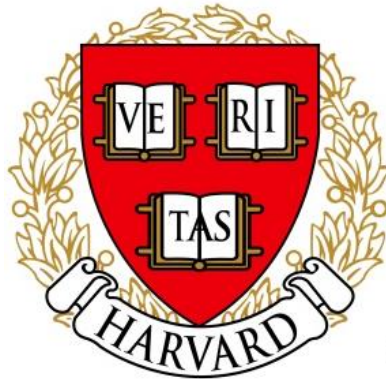




Name _____

3rd Grade Modified 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.

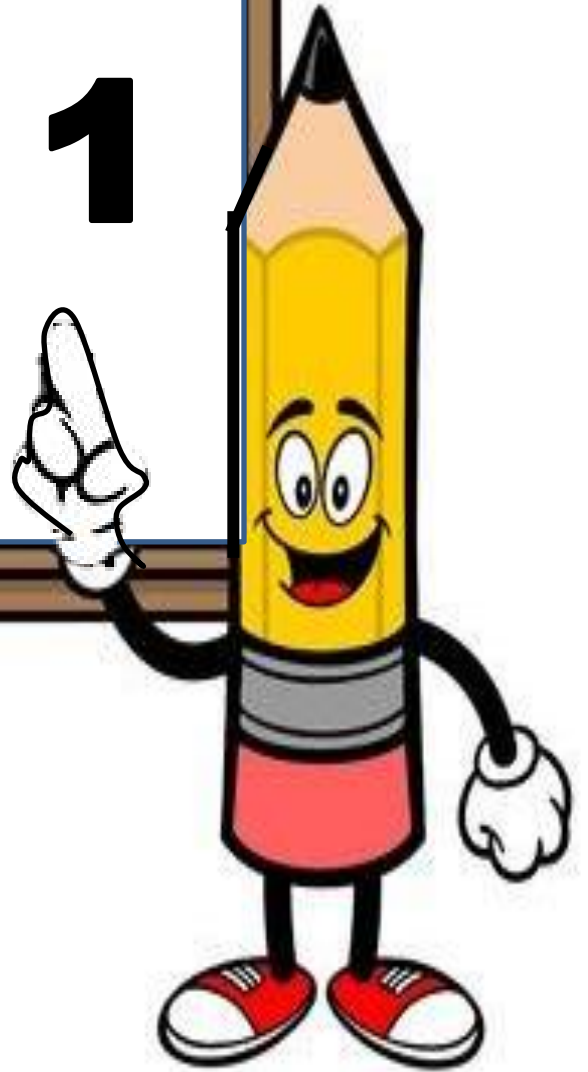
(Parent Signature)

(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.

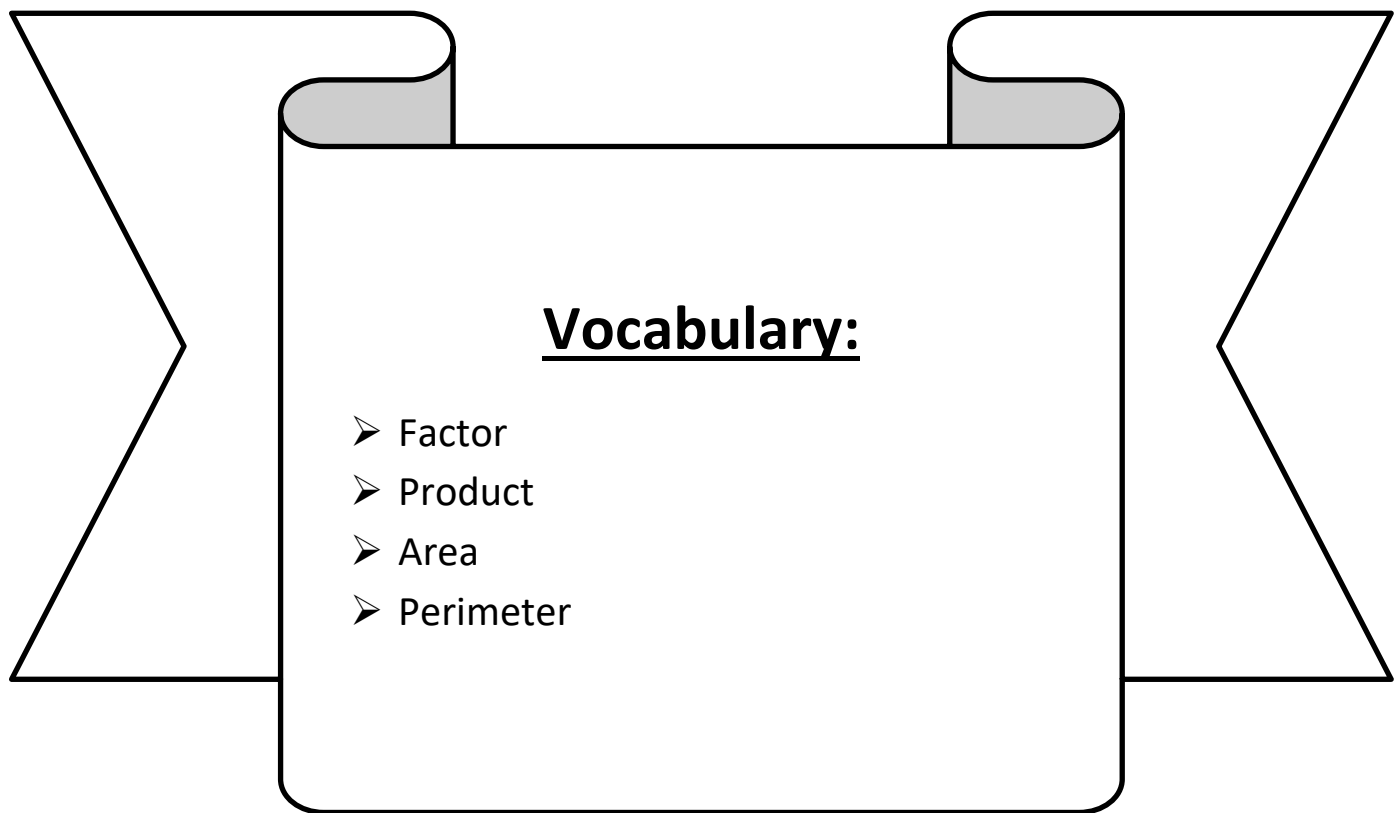


Day # 1



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

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



Name: _____

Week 36 Day 1 Date: _____

BCCS-B

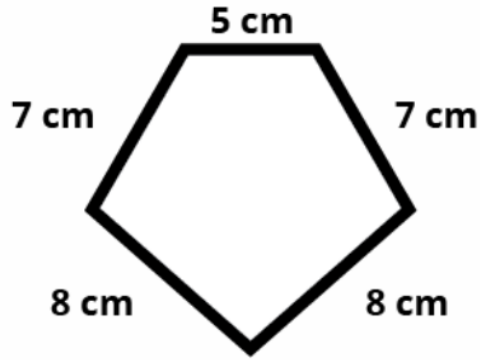
Harvard

Yale

Princeton

Do Now:

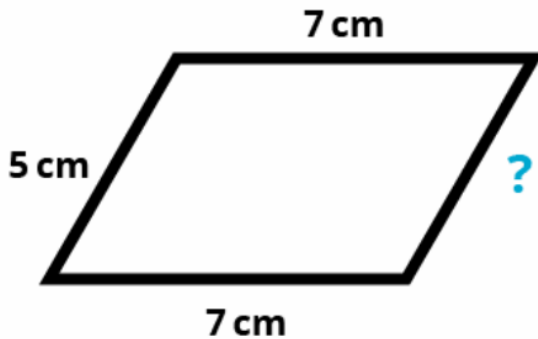
1. Find the perimeter of the polygon.



Add up all the sides.

Answer: cm

2. Find the length of the missing side.



? Perimeter = 24 cm

Answer: cm

Name: _____

Week 36 Day 1 Date: _____

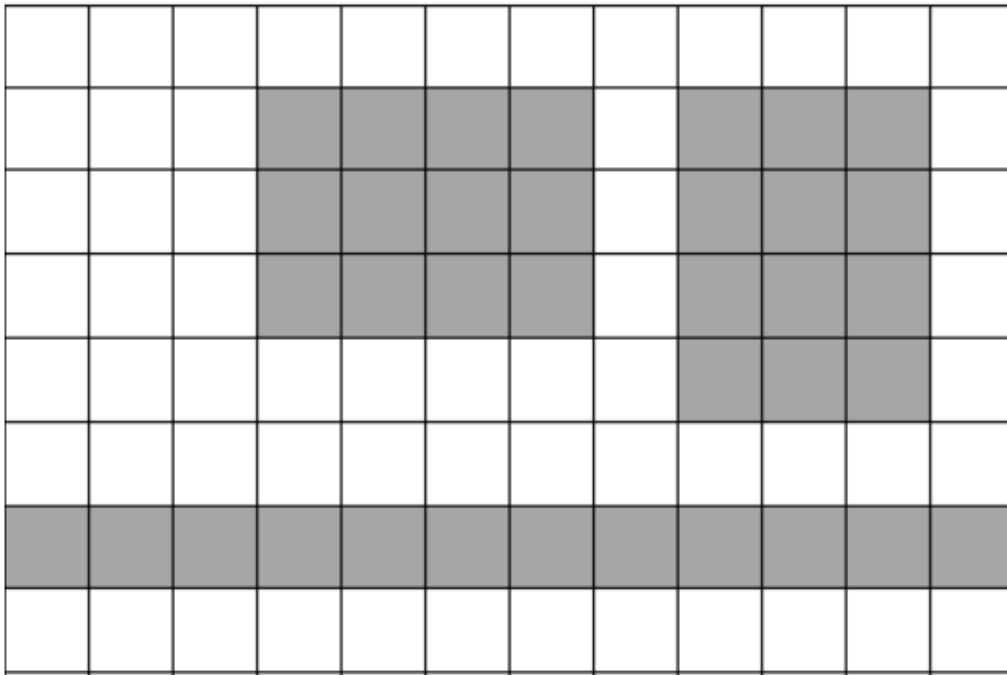
BCCS-B

Harvard

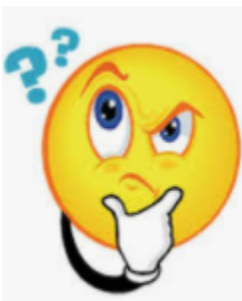
Yale

Princeton

Exploration:



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



Same

Different

Name: _____

Week 36 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

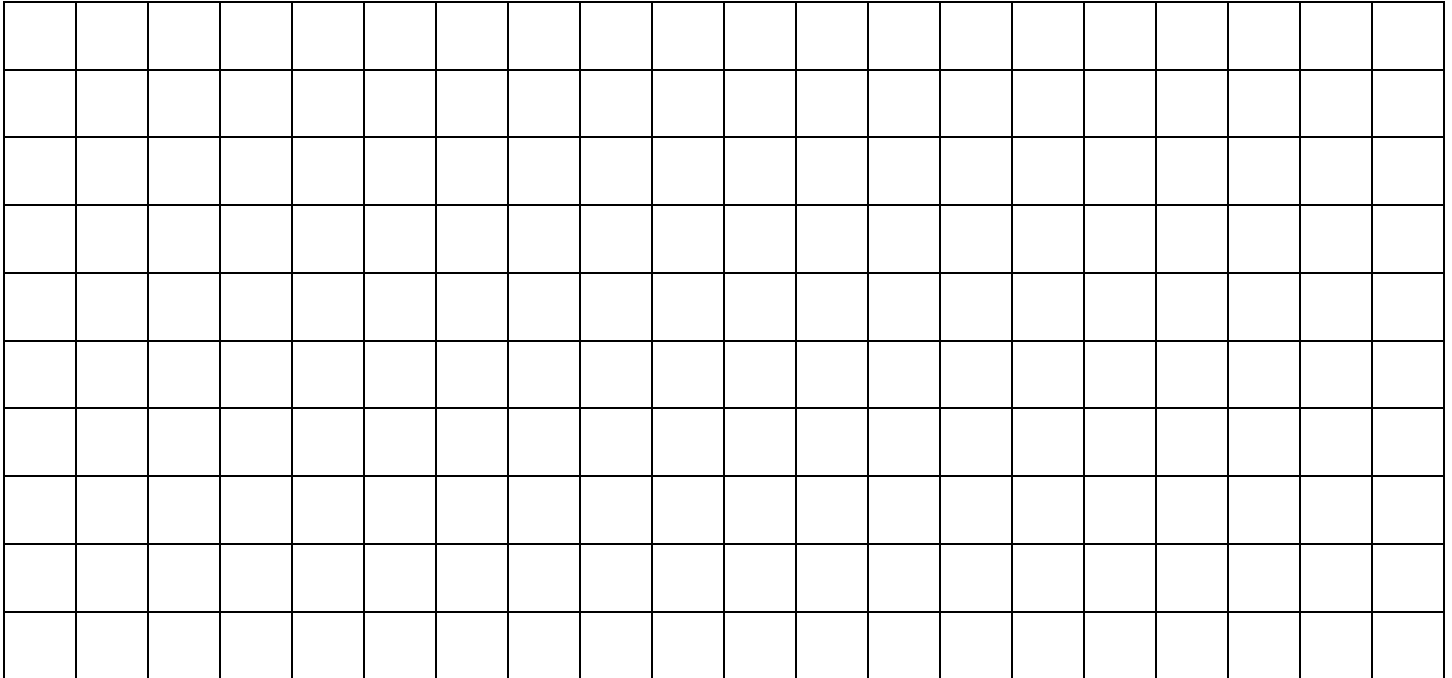
Input (My Turn):

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

_____ X _____

_____ X _____

_____ X _____



Educated guess

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: _____

BCCS-B

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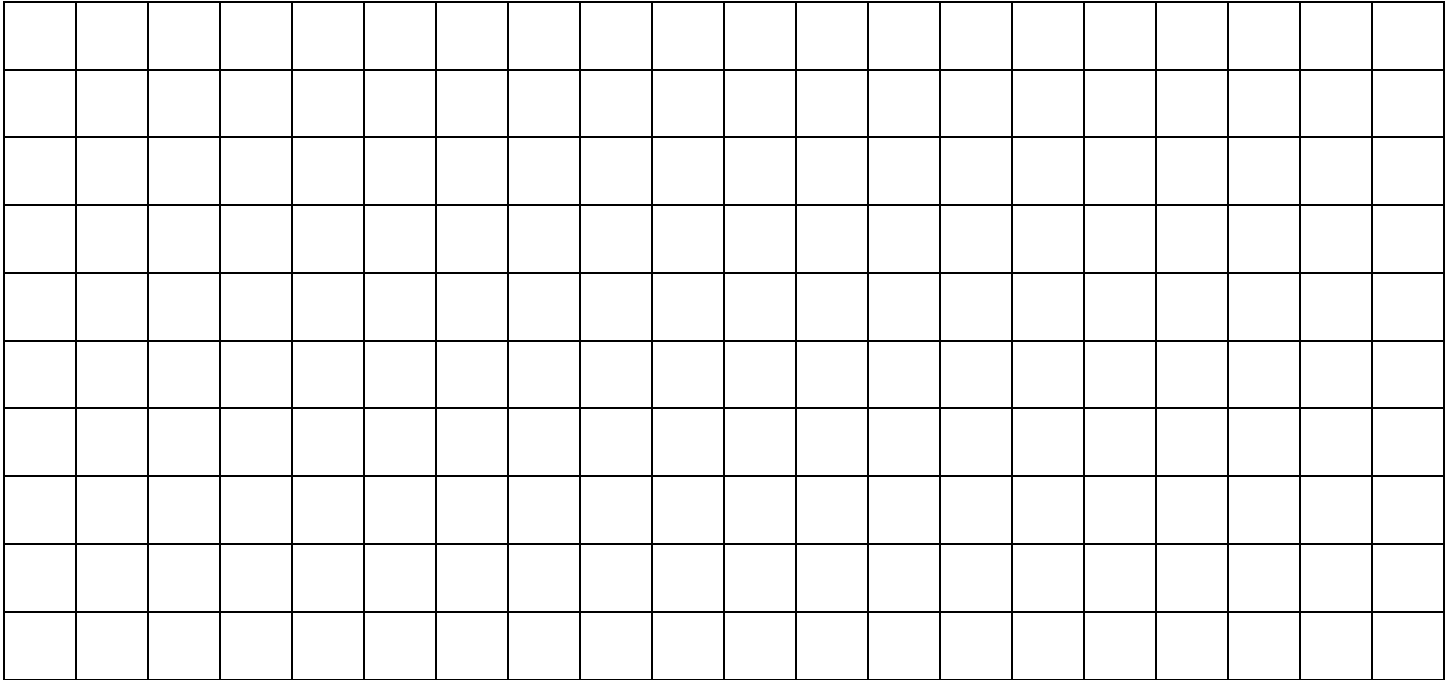
Guided Practice (Our Turn):

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

_____ X _____

_____ X _____

_____ X _____



Educated guess

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: _____

BCCS-B

Harvard

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Princeton

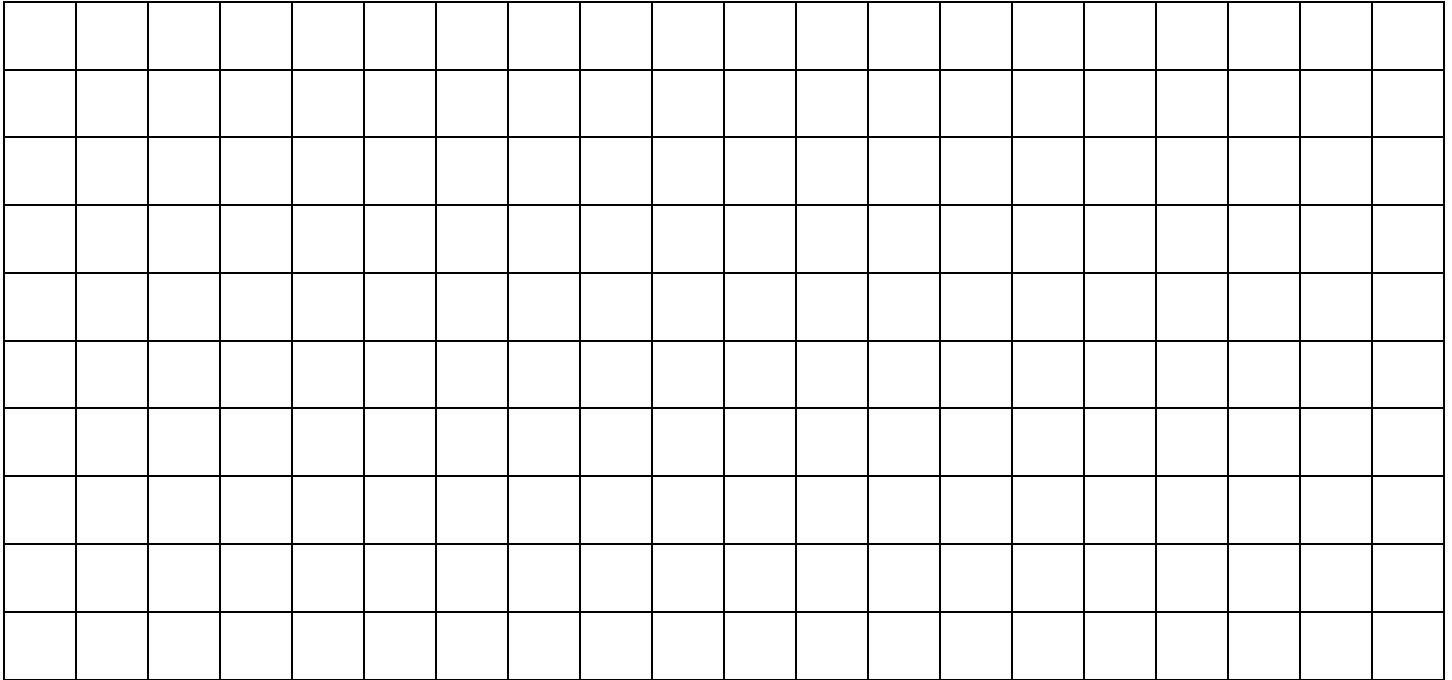
Problem Set (Your Turn):

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

_____ X _____

_____ X _____

_____ X _____



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

Name: _____

Week 36 Day 1 Date: _____

BCCS-B

Harvard

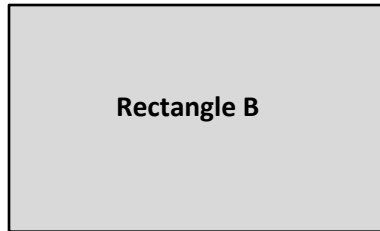
Yale

Princeton

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?

