Name _____ 36

2nd Grade Math Remote Learning Packet

Week 36

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

Name: _____ Week 36 Day 1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 16 Sprint

A

Number Correct: _____

Adding and Subtracting by 3

1.	0 + 3 =	
2.	3 + 3 =	
3.	6 + 3 =	
4.	9 + 3 =	
5.	12 + 3 =	
6.	15 + 3 =	
7.	18 + 3 =	
8.	21 + 3 =	
9.	24 + 3 =	
10.	27 + 3 =	
11.	30 - 3 =	
12.	27 - 3 =	
13.	24 - 3 =	
14.	21 - 3 =	
15.	18 - 3 =	
16.	15 - 3 =	
17.	12 - 3 =	
18.	9 - 3 =	
19.	6 - 3 =	
20.	3 - 3 =	
21.	3 + 0 =	
22.	3 + 3 =	

23.	6 + 3 =	
24.	9 + 3 =	
25.	12 + 3 =	
26.	15 + 3 =	
27.	18 + 3 =	
28.	21 + 3 =	
29.	24 + 3 =	
30.	27 + 3 =	
31.	0 + 33 =	
32.	33 + 33 =	
33.	66 + 33 =	
34.	33 + 66 =	
35.	99 - 33 =	
36.	66 - 33 =	
37.	999 - 333 =	
38.	33 - 33 =	
39.	33 + 0 =	
40.	30 + 3 =	
41.	33 + 3 =	
42.	36 + 3 =	
43.	63 + 33 =	
44.	63 + 36 =	

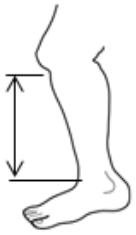
Name: _____ Week 36 Day 1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 16 Problem Set

Center 1: Measure and Compare Shin Lengths

Choose a measuring unit to measure the shins of everyone in your group. Measure from the top of the foot to the bottom of the knee.



I chose to measure using _____.
Record the results in the table below. Include the units.

Name	Length of Shin

What is the difference in length between the longest and shortest shins? Write a number sentence and statement to show the difference between the two lengths.

Center 2: Compare Lengths to a Yardstick

Fill in your estimate for each object using the words *more than, less than,* or *about the same length as.* Then, measure each object with a yardstick, and record the measurement on the chart.

1. The length of a book is _____ the yardstick.
2. The height of the door is _____ the yardstick.
3. The length of a student desk is _____ the yardstick.

Object	Measurement
Length of book	
Height of door	
Length of student desk	

What is the length of 4 student desks pushed together with no gaps in between? Use the RDW process to solve on the back of this paper.

Name: _____ Week 36 Day 1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 16 Problem Set

Center 3: Choose the Units to Measure Objects

Name 4 objects in the classroom. Circle which unit you would use to measure each item, and record the measurement in the chart.

Object	Length of the Object
	inches/feet/yards
	inches/feet/yards
	inches/feet/yards
	inches/feet/yards

Billy measures his pencil. He tells his teacher it is 7 feet long. Use the back of this paper to explain how you know that Billy is incorrect and how he can change his answer to be correct.

Center 4: Find Benchmarks

Look around the room to find 2 or 3 objects for each benchmark length. Write each object in the chart, and record the exact length.

Objects That Are About an **Inch**	Objects That Are About a **Foot**	Objects That Are About a **Yard**
1. _____ inches	1. _____ inches	1. _____ inches
2. _____ inches	2. _____ inches	2. _____ inches
3. _____ inches	3. _____ inches	3. _____ inches

Name: _____ Week 36 Day 1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 16 Problem Set

Center 5: Choose a Tool to Measure

Circle the tool used to measure each object. Then, measure and record the length in the chart. Circle the unit.

Object	Measurement Tool	Measurement
Length of the rug	12-inch ruler / yardstick	_____ inches/feet
Textbook	12-inch ruler / yardstick	_____ inches/feet
Pencil	12-inch ruler / yardstick	_____ inches/feet
Length of the chalkboard	12-inch ruler / yardstick	_____ inches/feet
Pink eraser	12-inch ruler / yardstick	_____ inches/feet

Sera's jump rope is the length of 6 textbooks. On the back of this paper, make a tape diagram to show the length of Sera's jump rope. Then, write a repeated addition sentence using the textbook measurement from the chart to find the length of Sera's jump rope.

Name: _____ Week 36 Day 1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 16 Exit Ticket

Circle the unit that would best measure each object.

Marker	inch / foot / yard
Height of a car	inch / foot / yard
Birthday card	inch / foot / yard
Soccer field	inch / foot / yard
Length of a computer screen	inch / foot / yard
Height of a bunk bed	inch / foot / yard

Name: _____ Week 36 Day 1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 16 Homework

1. Circle the unit that would best measure each object.

Height of a door	inch / foot / yard
Textbook	inch / foot / yard
Pencil	inch / foot / yard
Length of a car	inch / foot / yard
Length of your street	inch / foot / yard
Paint brush	inch / foot / yard

2. Circle the correct estimate for each object.
   a. The height of a flagpole is more than / less than / about the same as the length of a yardstick.

   b. The width of a door is more than / less than / about the same as the length of a yardstick.

   c. The length of a laptop computer is more than / less than / about the same as the length of a 12-inch ruler.

   d. The length of a cell phone is more than / less than / about the same as the length of a 12-inch ruler.

Name: _____ Week 36 Day 1 Date: _____

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Module 7 Lesson 16 Homework

3. Name 3 objects in your classroom. Decide which unit you would use to measure that object. Record it in the chart in a full statement.

Object	Unit
a.	I would use _____ to measure the length of _____.
b.	
c.	

4. Name 3 objects in your home. Decide which unit you would use to measure that object. Record it in the chart in a full statement.

Object	Unit
a.	I would use _____ to measure the length of _____.
b.	
c.	


Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 36 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 17 Problem Set

Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

Item	Mental Benchmark	Estimation	Actual Length
a. Width of the door			
b. Width of the white board or chalkboard			
c. Height of a desk			
d. Length of a desk			
e. Length of a reading book			

Name: _____ Week 36 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 17 Problem Set

Item	Mental Benchmark	Estimation	Actual Length
f. Length of a crayon			
g. Length of the room			
h. Length of a pair of scissors			
i. Length of the window			

Name: _____ Week 36 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 17 Exit Ticket

Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

Item	Mental Benchmark	Estimation	Actual Length
a. Length of an eraser			
b. Width of this paper			

Name: _____ Week 36 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 17 Homework

Estimate the length of each item by using a mental benchmark. Then, measure the item using feet, inches, or yards.

Item	Mental Benchmark	Estimation	Actual Length
a. Length of a bed			
b. Width of a bed			
c. Height of a table			
d. Length of a table			
e. Length of a book			

Name: _____ Week 36 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 17 Homework

Item	Mental Benchmark	Estimation	Actual Length
f. Length of your pencil			
g. Length of a refrigerator			
h. Height of a refrigerator			
i. Length of a sofa			


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 36 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 19 Sprint

B

Number Correct: _____

Improvement: _____

Subtraction Patterns

1.	10 – 2 =		23.	21 – 6 =	
2.	20 – 2 =		24.	41 – 6 =	
3.	30 – 2 =		25.	10 – 7 =	
4.	50 – 2 =		26.	11 – 7 =	
5.	10 – 2 =		27.	51 – 7 =	
6.	11 – 2 =		28.	10 – 8 =	
7.	21 – 2 =		29.	11 – 8 =	
8.	61 – 2 =		30.	61 – 8 =	
9.	10 – 3 =		31.	10 – 9 =	
10.	11 – 3 =		32.	11 – 9 =	
11.	21 – 3 =		33.	31 – 9 =	
12.	71 – 3 =		34.	12 – 3 =	
13.	10 – 4 =		35.	92 – 3 =	
14.	11 – 4 =		36.	13 – 5 =	
15.	21 – 4 =		37.	43 – 5 =	
16.	81 – 4 =		38.	14 – 6 =	
17.	10 – 5 =		39.	64 – 6 =	
18.	11 – 5 =		40.	15 – 8 =	
19.	21 – 5 =		41.	85 – 8 =	
20.	91 – 5 =		42.	16 – 7 =	
21.	10 – 6 =		43.	76 – 7 =	
22.	11 – 6 =		44.	58 – 9 =	

Name: _____ Week 36 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 19 Problem Set

Measure each set of lines in inches, and write the length on the line. Complete the comparison sentence.

1. Line A _____

   Line B _____

   Line A measured about _____ inches. Line B measured about _____ inches.

   Line A is about _____ inches **longer** than Line B.

2. Line C _____

   Line D _____

   Line C measured about _____ inches. Line D measured about _____ inches.

   Line C is about _____ inches **shorter** than Line D.

Name: _____ Week 36 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 19 Problem Set

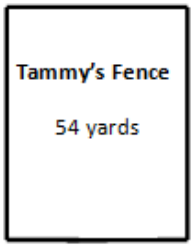
3. Solve the following problems:

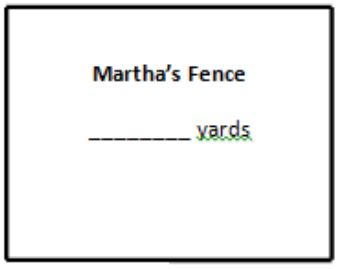
   a. 32 ft + _____ = 87 ft

   b. 68 ft - 29 ft = _____

   c. _____ - 43 ft = 18 ft

4. Tammy and Martha both built fences around their properties. Tammy's fence is 54 yards long. Martha's fence is 29 yards longer than Tammy's.





   a. How long is Martha's fence? _____ yards

   b. What is the total length of both fences? _____ yards

Name: _____ Week 36 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 19 Exit Ticket

Measure the set of lines in inches, and write the length on the line. Complete the comparison sentence.

Line A _____

Line B _____

Line A measured about ____ inches. Line B measured about ____ inches.

Line A is about _____ inches **longer/shorter** than Line B.

Name: _____ Week 36 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 19 Homework

Measure each set of lines in inches, and write the length on the line. Complete the comparison sentence.

1. Line A _____

   Line B _____

   Line A measured about _____ inches. Line B measured about _____ inches.

   Line A is about _____ inches **longer** than Line B.

2. Line C _____

   Line D _____

   Line C measured about _____ inches. Line D measured about _____ inches.

   Line D is about _____ inches **shorter** than Line C.

3. Solve. Check your answers with a related addition or subtraction sentence.

   a. 8 inches – 5 inches = _____ inches

      _____ inches + 5 inches = 8 inches

Name: _____ Week 36 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Lesson 19 Homework

b. 8 centimeters + _____ centimeters = 19 centimeters

c. 17 centimeters – 8 centimeters = _____ centimeters

d. _____ centimeters + 6 centimeters = 18 centimeters

e. 2 inches + _____ inches = 7 inches

f. 12 inches - _____ = 8 inches


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 36 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Review

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1.

_____ cm _____ in

2.

_____ cm _____ in

3.

_____ cm _____ in

4.

_____ cm _____ in

5. a. Did you use more inches or more centimeters when measuring the lines above?

_____

b. Write a sentence to explain why you used more of that unit.

_____

_____

Name: _____ Week 36 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Review

6. Draw lines with the measurements below.

   a. 3 centimeters long

   b. 3 inches long

7. Thomas and Chris both measured the crayon below but came up with different answers. Explain why both answers are correct.

Thomas: 8 cm

Chris: 3 in

Explanation: _____

_____

_____

_____

Name: _____ Week 36 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Review

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm _____ in

2. _____

_____ cm _____ in


Brighter Choice
Charter School for Boys
Day # 5

Name: _____ Week 36 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Homework

Measure the lines in inches and centimeters. Round the measurements to the nearest inch or centimeter.

