Name _____

3rd 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

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

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

Vocabulary:

- Factor
- Product
- Area
- Perimeter

Name: _____ Week 36 Day 1 Date: _____

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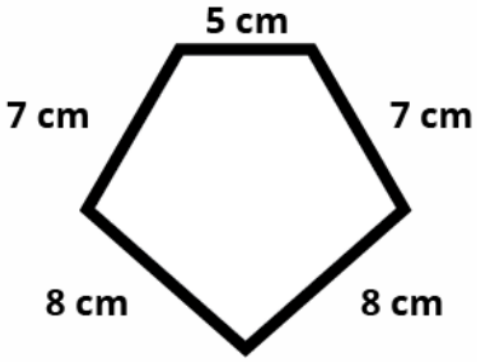
Do Now:

1. Find the perimeter of the polygon.



Answer: ☐ cm

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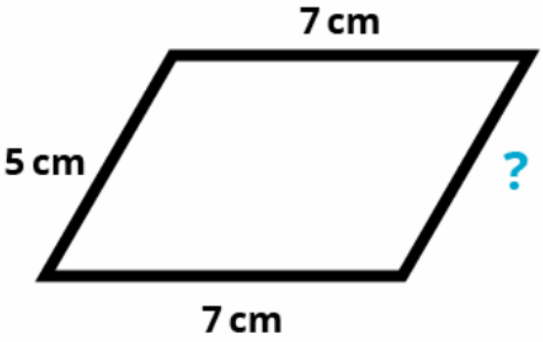
2. Find the length of the missing side.



Perimeter = 24 cm

Answer: ☐ cm

Name: _____ Week 36 Day 1 Date: _____

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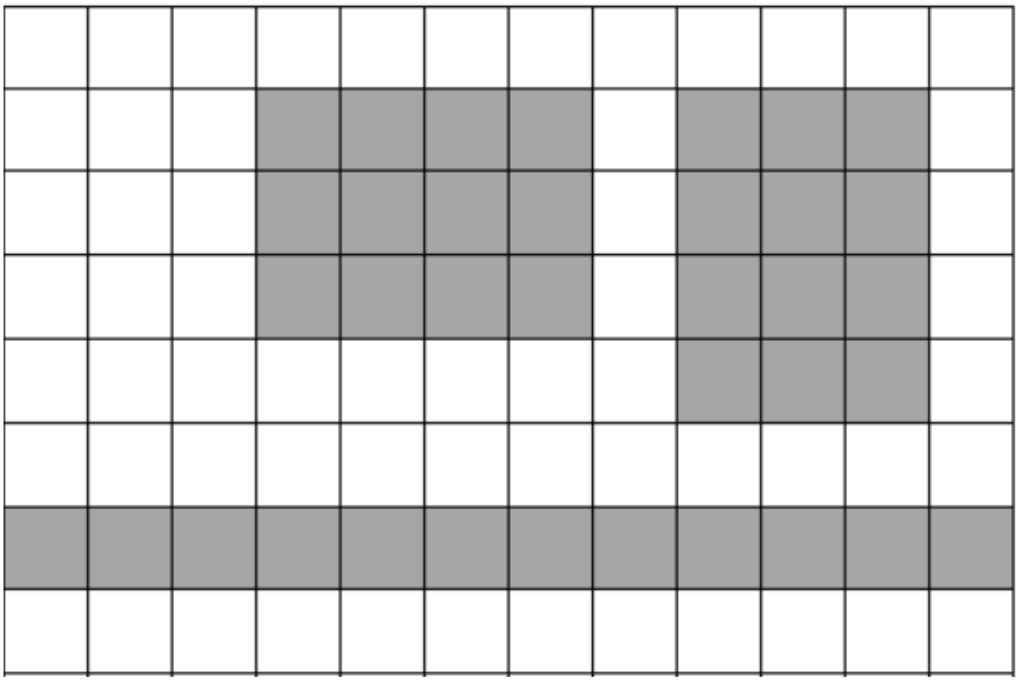
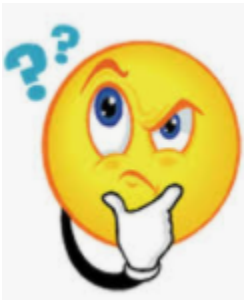
Exploration:





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

Name: _____ Week 36 Day 1 Date: _____

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Input (My Turn):

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

_____ X _____ **_____ X _____** **_____ X _____**

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

Name: _____ Week 36 Day 1 Date: _____

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Guided Practice (Our Turn):

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

_____ X _____ **_____ X _____** **_____ X _____**

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

Name: _____ Week 36 Day 1 Date: _____

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Problem Set (Your Turn):

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

_____ X _____ **_____ X _____** **_____ X _____**

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

Name: _____ Week 36 Day 1 Date: _____

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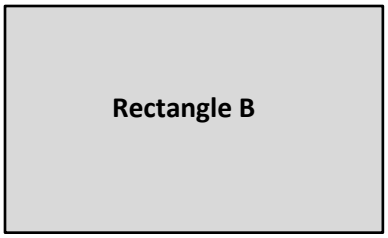
Application:

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



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Name: _____ Week 36 Day 1 Date: _____

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Exit Ticket:

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

_____ X _____	_____ X _____
Area: 18 square units Perimeter: _____ units	Area: 18 square units Perimeter: _____ units

Name: _____ Week 36 Day 1 Date: _____

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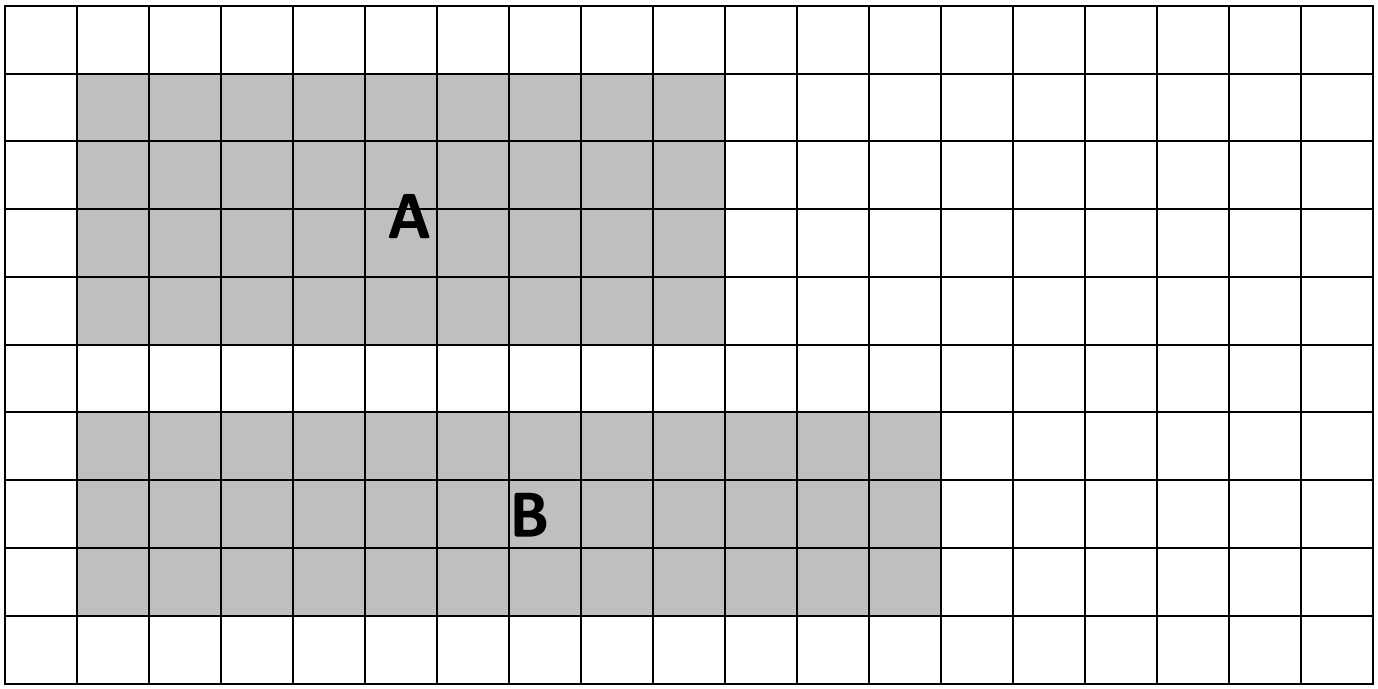
Homework:

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



Area of Rectangles A and B: _____ square units

Rectangle A	Rectangle B
Perimeter: _____	Perimeter: _____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Day # 2

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

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

Vocabulary:

- Unknown
- Skip count
- Product
- Sum
- Area
- Perimeter

Name: _____ Week 36 Day 2 Date: _____

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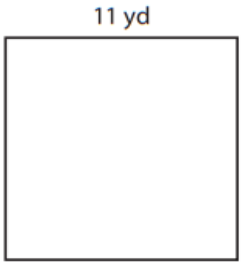
Do Now:

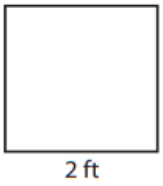
Find the perimeter of each square.

1)



Perimeter = _____

2)



Perimeter = _____

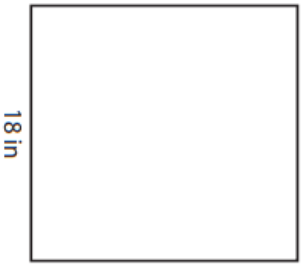
3)

Perimeter = _____

4)

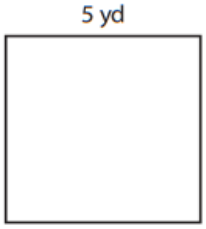
Perimeter = _____

5)



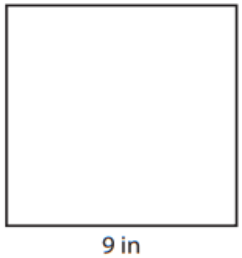
Perimeter = _____

6)



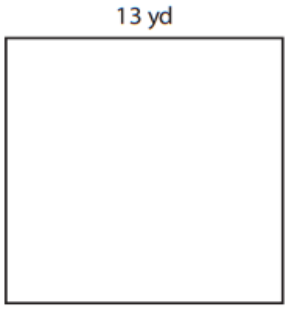
Perimeter = _____

7)



Perimeter = _____

8)



Perimeter = _____

9)

Perimeter = _____

Name: _____ Week 36 Day 2 Date: _____

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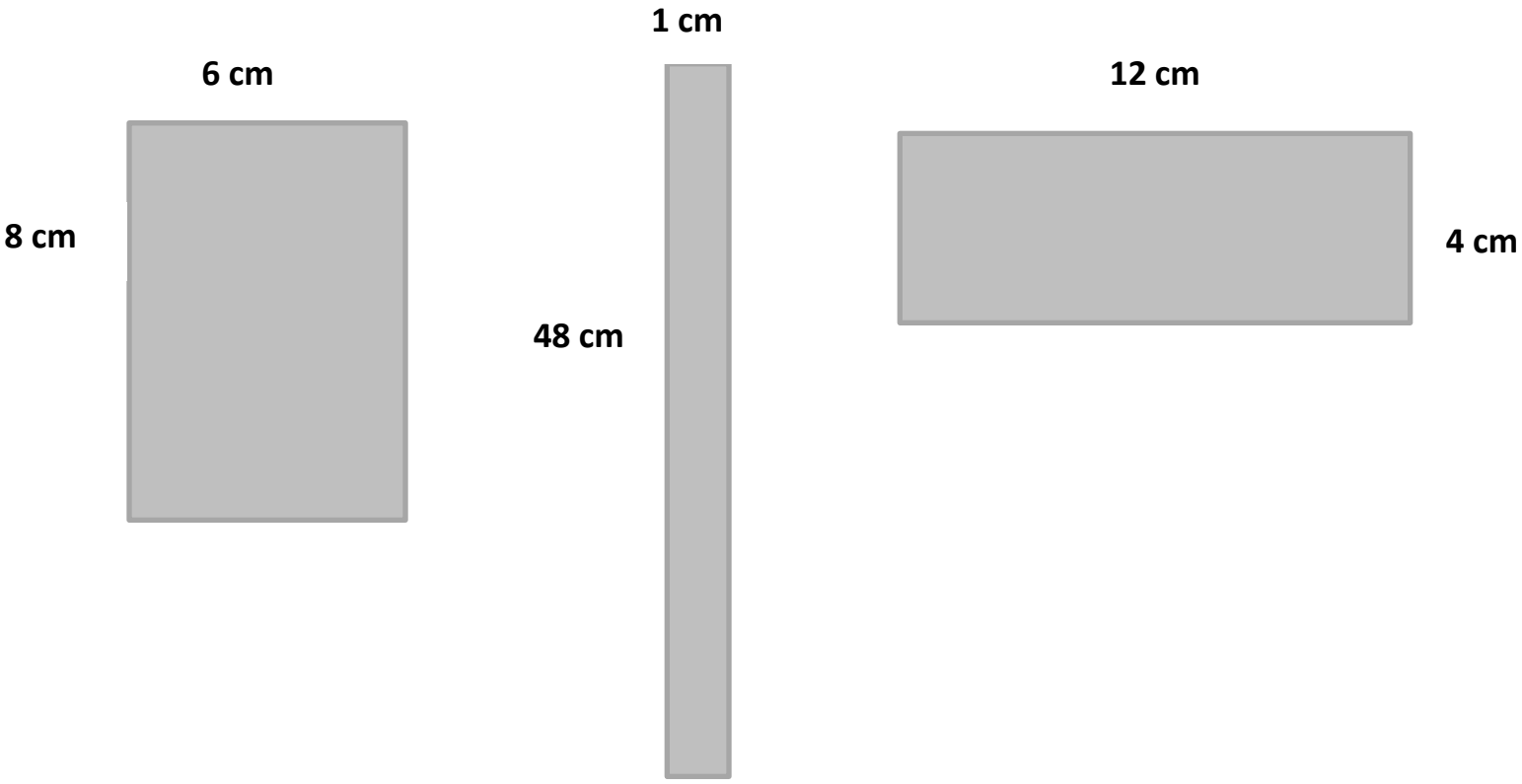
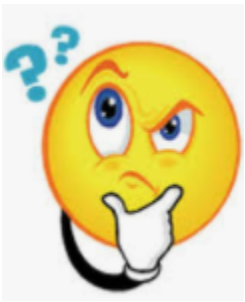
Exploration:





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

Name: _____ Week 36 Day 2 Date: _____

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Input (My Turn):

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

20 cm

_____ cm 

P = _____

_____ cm

5 cm 

P = _____

10 cm

_____ cm 

P = _____

Name: _____ Week 36 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

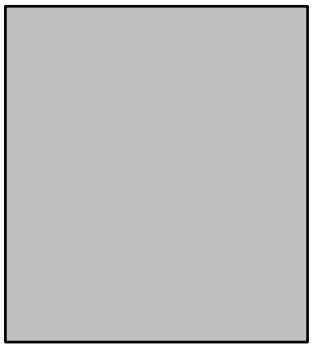
Ms. Young uses square-centimeter tiles to build rectangles with an area of 36 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.