Measure all sides



C
U
B
E
S

Name: _____

Week 36 Day 1 Date: _____

BCCS-B

Harvard

Yale

Princeton

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: _____

BCCS-B

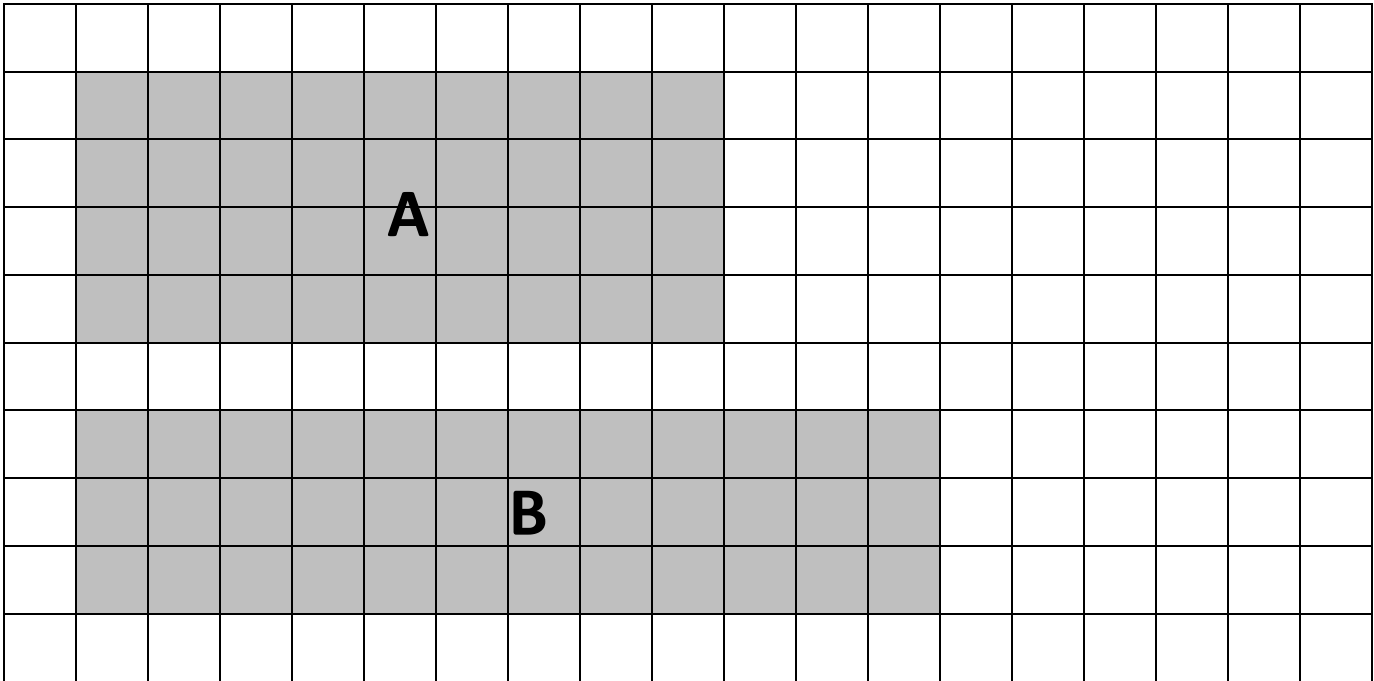
Harvard

Yale

Princeton

Homework:

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

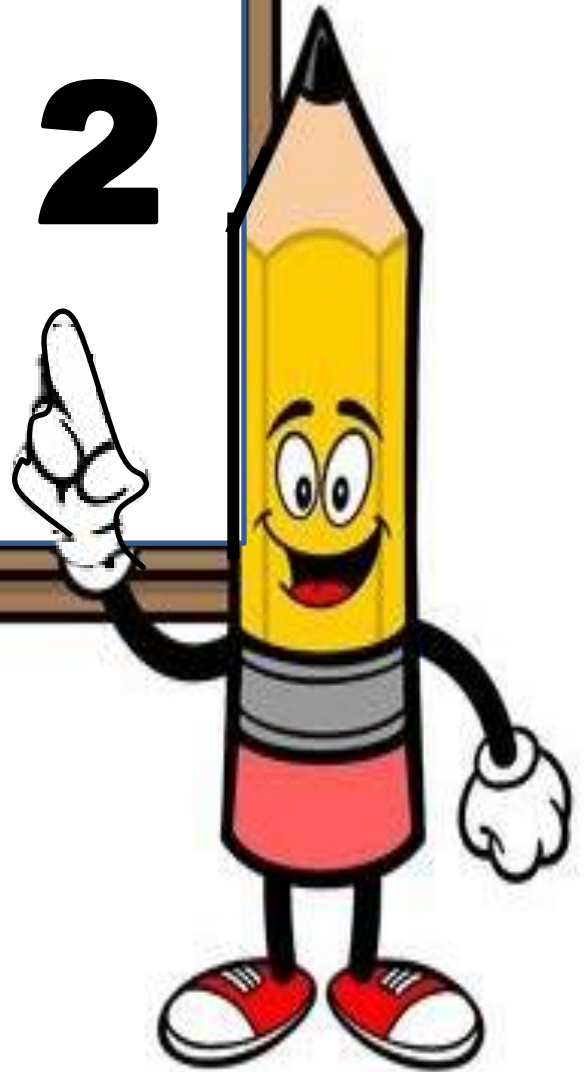


Area of Rectangles A and B: $\overset{36}{\hspace{1.5cm}}$ square units

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

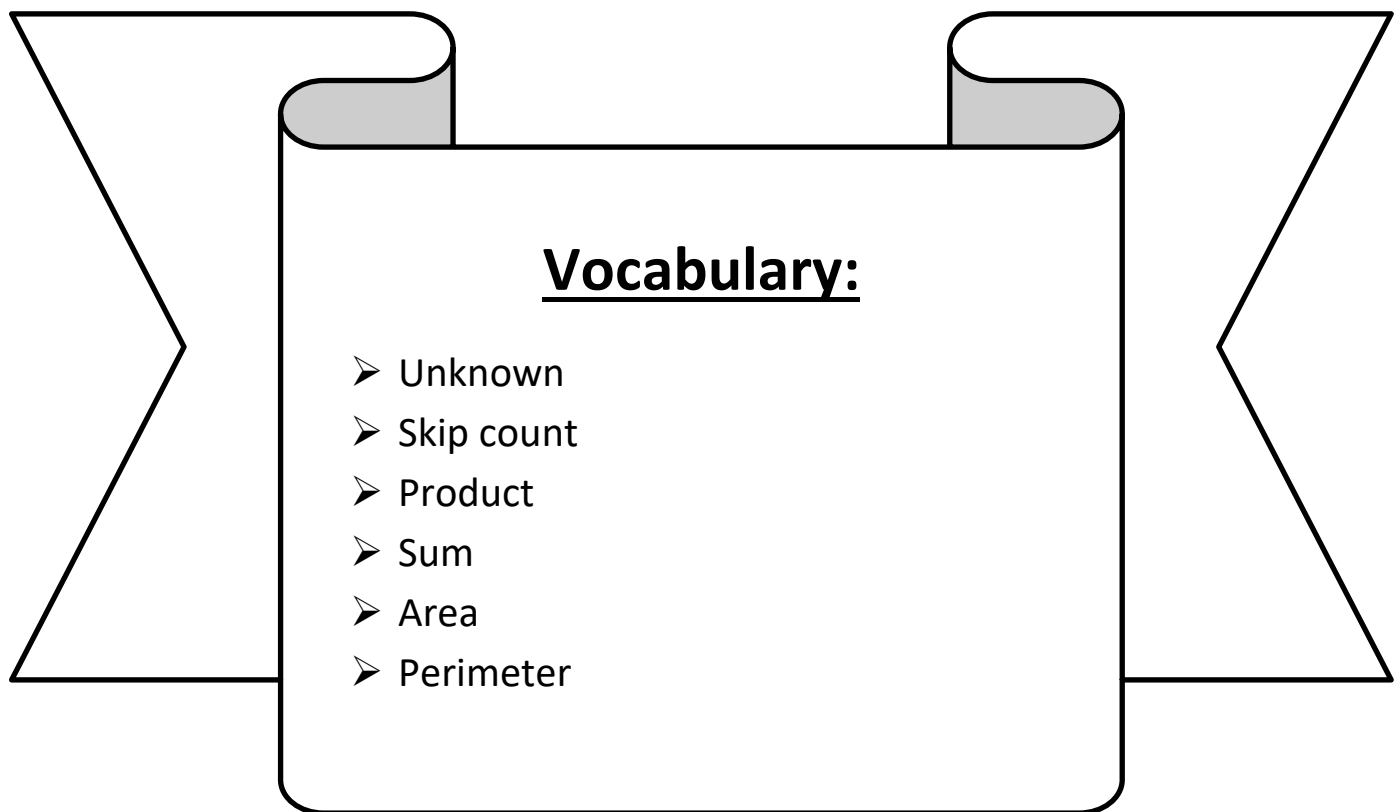


Day # 2



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

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



Name: _____

Week 36 Day 2 Date: _____

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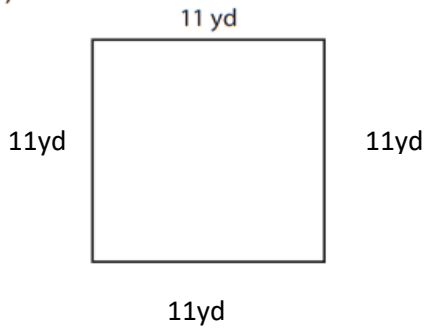
Yale

Princeton

Do Now:

Find the perimeter of each square.