1. _____

_____ cm _____ in

2. _____

_____ cm _____ in

3. _____

_____ cm _____ in

4. _____

_____ cm _____ in

Name: _____ Week 36 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Homework

5. a. Draw a line that is 5 centimeters in length.

   b. Draw a line that is 5 inches in length.

6. a. Draw a line that is 7 inches in length.

   b. Draw a line that is 7 centimeters in length.

7. Takeesha drew a line 9 centimeters long. Damani drew a line 4 inches long. Takeesha says her line is longer than Damani's because 9 is greater than 4. Explain why Takeesha might be wrong.

   _____

   _____

   _____

8. Draw a line that is 9 centimeters long and a line that is 4 inches long to prove that Takeesha is wrong.

Name _____ 37

2nd Grade Math Remote Learning Packet

Week 37

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.

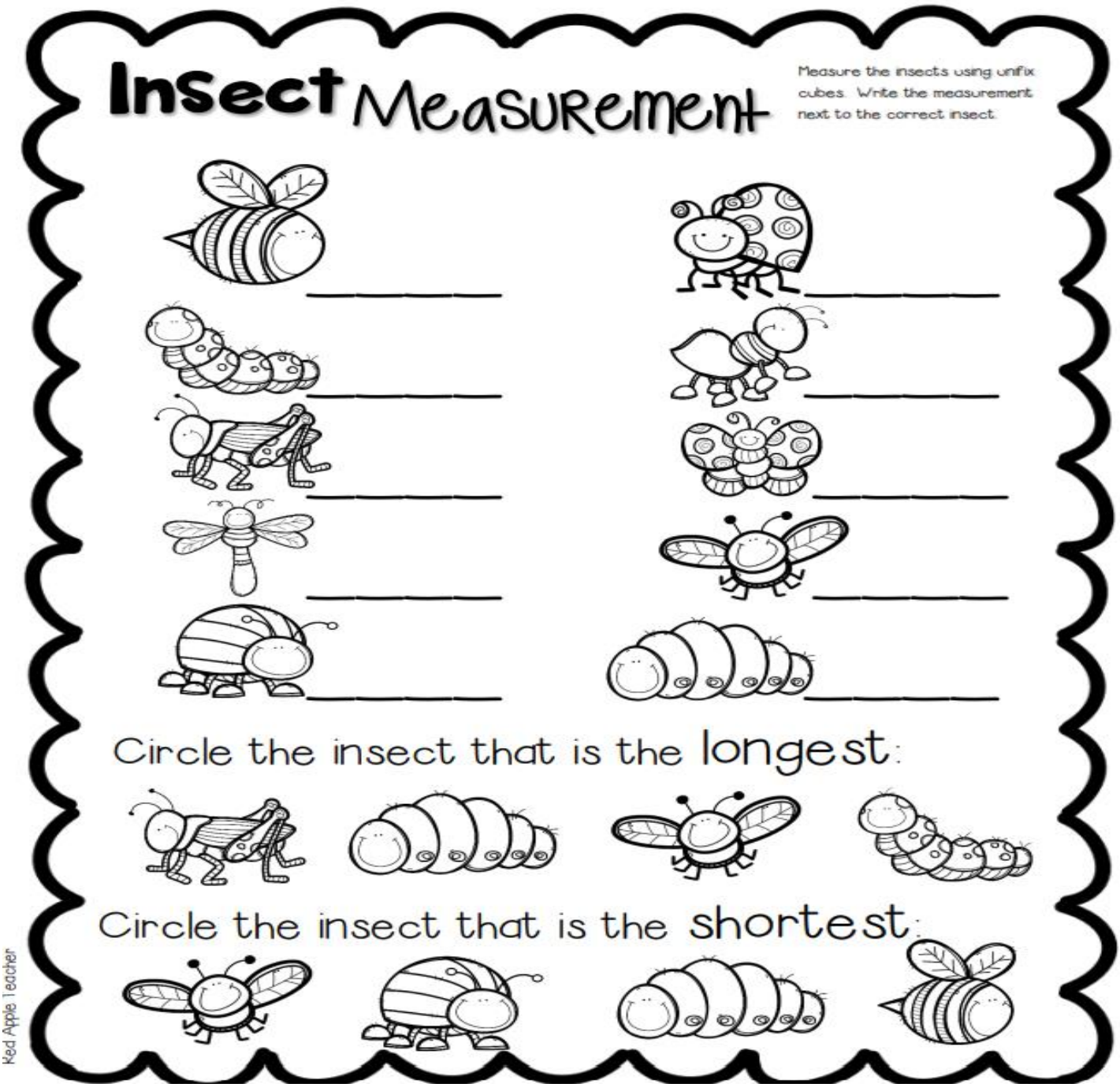
No School

Memorial Day

Name: _____ Week 37 Day1 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 7 Homework




Brighter Choice
Charter School for Boys
Day # 2

Name: _____ Week 37 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 1 Sprint

A

Number Correct: _____

Adding Across a Ten

1.	8 + 1 =	
2.	18 + 1 =	
3.	28 + 1 =	
4.	58 + 1 =	
5.	7 + 2 =	
6.	17 + 2 =	
7.	27 + 2 =	
8.	57 + 2 =	
9.	6 + 3 =	
10.	36 + 3 =	
11.	5 + 4 =	
12.	45 + 4 =	
13.	30 + 9 =	
14.	9 + 2 =	
15.	39 + 2 =	
16.	50 + 8 =	
17.	8 + 4 =	
18.	58 + 4 =	
19.	50 + 20 =	
20.	54 + 20 =	
21.	70 + 20 =	
22.	76 + 20 =	