36 cm

_____ cm 

P = _____

_____ cm

9 cm 

P = _____

12 cm

_____ cm 

P = _____

Name: _____ Week 36 Day 2 Date: _____

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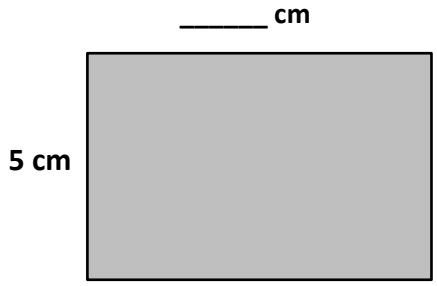
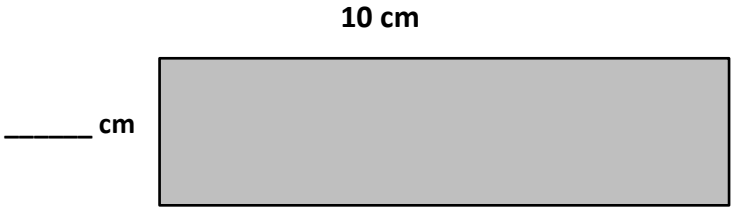
Problem Set (Your Turn):

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

P = _____



P = _____



P = _____

Name: _____ Week 36 Day 2 Date: _____

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Application:

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

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Name: _____ Week 36 Day 2 Date: _____

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Exit Ticket:

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

35 cm

_____ cm 

P = _____

_____ cm

5 cm 

P = _____

Name: _____ Week 36 Day 2 Date: _____

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Homework:

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

15 cm

_____ cm

P = _____

_____ cm

5 cm

P = _____


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Day # 3

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

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

Vocabulary:

- Frequent
- At least
- Than
- Mixed Numbers
- Plot

Name: _____ Week 36 Day 3 Date: _____

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Do Now:

Calculate each difference.

105 − 63	548 − 97	731 − 65	275 − 83	829 − 16
684 − 97	447 − 73	879 − 28	577 − 87	382 − 13
793 − 42	739 − 65	963 − 27	729 − 64	611 − 12
288 − 98	321 − 83	987 − 78	943 − 51	685 − 58
394 − 19	690 − 40	399 − 81	248 − 54	710 − 60

Name: _____ Week 36 Day 3 Date: _____

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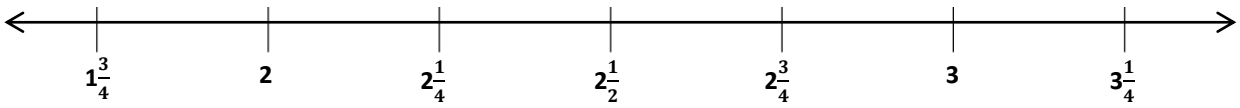
Input (My Turn):

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

Heights of Bean Plants (in Inches)				
$2\frac{1}{4}$	$2\frac{3}{4}$	$3\frac{1}{4}$	$1\frac{3}{4}$	$1\frac{3}{4}$
$1\frac{3}{4}$	3	$2\frac{1}{2}$	$3\frac{1}{4}$	$2\frac{1}{2}$
2	$2\frac{1}{4}$	3	$2\frac{1}{4}$	3
$2\frac{1}{2}$	$3\frac{1}{4}$	$1\frac{3}{4}$	$2\frac{3}{4}$	2

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

Title: _____



Label: _____ X =

Name: _____ Week 36 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

b. How many plants were measured?

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

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

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

Name: _____ Week 36 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

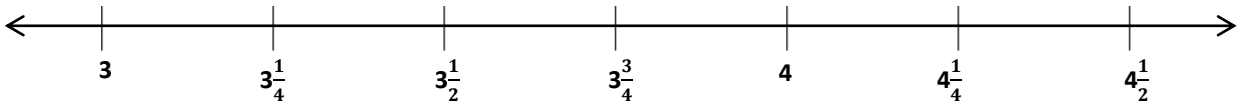
Guided Practice (Our Turn):

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

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

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

Title: _____



Label: _____ X =

Name: _____ Week 36 Day 3 Date: _____

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Problem Set (Your Turn):

b. How many buildings were measured?

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

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

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

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

Name: _____ Week 36 Day 3 Date: _____

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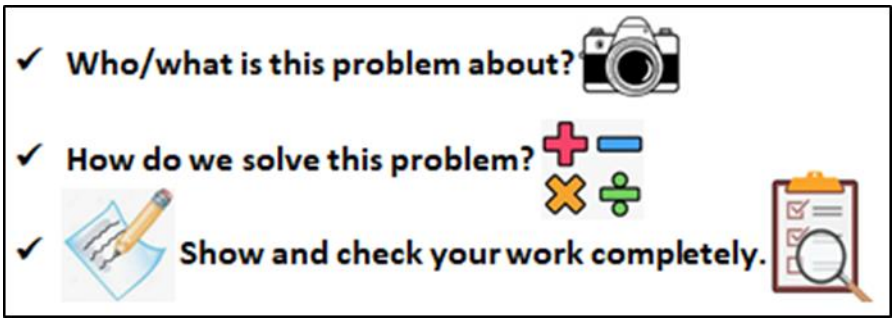

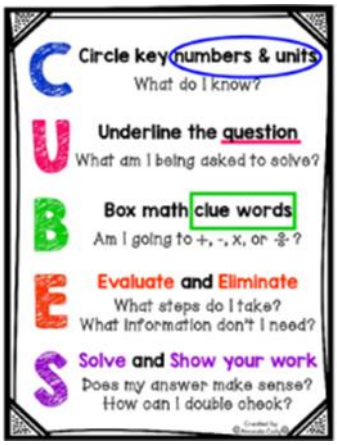

Application:

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

Name: _____ Week 36 Day 3 Date: _____

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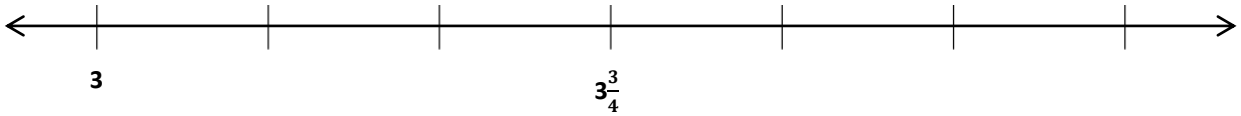
Exit Ticket:

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

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

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

Title: _____



X = 1 mouse

Label: _____

Name: _____ Week 36 Day 3 Date: _____

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Homework:

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

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

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

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

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

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Day # 4

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

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

Vocabulary:

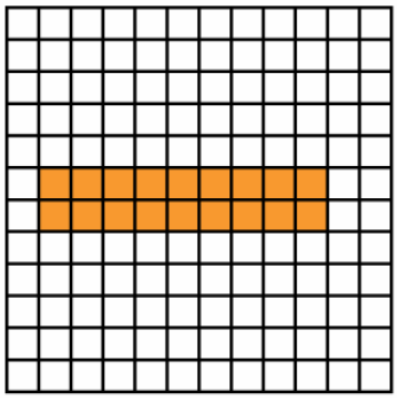
- Line Plot
- Data
- Factor Pairs
- Commutative property
- Frequency

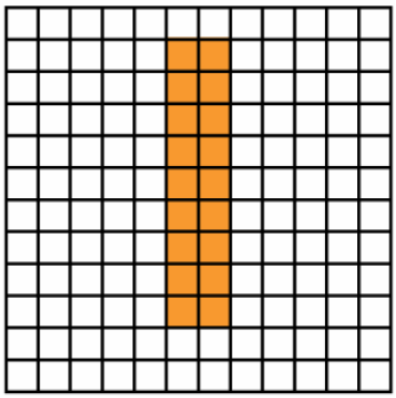
Name: _____ Week 36 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

1. Fill in the missing factor.

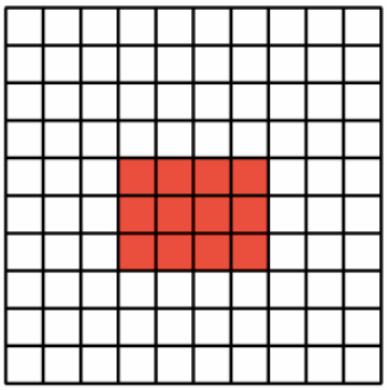


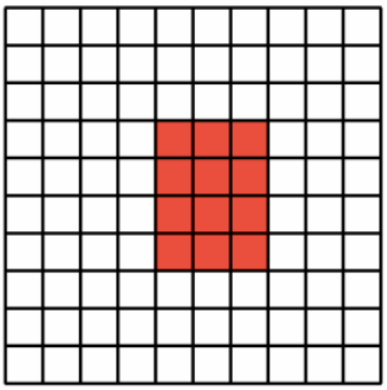


2 x 9 = 18 9 x ☐ = 18

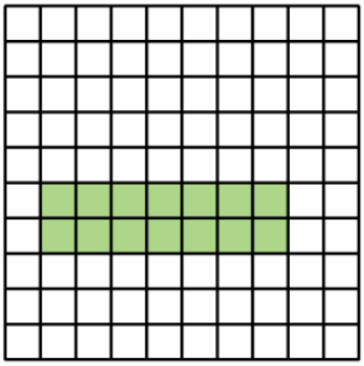
2. Which **two** number sentences match the arrays?

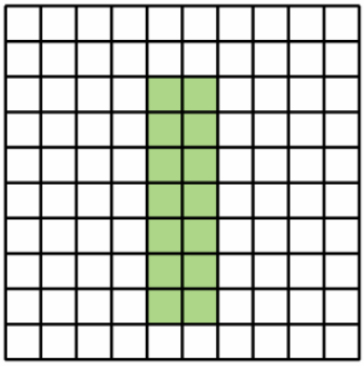
3 x 4	3 + 4
4 + 3	4 x 3





3. Fill in the missing factor.





2 x ☐ = 14 7 x 2 = 14

Name: _____ Week 36 Day 4 Date: _____

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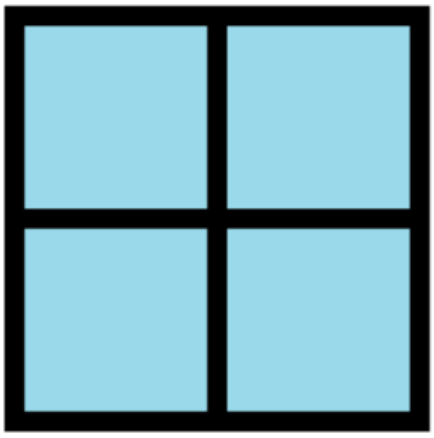
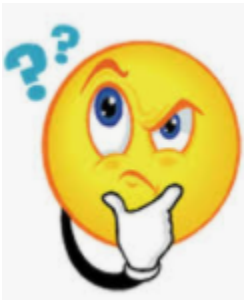
Exploration:





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

Name: _____ Week 36 Day 4 Date: _____

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Input (My Turn):

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

Number of unit squares = **4**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **5**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **6**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **7**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **8**

Number of rectangles I made: ____

Width	Length

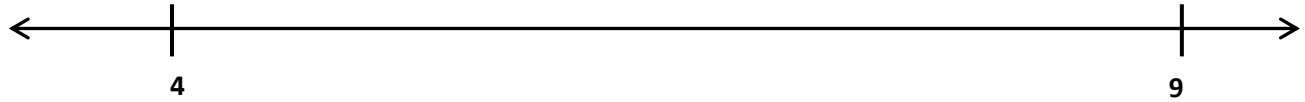
Number of unit squares = **9**

Number of rectangles I made: ____

Width	Length

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

Number of Rectangles Made with Unit Squares



Number of Unit Squares Used

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

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

Number of unit squares = **12**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **13**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **14**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **15**

Number of rectangles I made: ____

Width	Length

Number of unit squares = **16**

Number of rectangles I made: ____

Width	Length

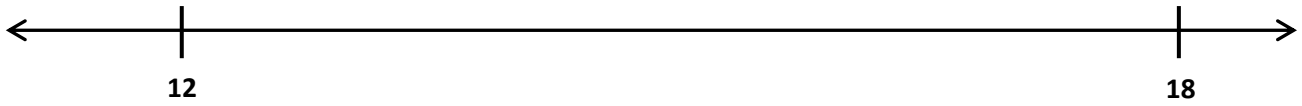
Number of unit squares = **17**

Number of rectangles I made: ____

Width	Length

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

Number of Rectangles Made with Unit Squares



Number of Unit Squares Used

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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

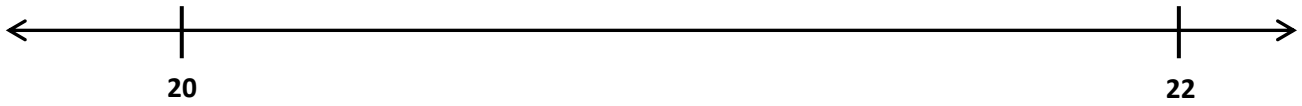
Number of unit squares = **20** Number of rectangles I made: ____	
Width	Length