1)



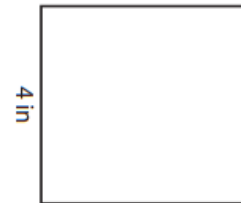
Perimeter = 44yd

2)



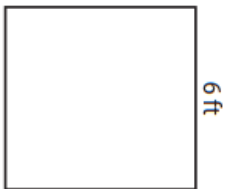
Perimeter =

3)



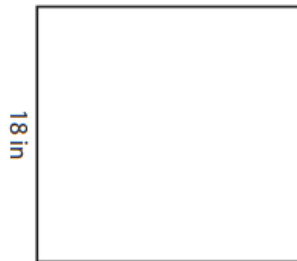
Perimeter =

4)



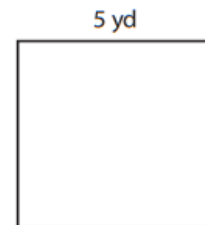
Perimeter =

5)



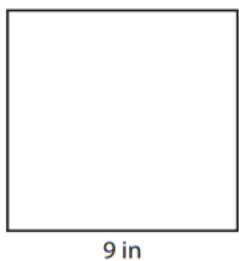
Perimeter =

6)



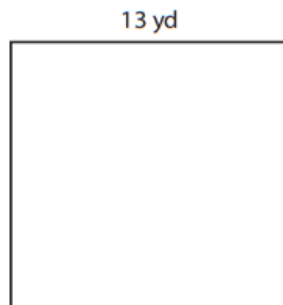
Perimeter =

7)



Perimeter =

8)



Perimeter =

9)



Perimeter =

Name: _____

Week 36 Day 2 Date: _____

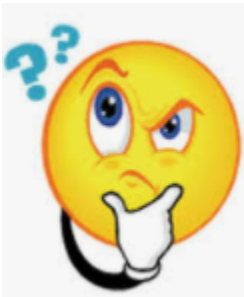
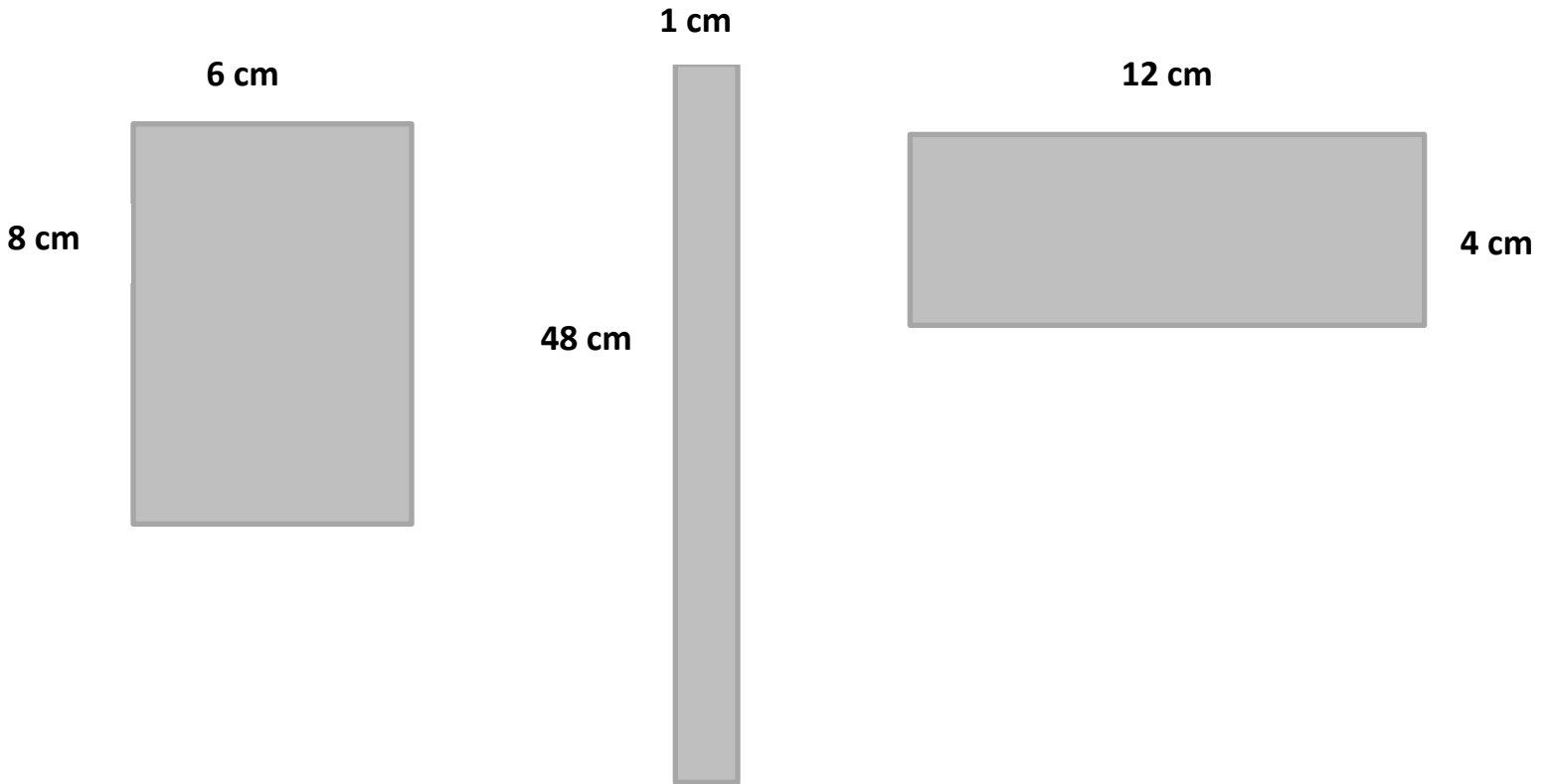
BCCS-B

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Yale

Princeton

Exploration:



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

Name: _____

Week 36 Day 2 Date: _____

BCCS-B

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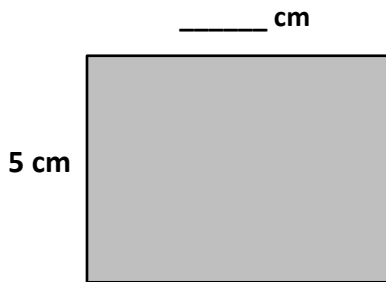
Princeton

Input (My Turn):

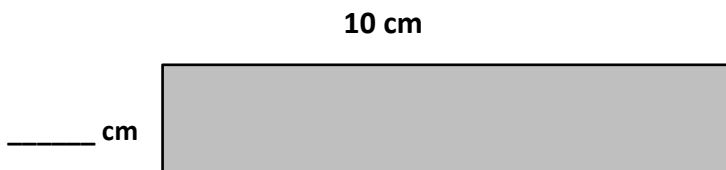
Ms. Sherman uses square-centimeter tiles to build rectangles with an area of 20 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



P = _____



P = _____



P = _____

Name: _____

Week 36 Day 2 Date: _____

BCCS-B

Harvard

Yale

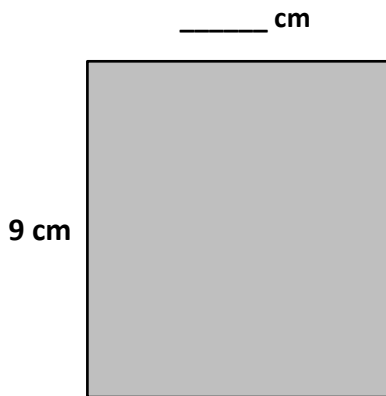
Princeton

Guided Practice (Our Turn):

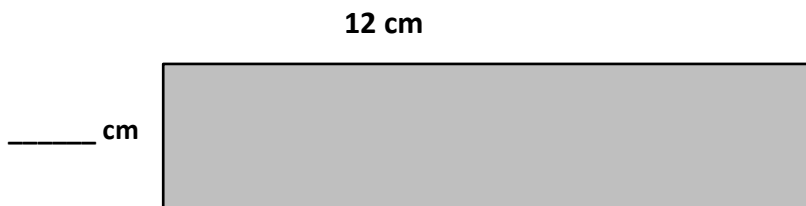
Ms. Young uses square-centimeter tiles to build rectangles with an area of 36 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.