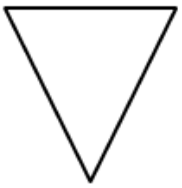
23.	50 + 30 =	
24.	58 + 30 =	
25.	9 + 3 =	
26.	90 + 30 =	
27.	97 + 30 =	
28.	8 + 4 =	
29.	80 + 40 =	
30.	83 + 40 =	
31.	83 + 4 =	
32.	7 + 6 =	
33.	70 + 60 =	
34.	74 + 60 =	
35.	74 + 5 =	
36.	73 + 6 =	
37.	58 + 7 =	
38.	76 + 5 =	
39.	30 + 40 =	
40.	20 + 70 =	
41.	80 + 70 =	
42.	34 + 40 =	
43.	23 + 50 =	
44.	97 + 60 =	

Name: _____ Week 37 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

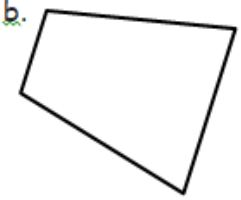
Module 8 Lesson 1 Problem Set

1. Identify the number of sides and angles for each shape. Circle each angle as you count, if needed. The first one has been done for you.

a. 

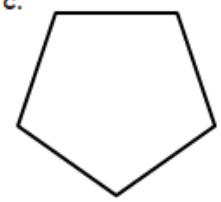
3 sides

3 angles

b. 

_____ sides

_____ angles

c. 

_____ sides

_____ angles

d. 

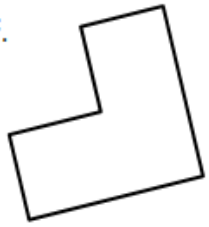
_____ sides

_____ angles

e. 

_____ sides

_____ angles

f. 

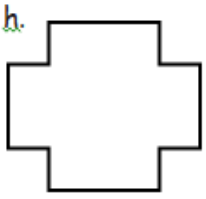
_____ sides

_____ angles

g. 

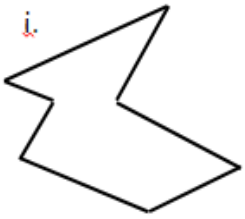
_____ sides

_____ angles

h. 

_____ sides

_____ angles

i. 

_____ sides

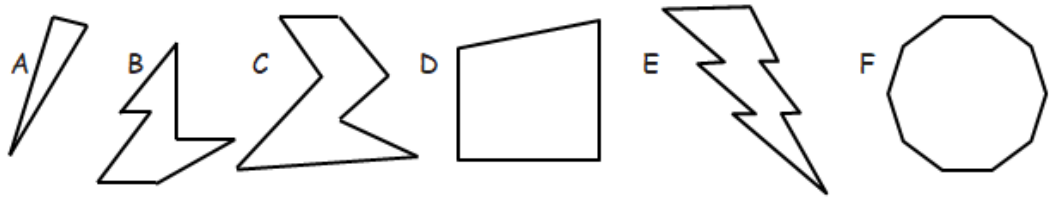
_____ angles

Name: _____ Week 37 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 1 Problem Set

2. Study the shapes below. Then, answer the questions.



a. Which shape has the most sides? _____

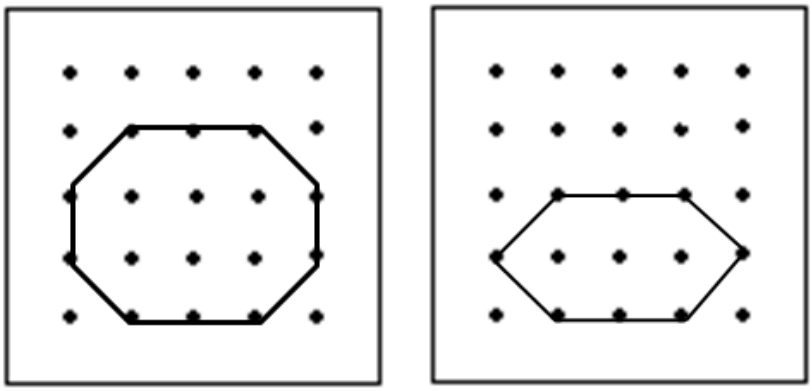
b. Which shape has 3 more angles than shape C? _____

c. Which shape has 3 fewer sides than shape B? _____

d. How many more angles does shape C have than shape A? _____

e. Which of these shapes have the same number of sides and angles? _____

3. Ethan said the two shapes below are both six-sided figures but just different sizes. Explain why he is incorrect.



_____

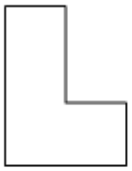
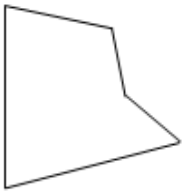
_____

Name: _____ Week 37 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 1 Exit Ticket

Study the shapes below. Then, answer the questions.

A  B  C  D 

1. Which shape has the most sides? _____

2. Which shape has 3 fewer angles than shape C? _____

3. Which shape has 3 more sides than shape B? _____

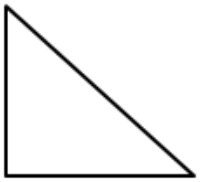
4. Which of these shapes have the same number of sides and angles? _____

Name: _____ Week 37 Day 2 Date: _____

BCCS-Boys Cornell Columbia NYU

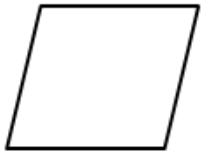
Module 8 Lesson 1 Homework

1. Identify the number of sides and angles for each shape. Circle each angle as you count, if needed.

a. 

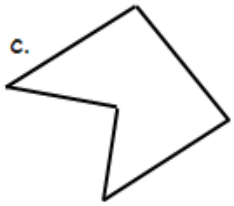
_____ sides

_____ angles

b. 

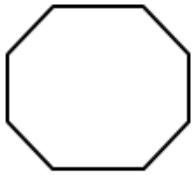
_____ sides

_____ angles

c. 

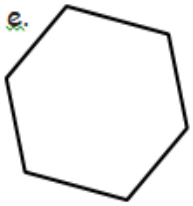
_____ sides

_____ angles

d. 