Number of unit squares = **21** Number of rectangles I made: ____	
Width	Length

Number of unit squares = **22** Number of rectangles I made: ____	
Width	Length

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

Number of Rectangles Made with Unit Squares



Number of Unit Squares Used

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Application:

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

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Name: _____ Week 36 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

Number of unit squares = **24** Number of rectangles I made: ____	
Width	Length

Name: _____ Week 36 Day 4 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

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

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

Smallest Perimeter	Largest perimeter

Brighter Choice
Charter School for Boys

Day # 5

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

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

Vocabulary:

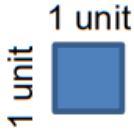
- Side Lengths
- Label
- Sum
- Unit
- CUBES

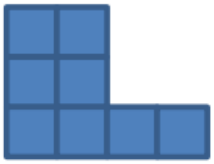
Name: _____ Week 36 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

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

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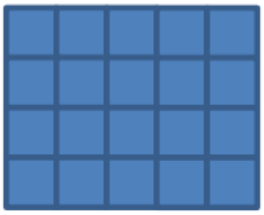	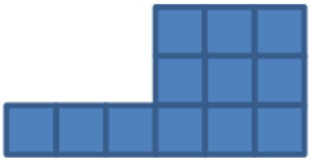
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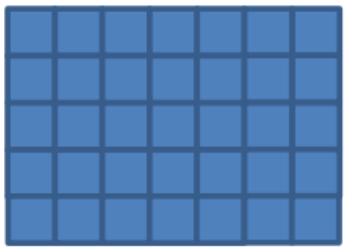	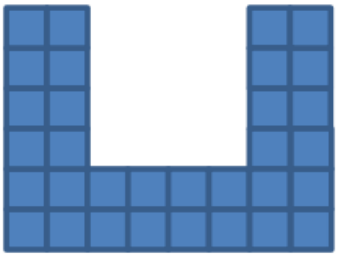
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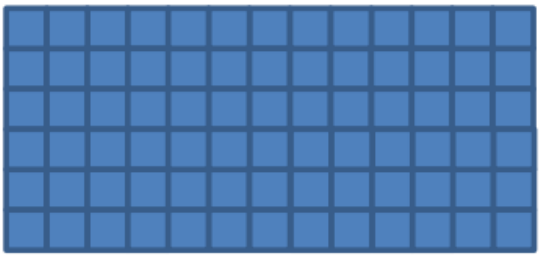
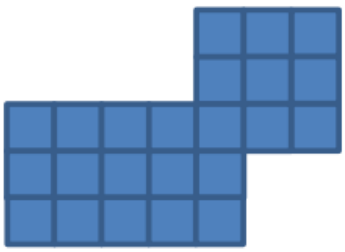
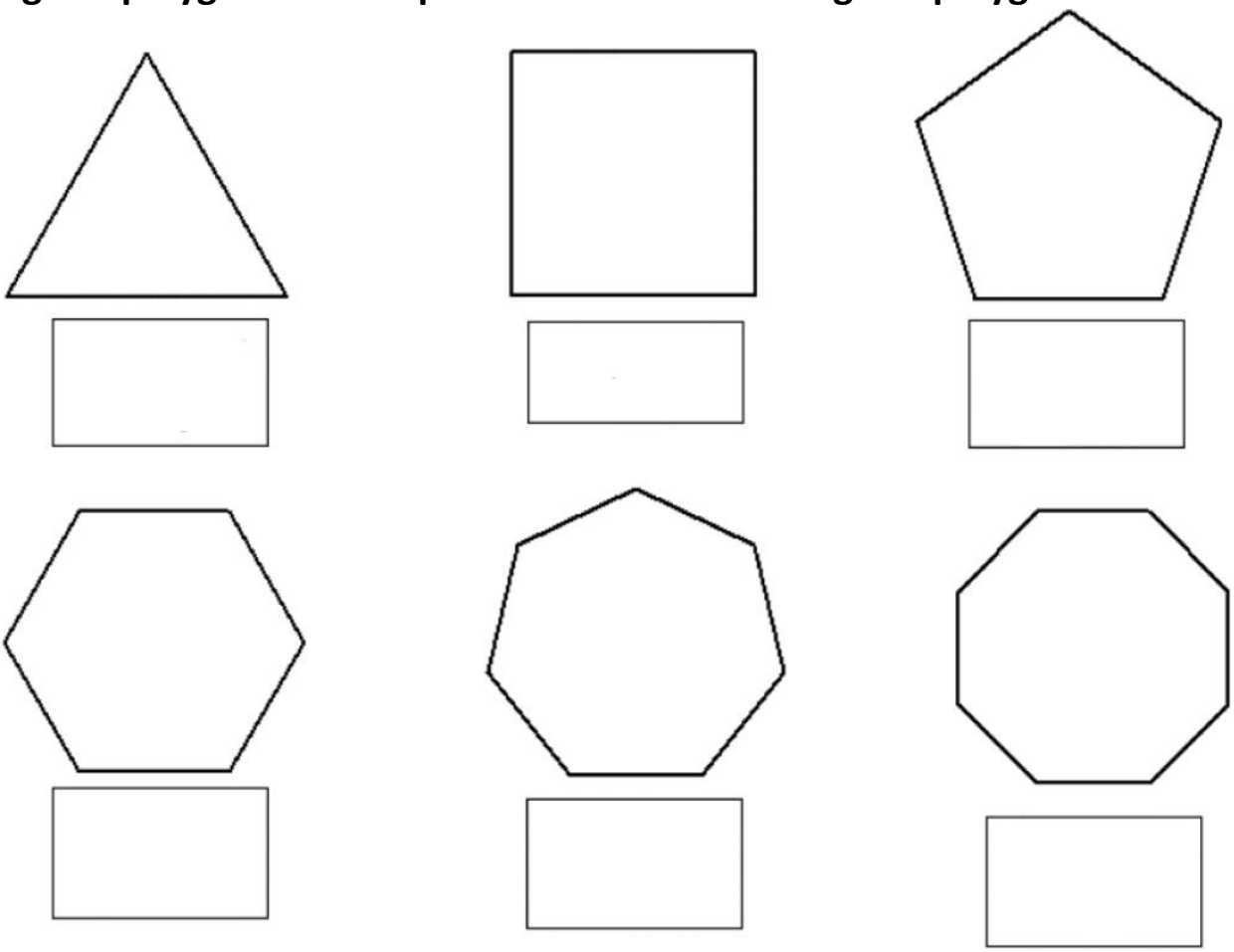
	
_____	_____

Name: _____ Week 36 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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



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

Triangle	____ X 3 in	P = _____ in
Square	____ X 3 in	P = _____ in
Pentagon	____ X 3 in	P = _____ in
Hexagon	____ X 3 in	P = _____ in
Heptagon	____ X 3 in	P = _____ in
Octagon	____ X 3 in	P = _____ in

Name: _____ Week 36 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

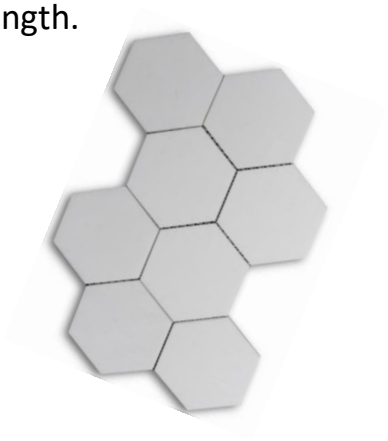
2. Naquah bends wire to make squares. Each square has a side length of 12 inches. What is the total length of the wire needed for two squares.