P = _____



P = _____



P = _____

Name: _____

Week 36 Day 2 Date: _____

BCCS-B

Harvard

Yale

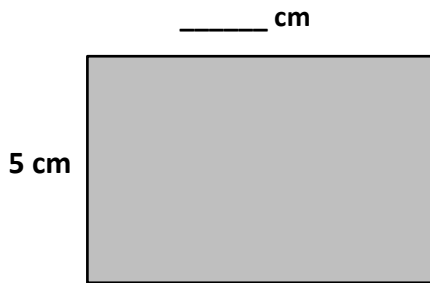
Princeton

Problem Set (Your Turn):

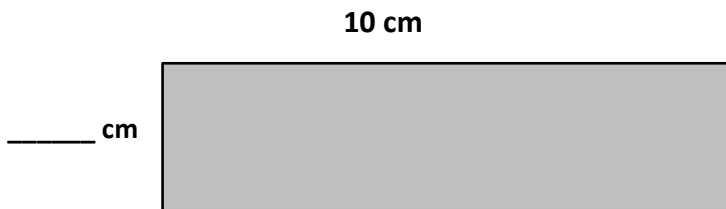
Ms. Maisenbacher uses square-centimeter tiles to build rectangles with an area of 30 square centimeters. She draws the rectangles as shown below. **Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.**



P = _____



P = _____



P = _____

Name: _____

Week 36 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Application:

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

C
U
B
E
S

Name: _____

Week 36 Day 2 Date: _____

BCCS-B

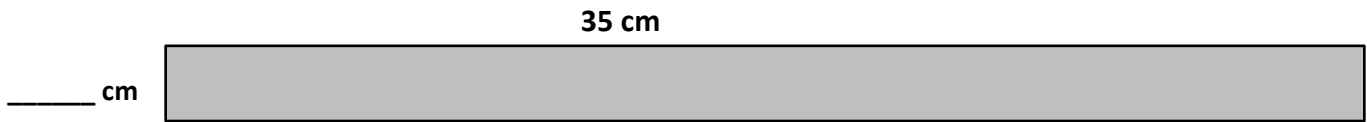
Harvard

Yale

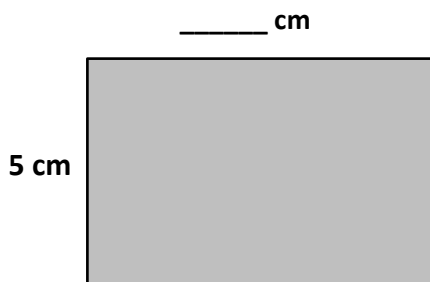
Princeton

Exit Ticket:

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



P = _____



P = _____

Name: _____

Week 36 Day 2 Date: _____

BCCS-B

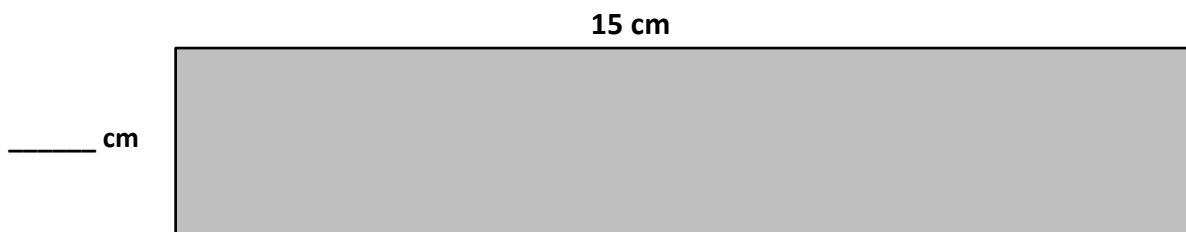
Harvard

Yale

Princeton

Homework:

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



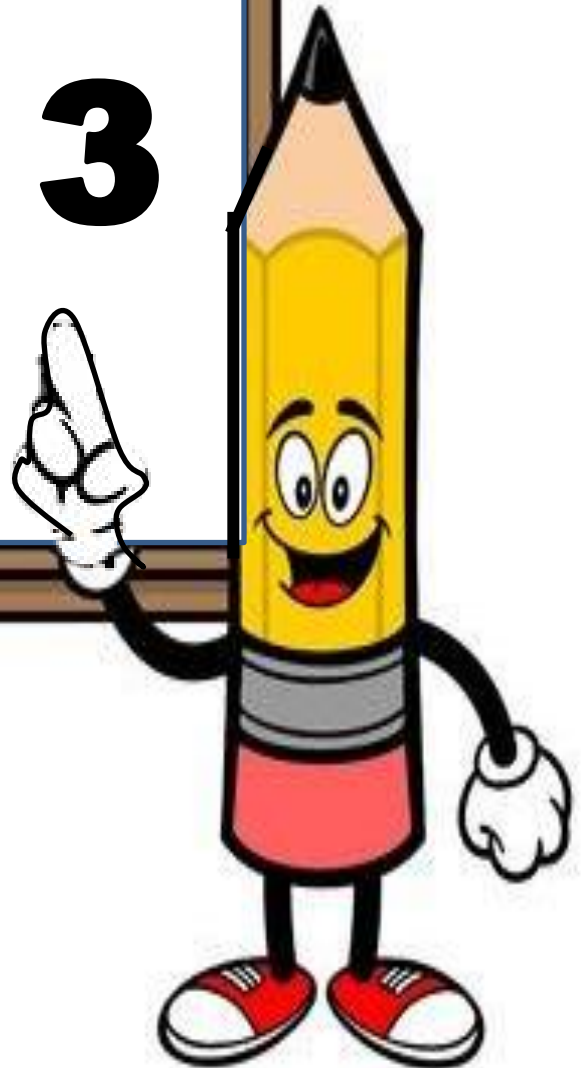
P = _____



P = _____

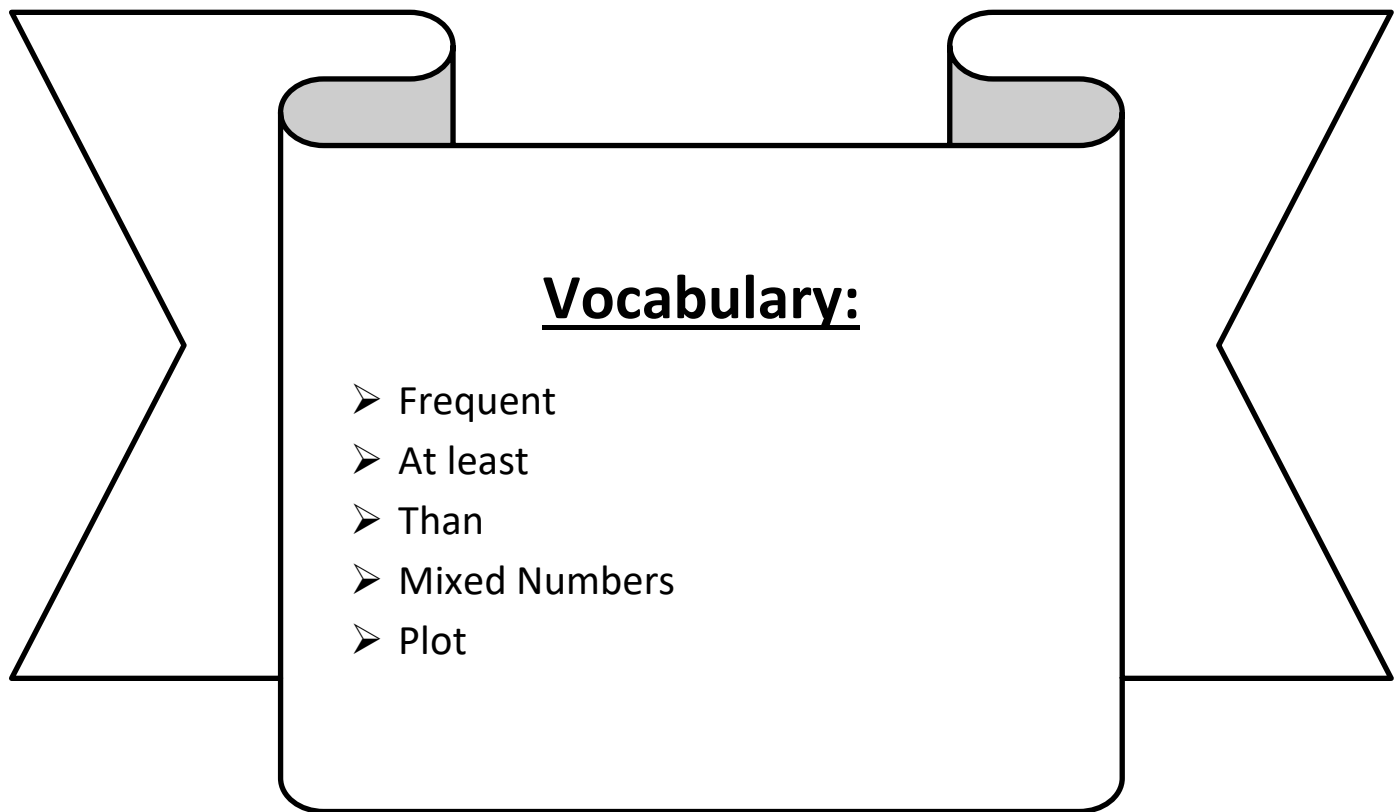


Day # 3



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

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



Name: _____

Week 36 Day 3 Date: _____

BCCS-B

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Yale

Princeton

Do Now:

Calculate each difference.

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

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

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

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

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

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

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

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

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

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



Name: _____

Week 36 Day 3 Date: _____

BCCS-B

Harvard

Yale

Princeton

Input (My Turn):

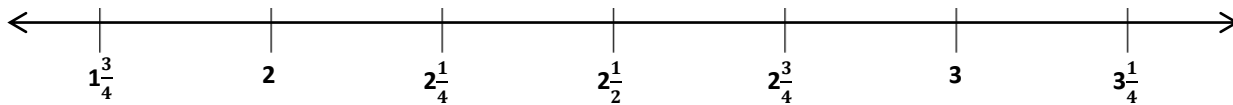
Mrs. Wise's class grows beans for a science experiment. The students measure the heights of their bean plants to the nearest $\frac{1}{4}$ inch and record the measurements as shown below.

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

X
X
X



Label: _____

X = 1 bean

Name: _____

Week 36 Day 3 Date: _____

BCCS-B

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Input (My Turn):

b. How many plants were measured?