_____ sides

_____ angles

e. 

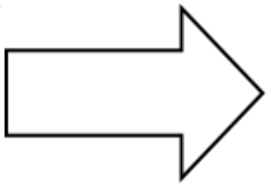
_____ sides

_____ angles

f. 

_____ sides

_____ angles

g. 

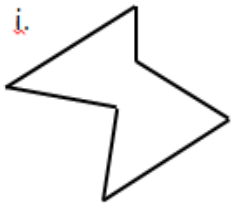
_____ sides

_____ angles

h. 

_____ sides

_____ angles

i. 

_____ sides

_____ angles

Name: _____ Week 37 Day 2 Date: _____

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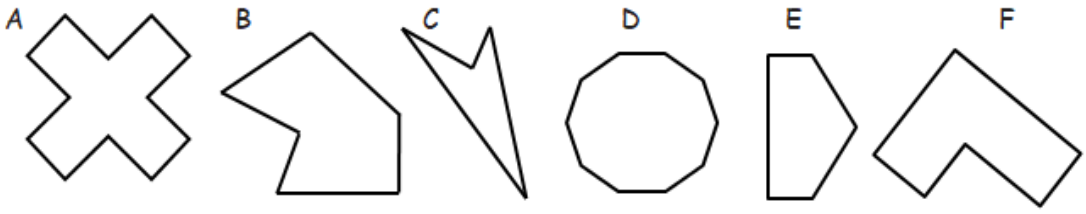
Module 8 Lesson 1 Homework

2. Study the shapes below. Then, answer the questions.



a. Which shape has the most angles? _____

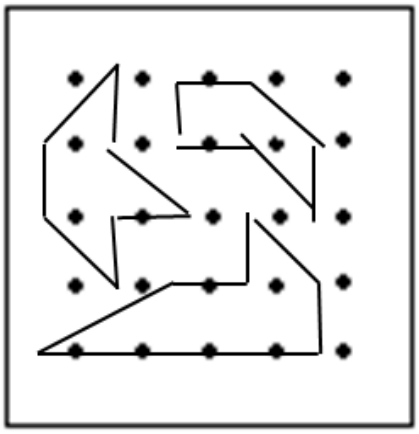
b. Which shape has 4 more angles than shape F? _____

c. Which shape has 5 fewer sides than shape D? _____

d. How many more angles does shape A have than shape B? _____

e. Which of these shapes have the same number of sides and angles? _____

3. Joseph's teacher said to make shapes with 6 sides and 6 angles on his geoboard. Shade the shapes that share these attributes, and circle the shape that does not belong. Explain why it does not belong.



_____

_____


Brighter Choice
Charter School for Boys
Day # 3

Name: _____ Week 37 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 2 Sprint

B

Number Correct: _____

Improvement: _____

Make a Hundred to Add

1.	99 + 2 =	
2.	99 + 3 =	
3.	99 + 4 =	
4.	99 + 8 =	
5.	99 + 6 =	
6.	99 + 9 =	
7.	99 + 5 =	
8.	99 + 7 =	
9.	98 + 3 =	
10.	98 + 4 =	
11.	98 + 5 =	
12.	98 + 9 =	
13.	98 + 7 =	
14.	98 + 8 =	
15.	98 + 6 =	
16.	99 + 12 =	
17.	99 + 23 =	
18.	99 + 34 =	
19.	99 + 45 =	
20.	99 + 56 =	
21.	99 + 67 =	
22.	99 + 78 =	

23.	98 + 13 =	
24.	98 + 24 =	
25.	98 + 35 =	
26.	98 + 46 =	
27.	98 + 57 =	
28.	98 + 68 =	
29.	98 + 79 =	
30.	25 + 99 =	
31.	35 + 98 =	
32.	36 + 99 =	
33.	46 + 98 =	
34.	57 + 99 =	
35.	67 + 98 =	
36.	78 + 99 =	
37.	88 + 98 =	
38.	99 + 93 =	
39.	95 + 99 =	
40.	99 + 97 =	
41.	92 + 99 =	
42.	98 + 94 =	
43.	96 + 98 =	
44.	98 + 86 =	

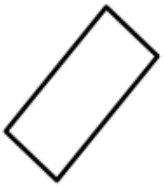
Name: _____ Week 37 Day 3 Date: _____

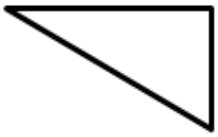
BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 2 Problem Set

1. Count the number of sides and angles for each shape to identify each polygon. The polygon names in the word bank may be used more than once.

Hexagon	Quadrilateral	Triangle	Pentagon

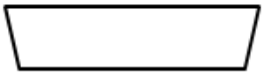
a.  _____

b.  _____

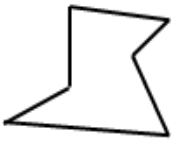
c.  _____

d.  _____

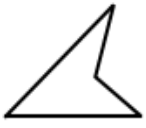
e.  _____

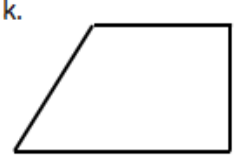
f.  _____

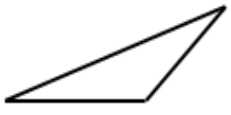
g.  _____

h.  _____

i.  _____

j.  _____

k.  _____

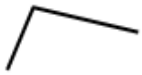
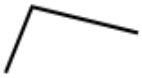
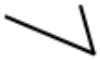
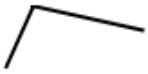
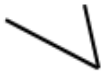
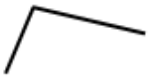
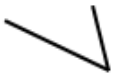
l.  _____

Name: _____ Week 37 Day 3 Date: _____

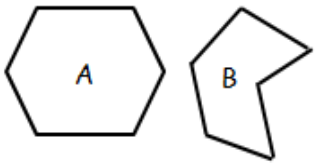
BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 2 Problem Set

2. Draw more sides to complete 2 examples of each polygon.

	Example 1	Example 2
a. **Triangle** For each example, _____ line was added. A triangle has _____ total sides.		
b. **Hexagon** For each example, _____ lines were added. A hexagon has _____ total sides.		
c. **Quadrilateral** For each example, _____ lines were added. A quadrilateral has _____ total sides.		
d. **Pentagon** For each example, _____ lines were added. A pentagon has _____ total sides.		