Name: _____ Week 36 Day 5 Date: _____

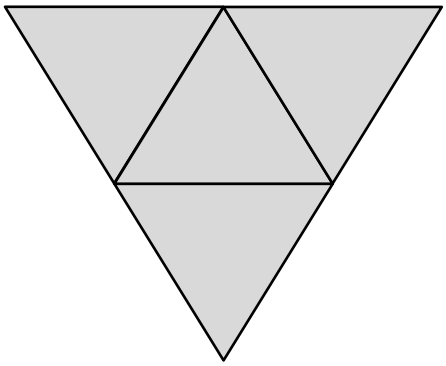
BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

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



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



Name: _____ Week 36 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

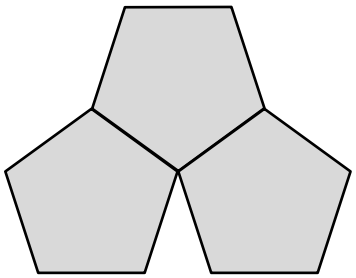
1. MD makes a model of the Pentagon Building in Washing DC. Each side of the model measures 9 inches. What is the perimeter of the model Pentagon?

Name: _____ Week 36 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Application:

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



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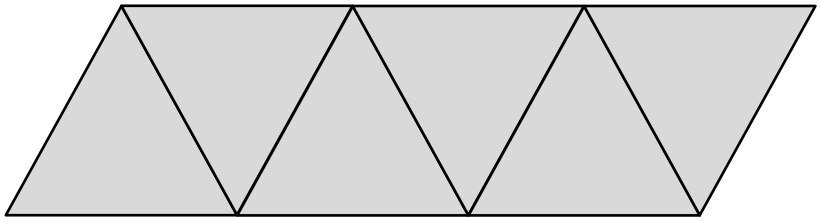
Name: _____ Week 36 Day 5 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

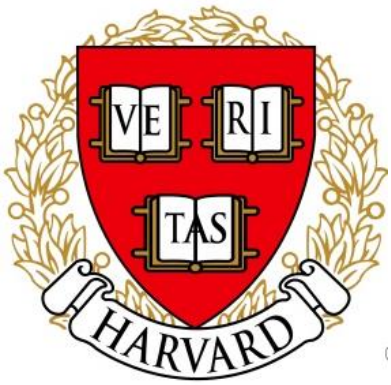
Mrs. Mercado traces a regular triangle to create the shape below. The perimeter of her shape is 72 centimeters. What are the side lengths of the triangle?



Name _____

3rd 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.


Brighter Choice
Charter School for Boys
Day # 1
No School- Memorial Day


Brighter Choice
Charter School for Boys
Day # 2

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

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

Vocabulary:

- Side Lengths
- Label
- Sum
- Product
- Unit
- CUBES

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

4 x 5	3 x 2	1 x 8	4 x 8	2 x 4
3 x 9	4 x 1	4 x 6	3 x 3	3 x 8
4 x 7	4 x 11	4 x 9	4 x 4	2 x 2
4 x 10	3 x 3	3 x 9	2 x 8	4 x 3
3 x 10	4 x 11	1 x 1	3 x 12	2 x 9
4 x 2	3 x 5	1 x 4	2 x 10	4 x 9
1 x 10	2 x 12	3 x 11	2 x 4	4 x 6
4 x 12	3 x 1	2 x 11	2 x 8	2 x 12
3 x 9	2 x 5	4 x 5	3 x 6	2 x 6
2 x 9	1 x 5	2 x 11	3 x 0	4 x 10

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Input (My Turn):

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

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

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

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

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Guided Practice (Our Turn):

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

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

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

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

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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

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

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

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

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

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Problem Set (Your Turn):

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

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

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

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

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Application:

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

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Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Exit Ticket:

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

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

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

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

Name: _____ Week 37 Day 2 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

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

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

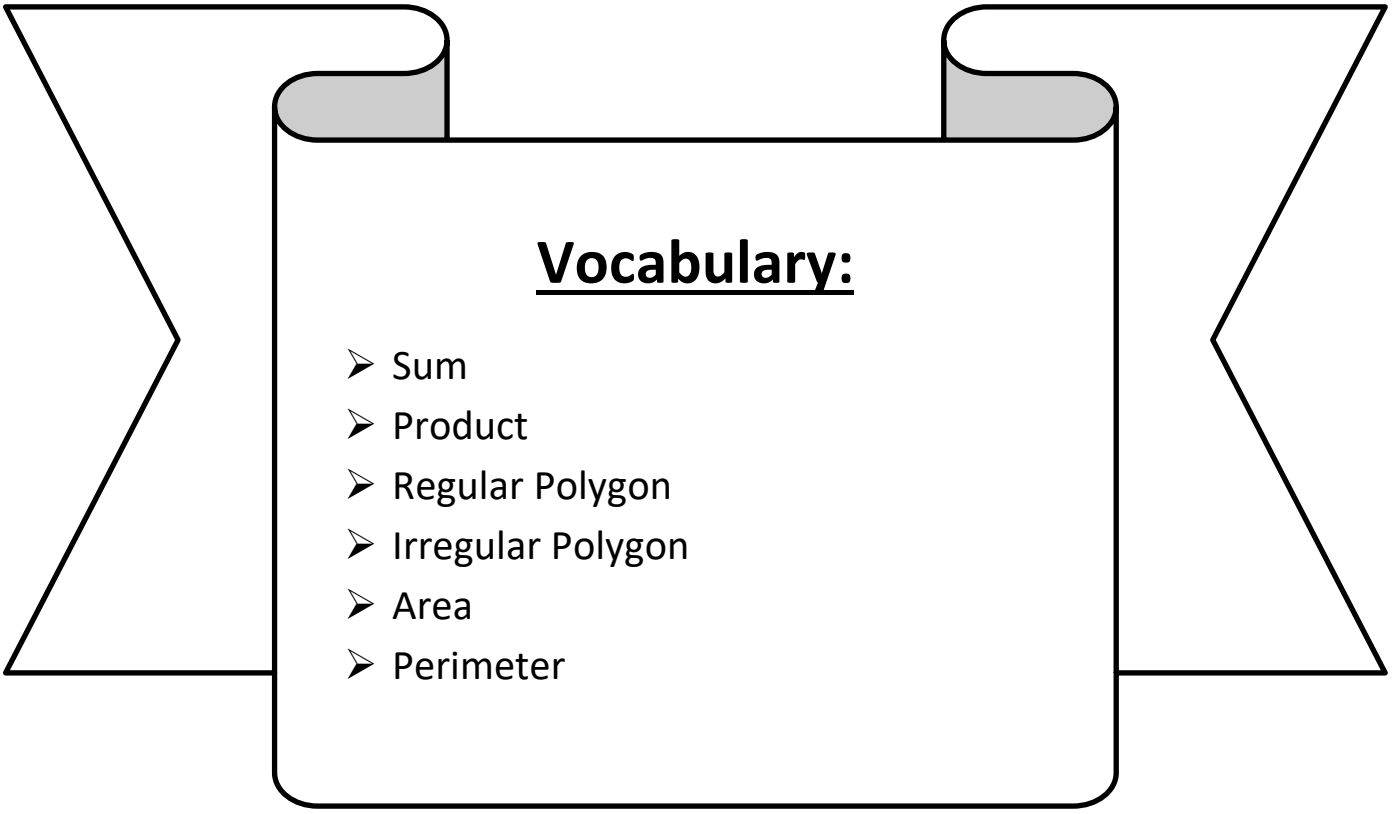
   b. What is the length of the table?

   c. What is the area of the table?


