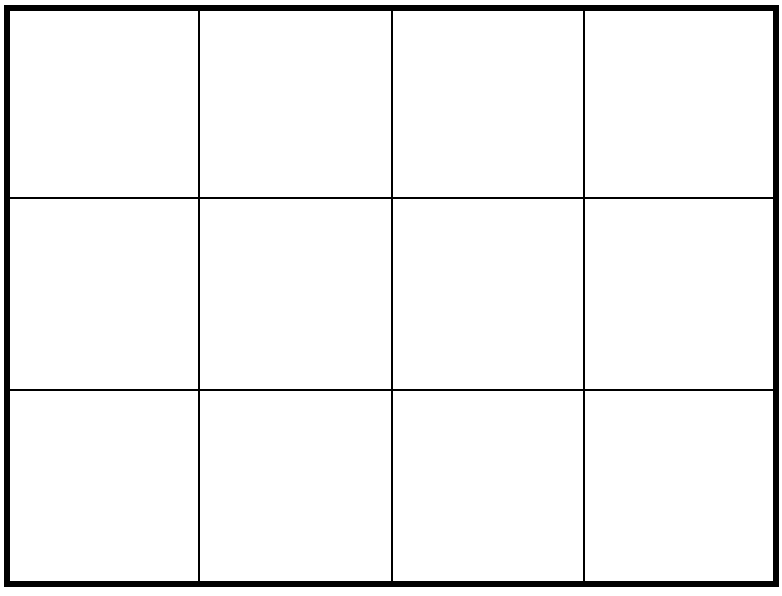
**10 square centimeters**

b.



**12 square inches**

c.



**12 square centimeters**

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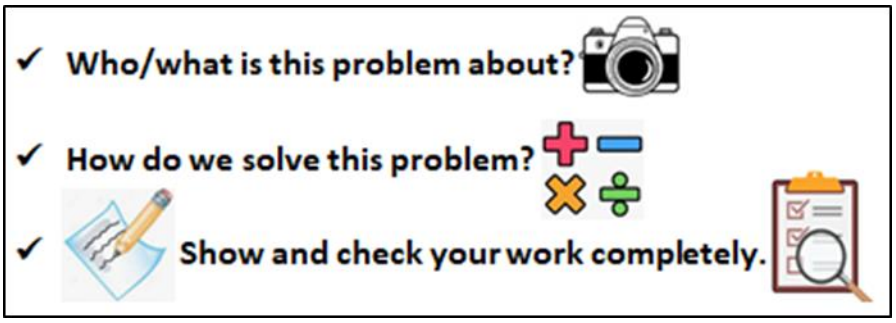


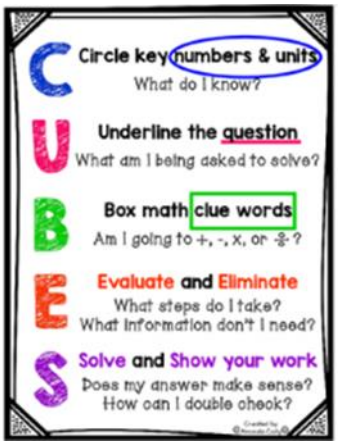


## Application:

Michael uses 15 square-centimeter tiles to make a rectangle. Ashton uses 9 square-centimeter tiles to make a rectangle. Draw what Michael and Ashton's rectangles might look like. Whose rectangle has a bigger area? How do you know?

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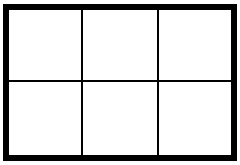
## Exit Ticket:

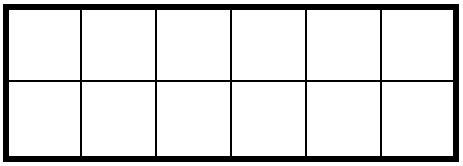
Label the side lengths of each rectangle. Then, match the rectangle to its total area.

d.



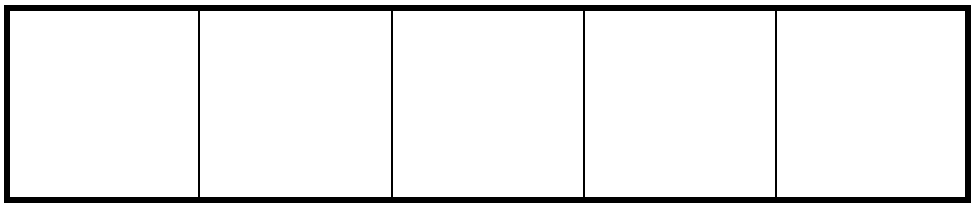
12 square centimeters

e.



5 square inches

f.



6 square centimeters

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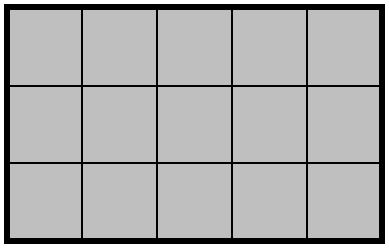
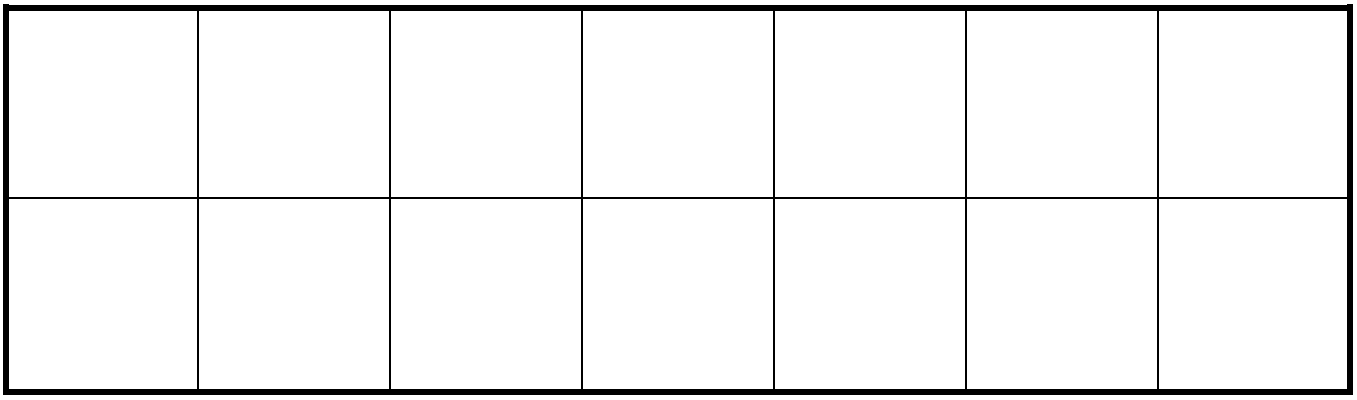
## Homework:

1. Kyle uses square centimeter tiles to find the side lengths of the rectangle below. Label each side length. Then, count the tiles to find the total area.



Total area: _____

2. Maura uses square inch tiles to find the side lengths of the rectangle below. Label each side length. Then, find the total area.



Total area: _____

3. Label the unknown side lengths for the rectangle below, and then find the area.

4 inches

2 inches

_____



_____


# No school: Professional Development