3. a. Explain why both polygons A and B are hexagons.

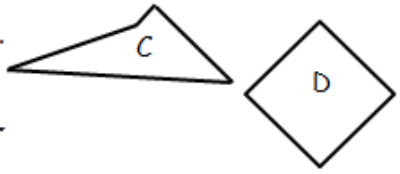


_____

_____

b. Draw a different hexagon than the two that are shown.

4. Explain why both polygons C and D are quadrilaterals.



_____

_____

Name: _____ Week 37 Day 3 Date: _____

BCCS-Boys Cornell Columbia NYU

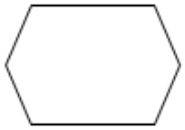
Module 8 Lesson 2 Exit Ticket

Count the number of sides and angles for each shape to identify each polygon.
The polygon names in the word bank may be used more than once.

Hexagon	Quadrilateral	Triangle	Pentagon

1. 

_____

2. 

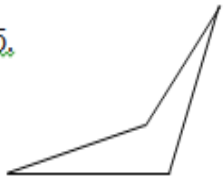
_____

3. 

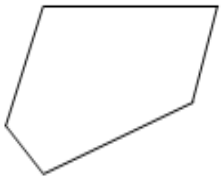
_____

4. 

_____

5. 

_____

6. 

_____

Name: _____ Week 37 Day 3 Date: _____

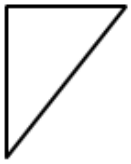
BCCS-Boys Cornell Columbia NYU

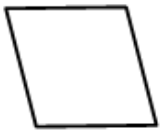
Module 8 Lesson 2 Homework

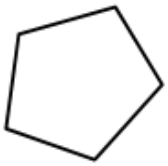
1. Count the number of sides and angles for each shape to identify each polygon. The polygon names in the word bank may be used more than once.

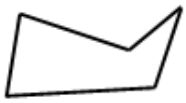
Hexagon	Quadrilateral	Triangle	Pentagon

a.  _____

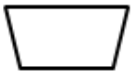
b.  _____

c.  _____

d.  _____

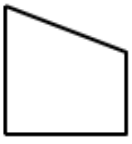
e.  _____

f.  _____

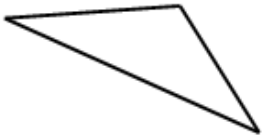
g.  _____

h.  _____

i.  _____

j.  _____

k.  _____

l.  _____

Name: _____ Week 37 Day 3 Date: _____

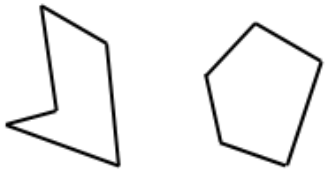
BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 2 Homework

2. Draw more sides to complete 2 examples of each polygon.

	Example 1	Example 2
a. **Quadrilateral** For each example, ___ lines were added. A quadrilateral has ___ total sides.		
b. **Pentagon** For each example, ___ lines were added. A pentagon has ___ total sides.		
c. **Triangle** For each example, ___ line was added. A triangle has ___ total sides.		
d. **Hexagon** For each example, ___ lines were added. A hexagon has ___ total sides.		

3. Explain why both polygons A and B are pentagons.



_____

_____

4. Explain why both polygons C and D are triangles.

_____

_____


Brighter Choice
Charter School for Boys
Day # 4

Name: _____ Week 37 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 3 Sprint

1.	10 + 9 =	21.	3 + 9 =
2.	10 + 1 =	22.	4 + 8 =
3.	11 + 2 =	23.	5 + 9 =
4.	13 + 6 =	24.	8 + 8 =
5.	15 + 5 =	25.	7 + 5 =
6.	14 + 3 =	26.	5 + 8 =
7.	13 + 5 =	27.	8 + 3 =
8.	12 + 4 =	28.	6 + 8 =
9.	16 + 2 =	29.	4 + 6 =
10.	18 + 1 =	30.	7 + 6 =
11.	11 + 7 =	31.	7 + 4 =
12.	13 + 4 =	32.	7 + 9 =
13.	14 + 5 =	33.	7 + 7 =
14.	9 + 4 =	34.	8 + 6 =
15.	9 + 2 =	35.	6 + 9 =
16.	9 + 9 =	36.	8 + 5 =
17.	6 + 9 =	37.	4 + 7 =
18.	8 + 9 =	38.	3 + 9 =
19	7 + 8 =	39.	8 + 6 =
20.	8 + 8 =	40.	9 + 4 =

Name: _____ Week 37 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 3 Problem Set

1. Use a straightedge to draw the polygon with the given attributes in the space to the right.

   a. Draw a polygon with 3 angles.

      Number of sides: _____

      Name of polygon: _____

   b. Draw a five-sided polygon.

      Number of angles: _____

      Name of polygon: _____

   c. Draw a polygon with 4 angles.

      Number of sides: _____

      Name of polygon: _____

   d. Draw a six-sided polygon.

      Number of angles: _____

      Name of polygon: _____

   e. Compare your polygons to those of your partner.

      Copy one example that is very different from your own in the space to the right.

Name: _____ Week 37 Day 4 Date: _____

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Module 8 Lesson 3 Problem Set

2. Use your straightedge to draw 2 new examples of each polygon that are different from those you drew on the first page.

a. Triangle

b. Pentagon

c. Quadrilateral

d. Hexagon

Name: _____ Week 37 Day 4 Date: _____

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Module 8 Lesson 3 Exit Ticket

Use a straightedge to draw the polygon with the given attributes in the space to the right.

Draw a five-sided polygon.