Add all the X 's up

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

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Princeton

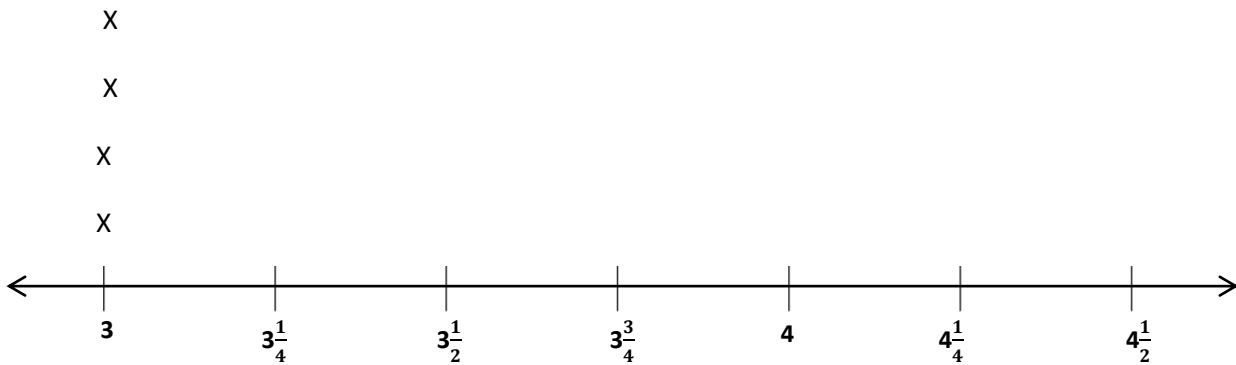
Guided Practice (Our Turn):

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 = 1 building

Name: _____

Week 36 Day 3 Date: _____

BCCS-B

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Problem Set (Your Turn):

b. How many buildings were measured?

Add all the X's

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?

How many
between 3 and
4 inches tall

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

Shows up the
most

Name: _____


Week 36 Day 3 Date: _____


BCCS-B



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✓ Who/what is this problem about? 

✓ How do we solve this problem? 

✓  Show and check your work completely. 

C Circle key numbers & units
What do I know?

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

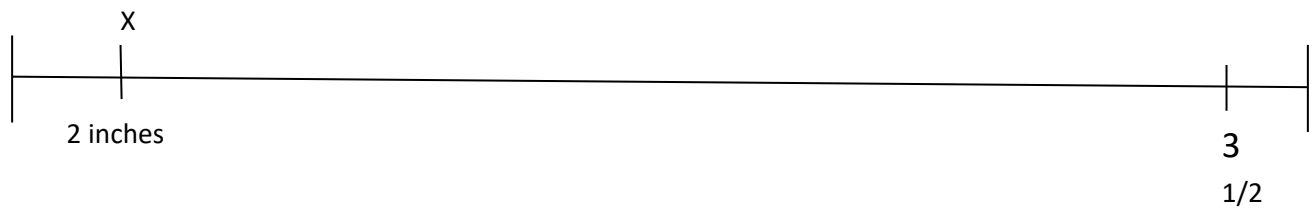
B Box math clue words
Am I going to +, -, x, or ÷?

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

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

Application:

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



Name: _____

Week 36 Day 3 Date: _____

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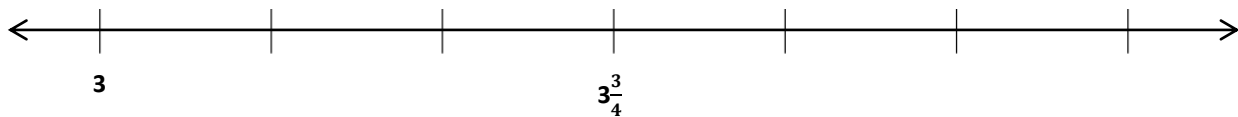
Exit Ticket:

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

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

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

Title: _____



Label: _____

X = 1 mouse

Name: _____

Week 36 Day 3 Date: _____

BCCS-B

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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.

20 plants were measured

I know this because I counted all the

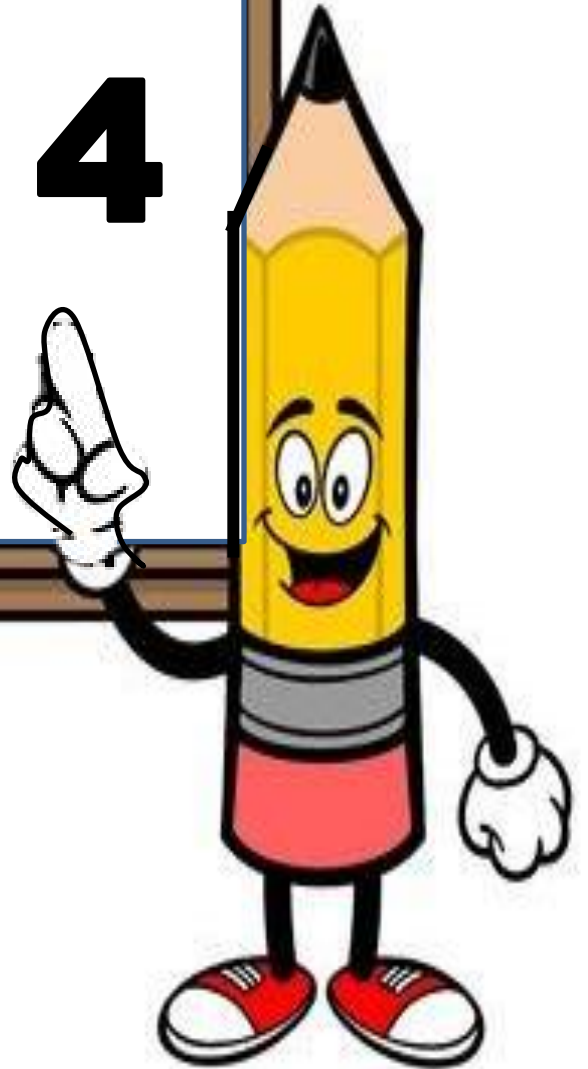
b. What is the **smallest** measurement on the chart? **The greatest?**

largest

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

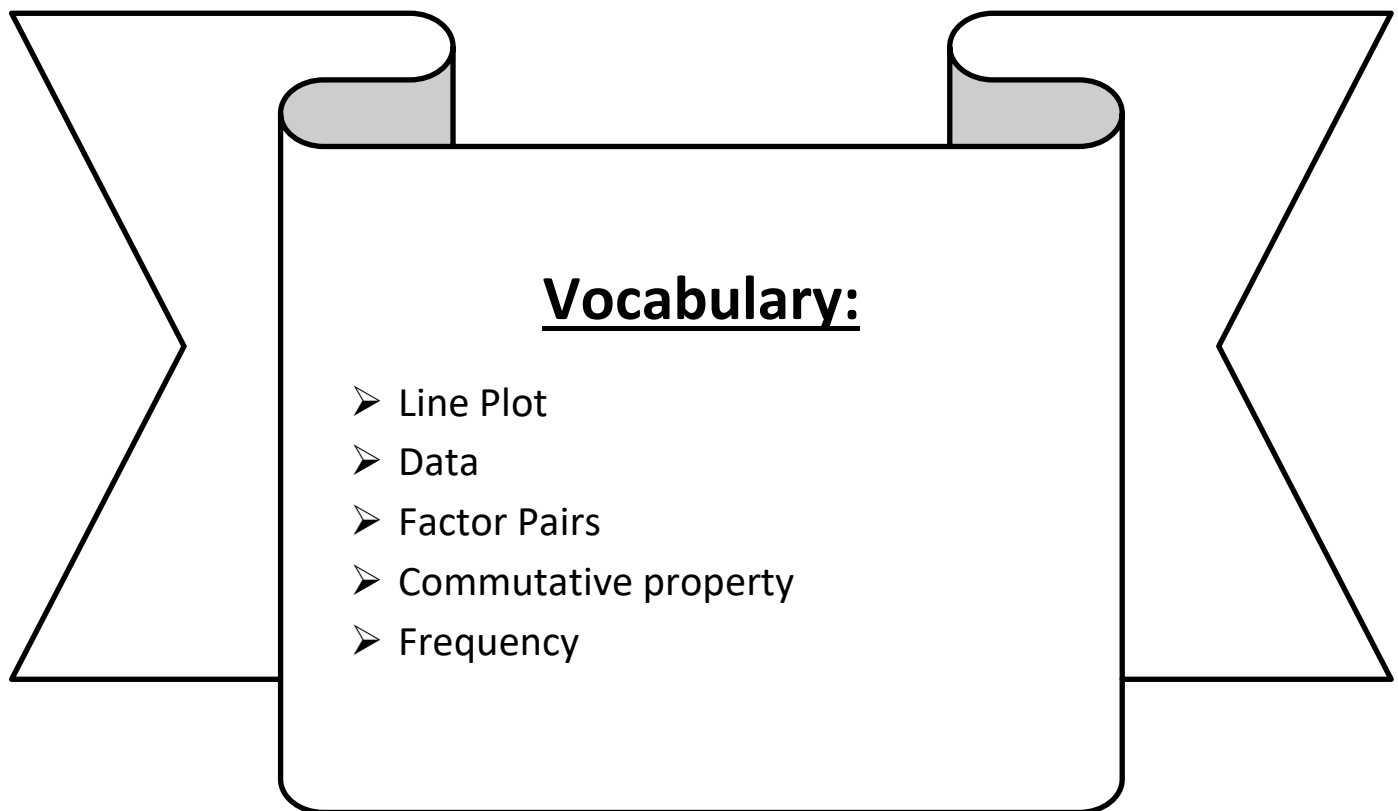


Day # 4



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

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



Name: _____

Week 36 Day 4 Date: _____

BCCS-B

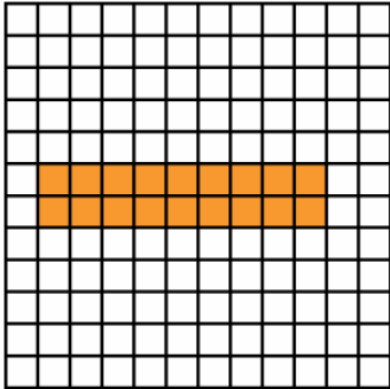
Harvard

Yale

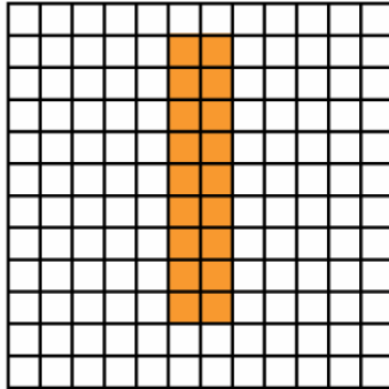
Princeton

Do Now:

1. Fill in the missing factor.

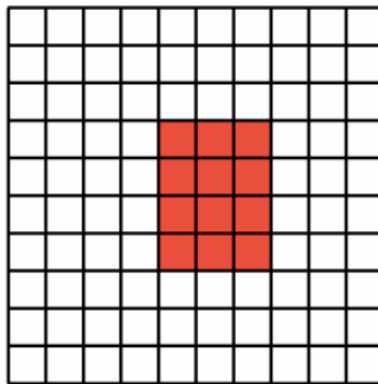
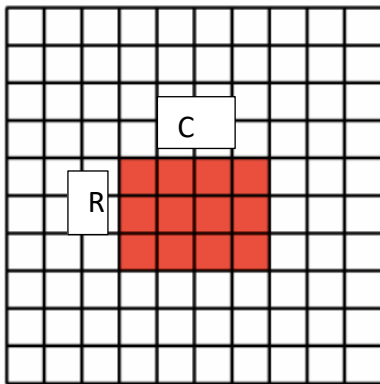


$$2 \times 9 = 18$$



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

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



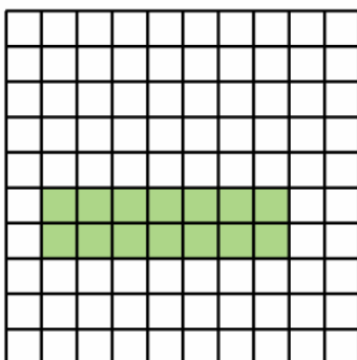
$$3 \times 4$$

$$3 + 4$$

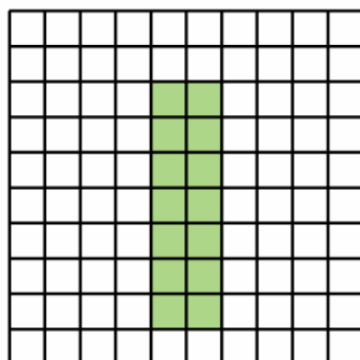
$$4 + 3$$

$$4 \times 3$$

3. Fill in the missing factor.



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



$$7 \times 2 = 14$$

Name: _____

Week 36 Day 4 Date: _____

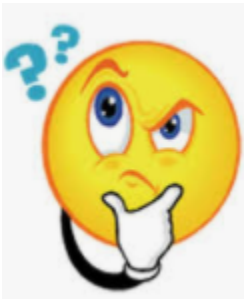
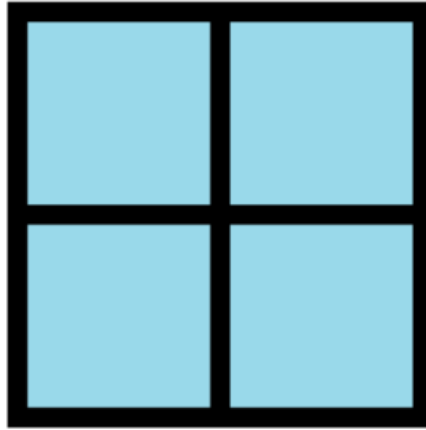
BCCS-B

Harvard

Yale

Princeton

Exploration:



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

Name: _____

Week 36 Day 4 Date: _____

BCCS-B

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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: <u>3</u>	
Width	Length
1	4
4	1
2	2

Number of unit squares = 5	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = 6	
Number of rectangles I made: _____	
Width	Length

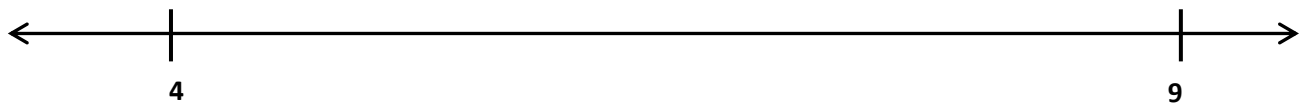
Number of unit squares = 7	
Number of rectangles I made: _____	
Width	Length

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

Problem Set (Your Turn):

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

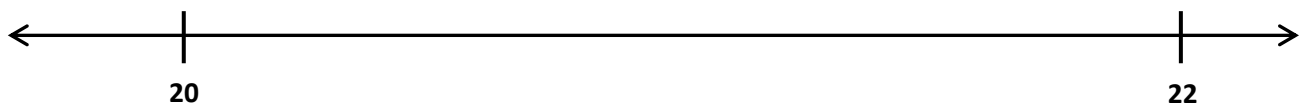
Number of unit squares = 20	
Number of rectangles I made: ____	
Width	Length

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

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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.

C
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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
1	24
24	1

Name: _____

Week 36 Day 4 Date: _____

BCCS-B

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Yale

Princeton

Homework:

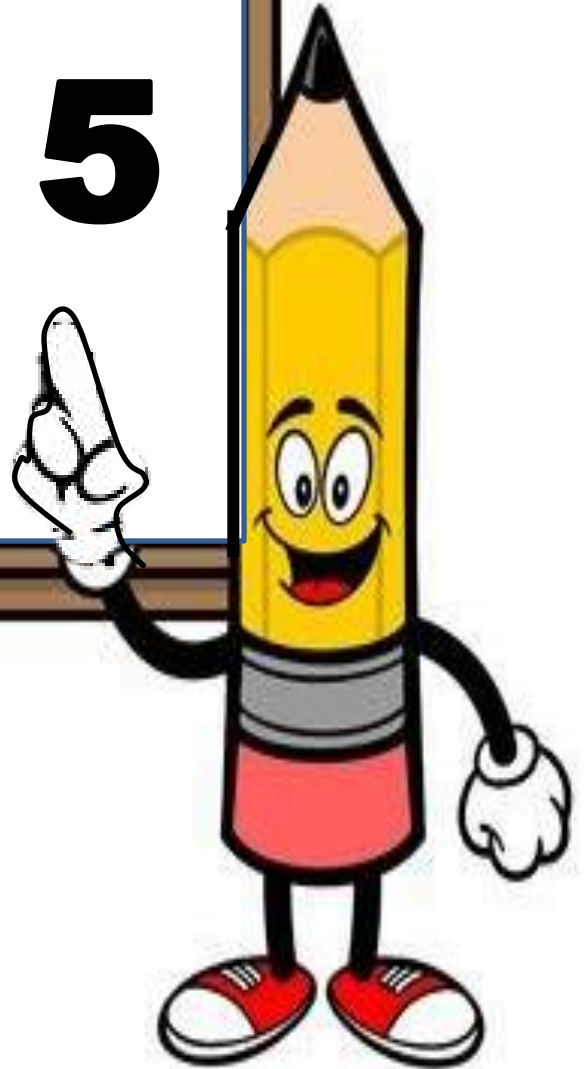
1. The chart below shows the possible side lengths for a rectangle with an area of 30 sq. units. Draw the and label rectangles with the least and greatest perimeters using the chart below.