Brighter Choice
Charter School for Boys
Day # 3

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

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



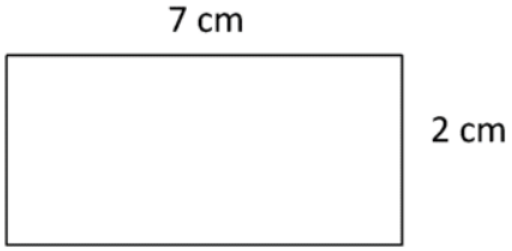
Name: _____ Week 37 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Do Now:

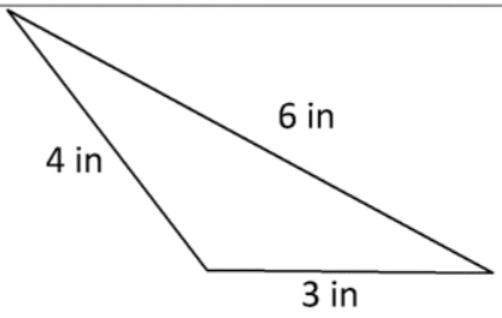
Find the perimeter of each shape.

1)



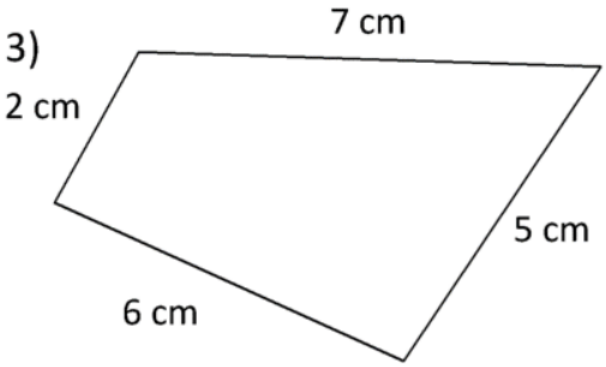
Perimeter = _____ cm

2)



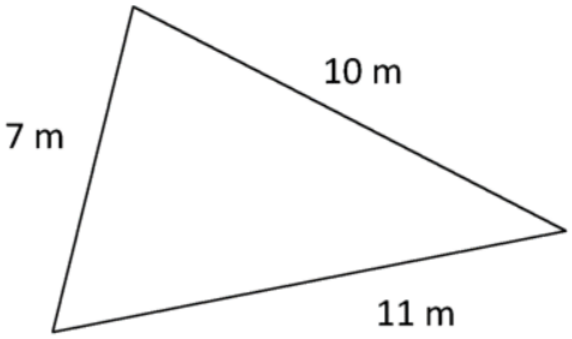
Perimeter = _____ in

3)



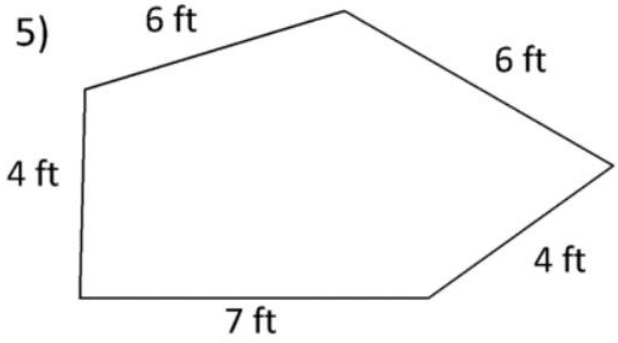
Perimeter = _____ cm

4)



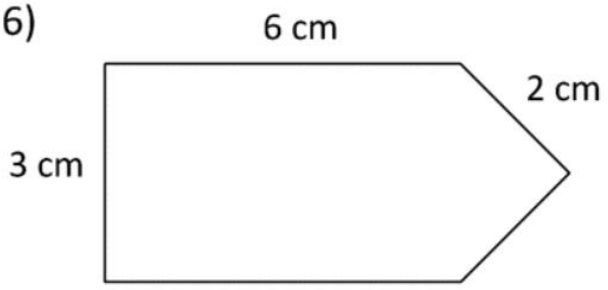
Perimeter = _____ m

5)



Perimeter = _____ ft

6)

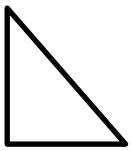
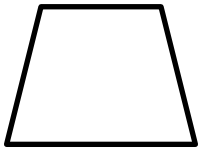
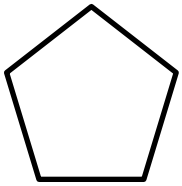


Perimeter = _____ cm

Name: _____ Week 37 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

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

A. 	**B**. 
C. 	**D**. 

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

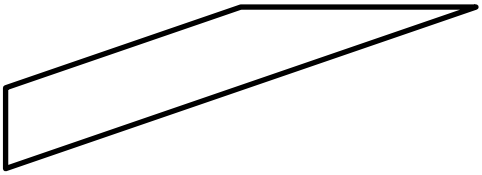
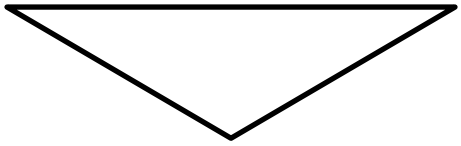
A. The yard's perimeter