Number of angles: _____

Name of polygon: _____

Name: _____ Week 37 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 3 Homework

1. Use a straightedge to draw the polygon with the given attributes in the space to the right.

   a. Draw a polygon with 4 angles.

      Number of sides: _____

      Name of polygon: _____

   b. Draw a six-sided polygon.

      Number of angles: _____

      Name of polygon: _____

   c. Draw a polygon with 3 angles.

      Number of sides: _____

      Name of polygon: _____

   d. Draw a five-sided polygon.

      Number of angles: _____

      Name of polygon: _____

Name: _____ Week 37 Day 4 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Lesson 3 Homework

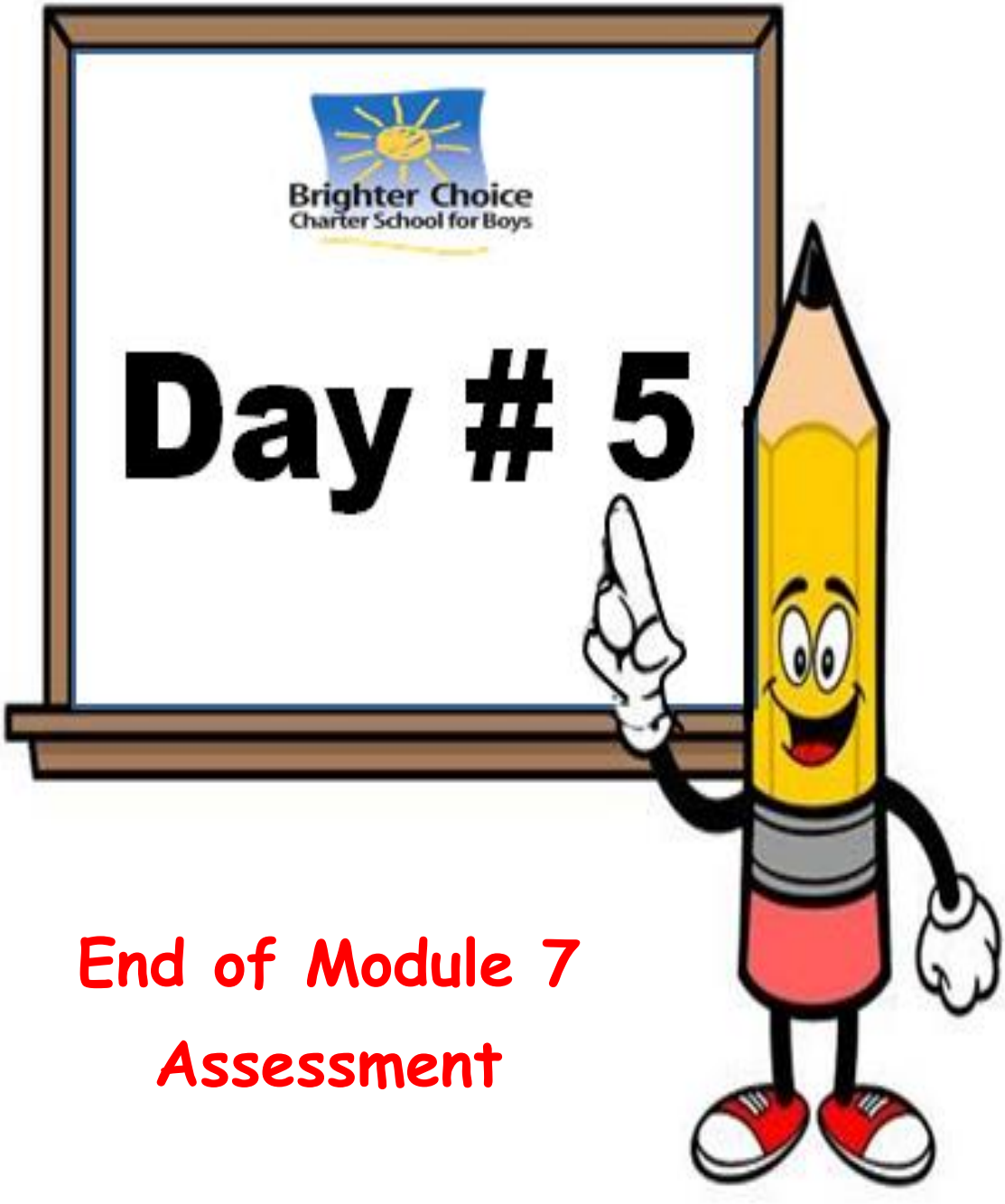
2. Use your straightedge to draw 2 new examples of each polygon that are different from those you drew on the first page.

a. Quadrilateral

b. Hexagon

c. Pentagon

d. Triangle



End of Module 7 Assessment

Name: _____ Week 37 Day 5 Date: _____

BCCS-Boys Cornell Columbia NYU

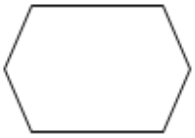
Module 8 Quiz

Count the number of sides and angles for each shape to identify each polygon.
The polygon names in the word bank may be used more than once.

Hexagon	Quadrilateral	Triangle	Pentagon

1. 

_____

2. 

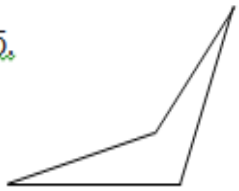
_____

3. 

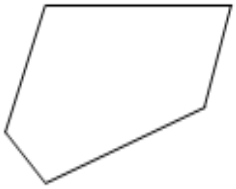
_____

4. 

_____

5. 

_____

6. 

_____

Name: _____ Week 37 Day 5 Date: _____

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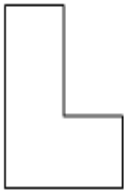
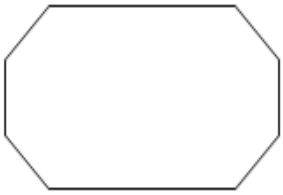
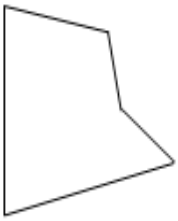
Module 8 Quiz

Study the shapes below. Then, answer the questions.

A  B  C  D 

1. Which shape has the most sides? _____

2. Which shape has 3 fewer angles than shape C? _____

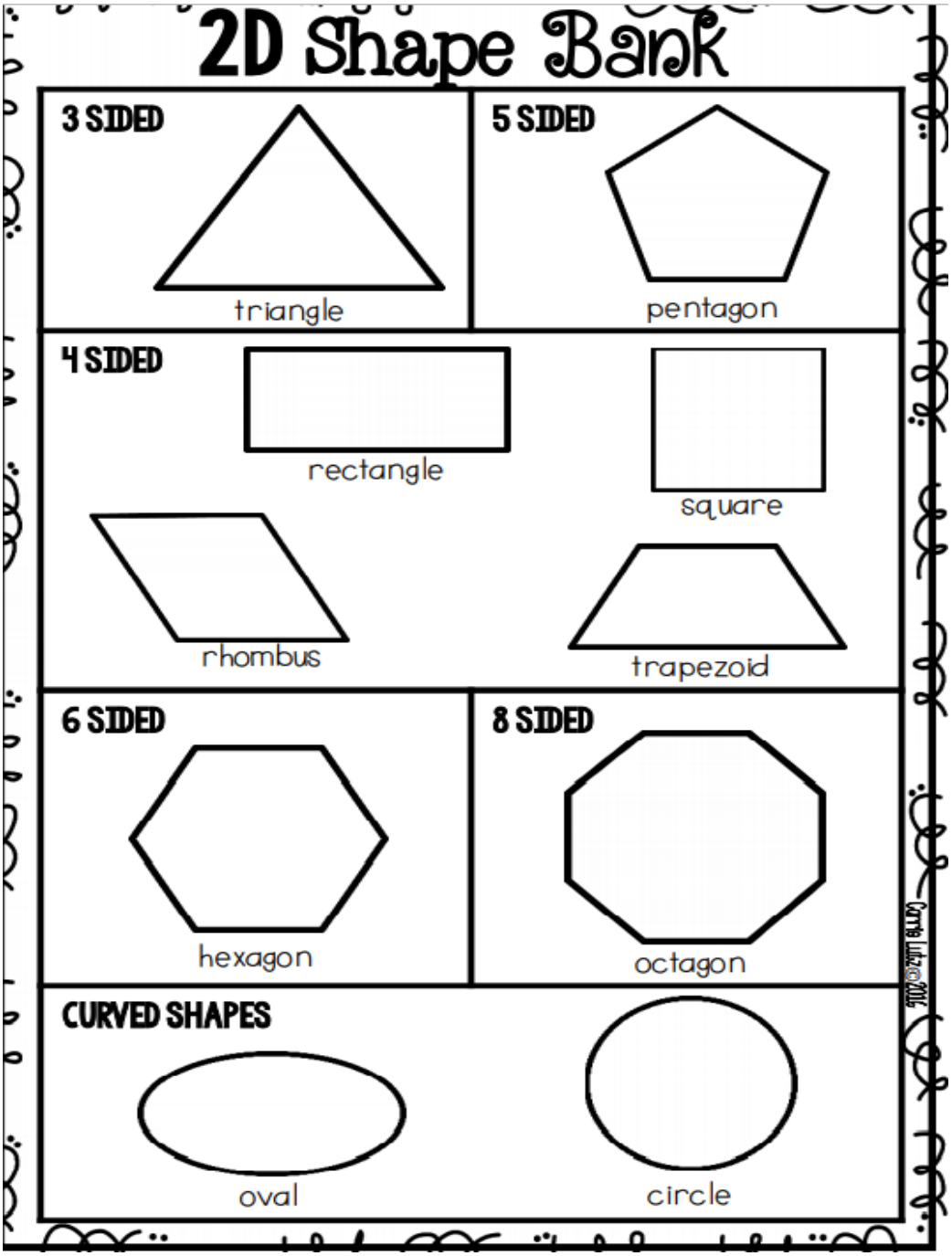
3. Which shape has 3 more sides than shape B? _____

4. Which of these shapes have the same number of sides and angles? _____

Name: _____ Week 37 Day 5 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Homework



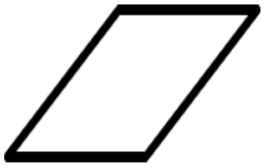
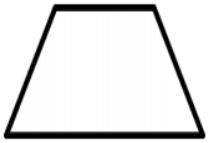
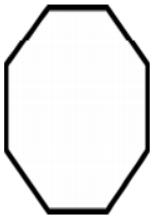
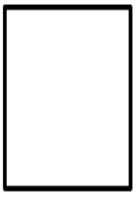
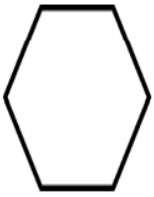
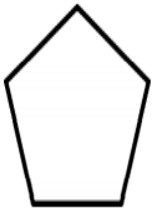
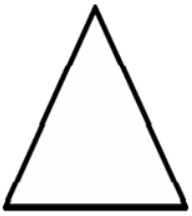
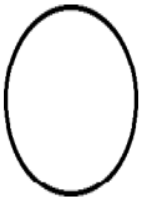
Name: _____ Week 37 Day 5 Date: _____

BCCS-Boys Cornell Columbia NYU

Module 8 Homework

Name _____ Date _____

Name the Shapes

1. Name the Shape. _____ 	2. Name the Shape. _____ 	3. Name the Shape. _____ 
4. Name the Shape. _____ 	5. Name the Shape. _____ 	6. Name the Shape. _____ 
4. Name the Shape. _____ 	5. Name the Shape. _____ 	6. Name the Shape. _____ 

octagon	circle	square	rhombus	triangle
hexagon	pentagon	rectangle	trapezoid	