B. The yard's area

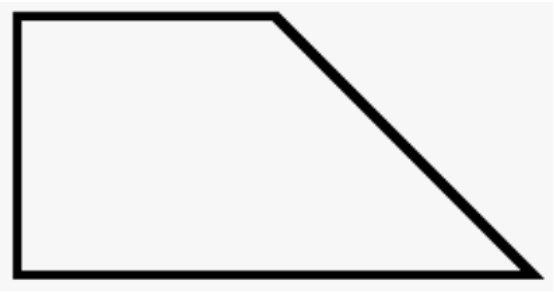
C. The number of sides

D. The height of the fence

3. Which shape below is *not* a quadrilateral?

A. 	**B**. 
C. 	**D**. 

4. What is an attribute of the trapezoid below?



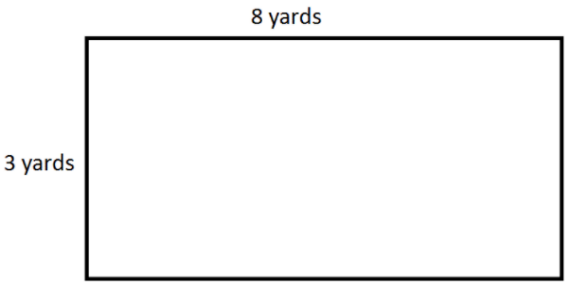
A. It has 1 right angle

B. It has 2 right angles

C. It was 2 pairs of parallel lines

D. It's a regular polygon

5. What is the perimeter of the rectangle below?



A. 24 yards

B. 24 square yards

C. 22 yards

D. 16 yards

6. Which statement below is false?

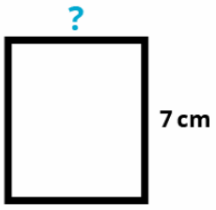
A. Squares have 4 right angles

B. Pentagons have 5 sides

C. STOP signs are octagons

D. A Polygon is any closed, flat shape

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



Area = 42 square cm

A. 7 cm

B. 6 cm

C. 13 cm

D. 42 cm

8. How many sides do quadrilaterals have?

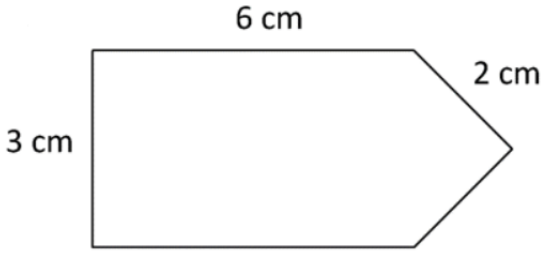
A. 2 sides

B. 3 sides

C. 4 sides

D. 5 sides

9. What is the perimeter of the pentagon below?



A. 19 cm

B. 11 cm

C. 12 cm

D. 15 cm

10. What is true about all regular polygons?

A. They have equal sides

B. They have parallel lines

C. They have right angles

D. The area and perimeter are the same

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

A. 8 inches

B. 4 inches

C. 18 square inches

D. 36 inches

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

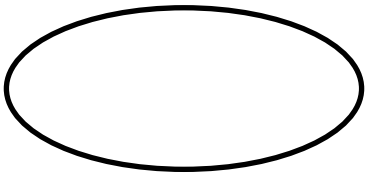
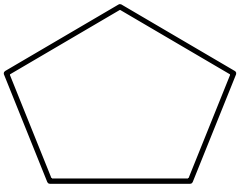
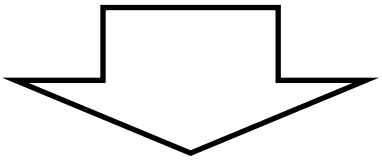
A. The area is 16 square cm and the perimeter is 8 cm

B. The area is 12 square cm and the perimeter 16 cm

C. The area is 16 square cm and the perimeter is 16 cm

D. The area is 8 square cm and the perimeter is 12 cm

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

A. 	**B.** 
C. 	**D.** 

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

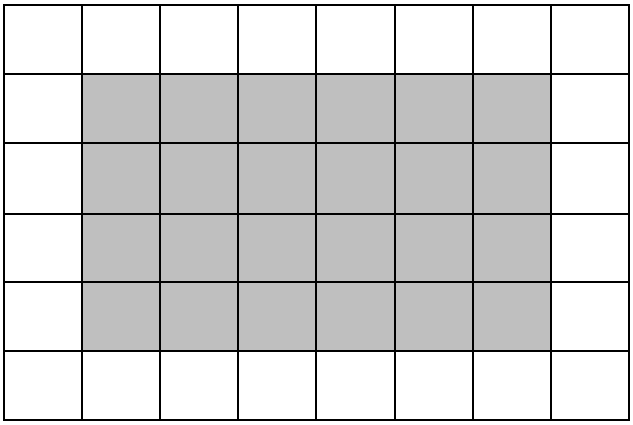
A. 10 square inches

B. 10 inches

C. 8 inches

D. 16 square inches

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



A. 20 units

B. 24 units

C. 12 units

D. 8 units

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

A. 5 cm

B. 8 cm

C. 9 cm

D. 6cm

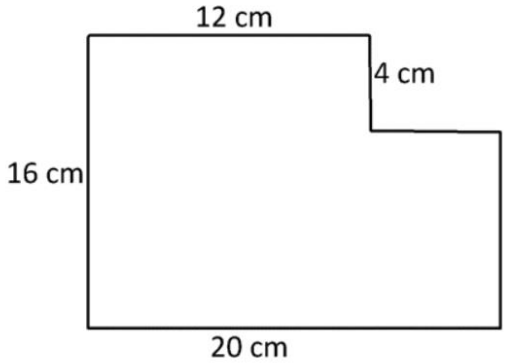
17. Find the unknown sides to find the perimeter of the hexagon below.

A. 72 cm

B. 48 cm

C. 52 cm

D. 60 cm



Perimeter = _____ cm

Name: _____ Week 37 Day 3 Date: _____

BCCS-B Harvard Yale Princeton

Homework:

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

9 inches

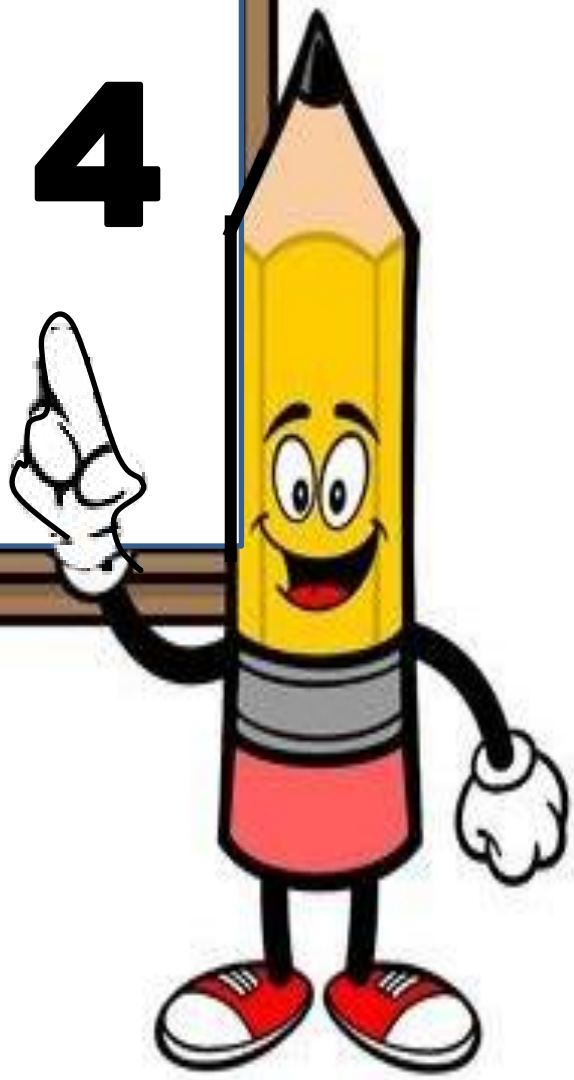
4 inches

Area	Perimeter
Area= _____ square inches	Perimeter= _____ inches

Brighter Choice
Charter School for Boys

Day # 4

End of Module Assessment



Brighter Choice
Charter School for Boys

Day # 5

Jeopardy Game: Polygons