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

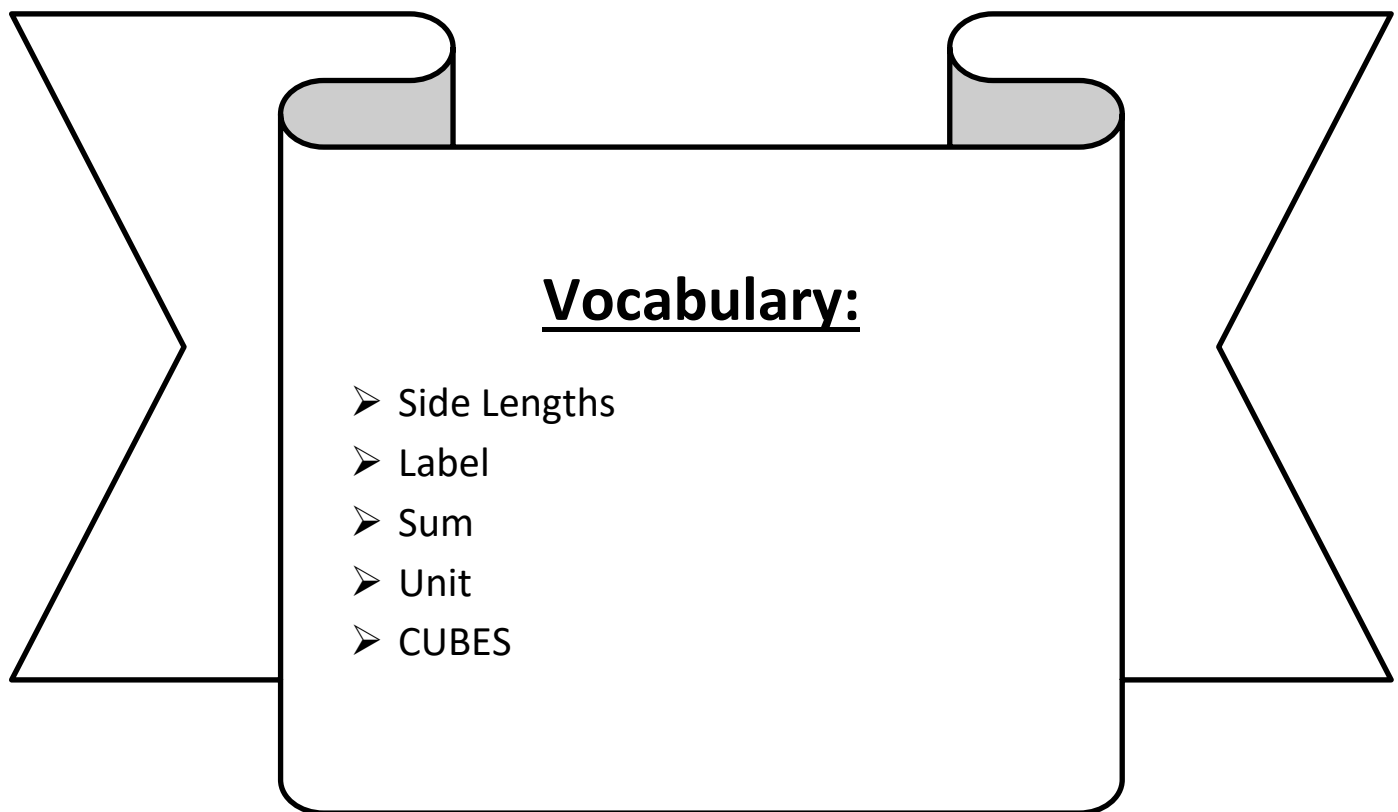


Day # 5



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

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



Name: _____

Week 36 Day 5 Date: _____

BCCS-B

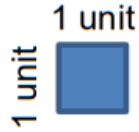
Harvard


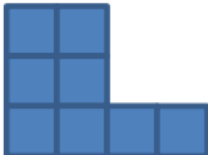
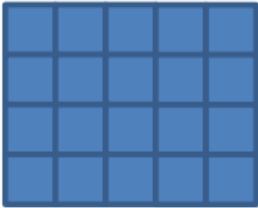
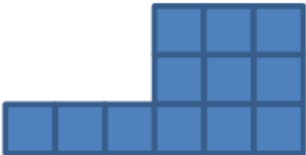
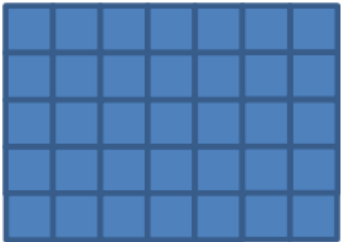
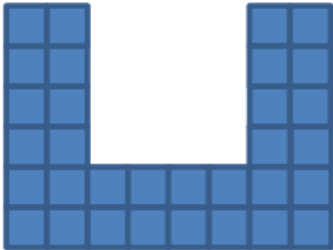
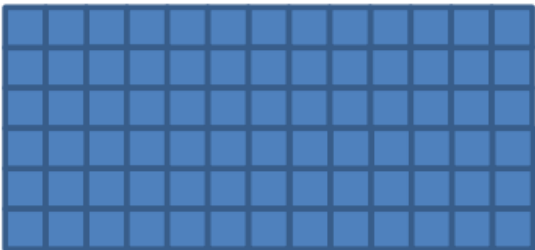
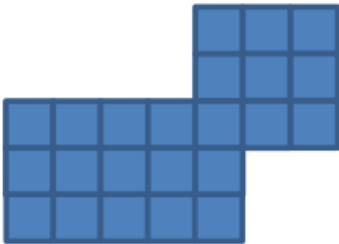
Yale

Princeton

Do Now:

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



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

Name: _____

Week 36 Day 5 Date: _____

BCCS-B

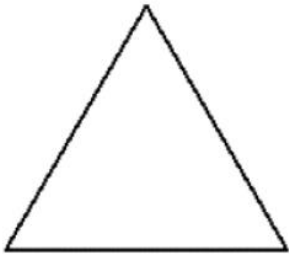
Harvard

Yale

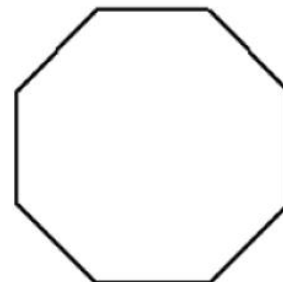
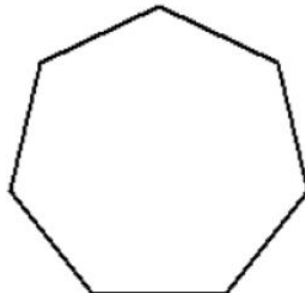
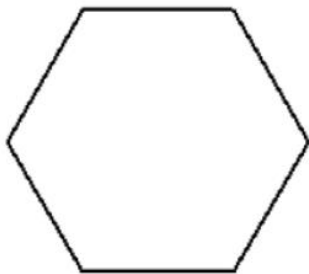
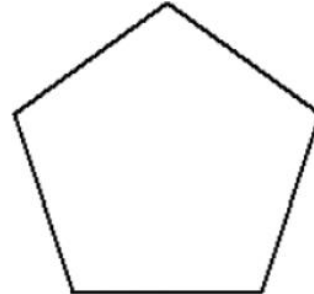
Princeton

Input (My Turn):

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



triangle



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

<i>Triangle</i>	3 _ X 3 in	P = <u>9</u> in
<i>Square</i>	___ X 3 in	P = _____ in
<i>Pentagon</i>	___ X 3 in	P = _____ in
<i>Hexagon</i>	___ X 3 in	P = _____ in
<i>Heptagon</i>	___ X 3 in	P = _____ in
<i>Octagon</i>	___ X 3 in	P = _____ in

Name: _____

Week 36 Day 5 Date: _____

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Princeton

8
sides

Outside of the
shape

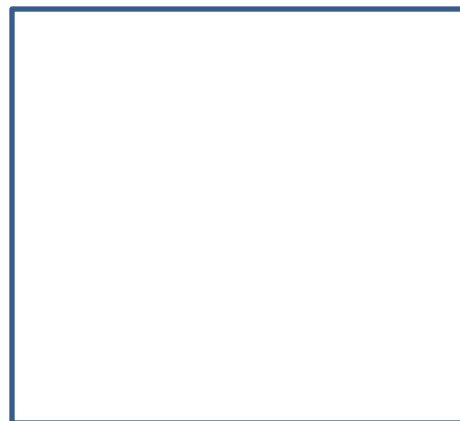
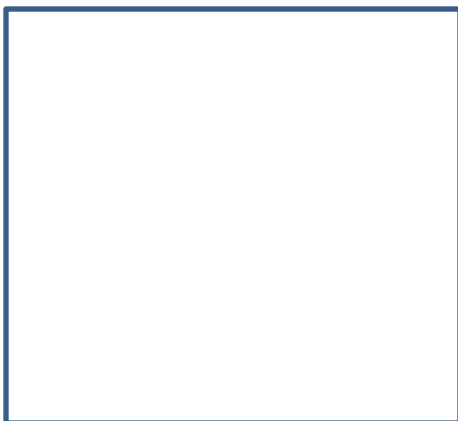
Input (My Turn):

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?



48 divided by 8

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



Name: _____

Week 36 Day 5 Date: _____

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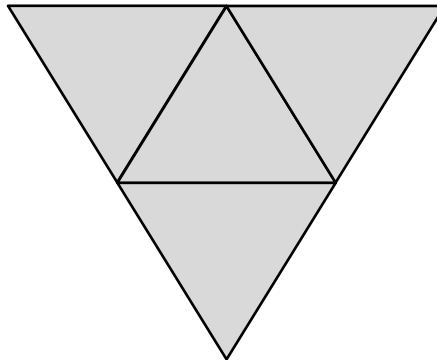
Guided Practice (Our Turn):

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

What is the side length of each tile?



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

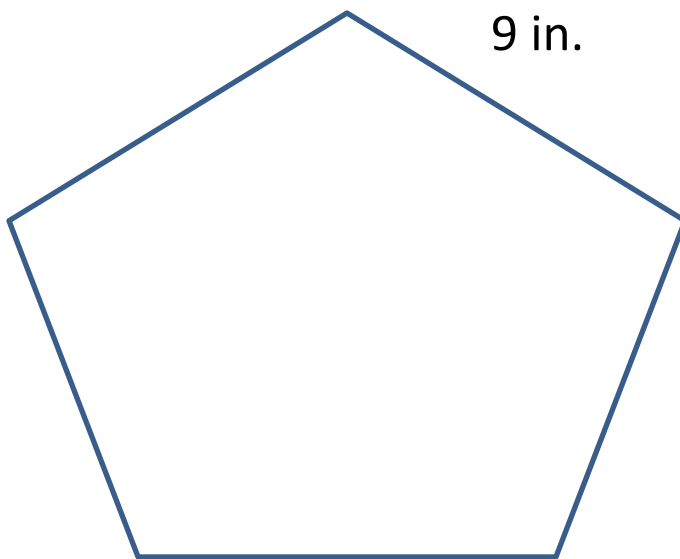


Name: _____
BCCS-B

Week 36 Day 5 Date: _____
Harvard Yale Princeton

Problem Set (Your Turn):

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



Name: _____

Week 36 Day 5 Date: _____

BCCS-B

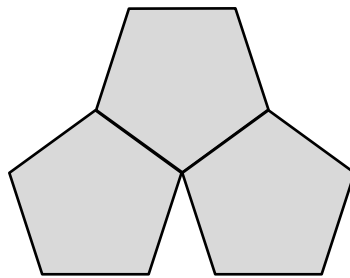
Harvard

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?



If one pentagon is 45 inches, how much are three pentagons?

C
U
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S

Name: _____

Week 36 Day 5 Date: _____

BCCS-B

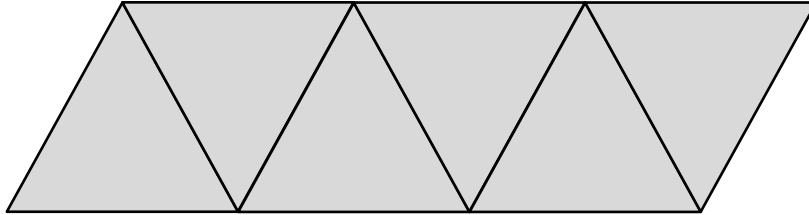
Harvard

Yale

Princeton

Exit Ticket:

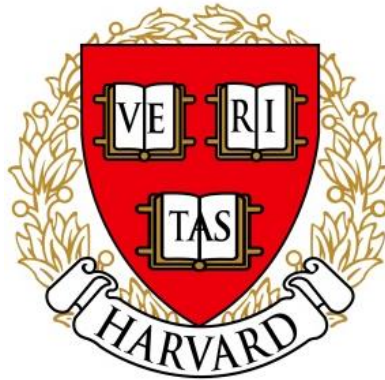
Mrs. Mercado traces a regular triangle to create the shape below. The **perimeter** of her shape is 72 centimeters. What are the side lengths of the triangle?



Name _____

3rd Grade Modified 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)

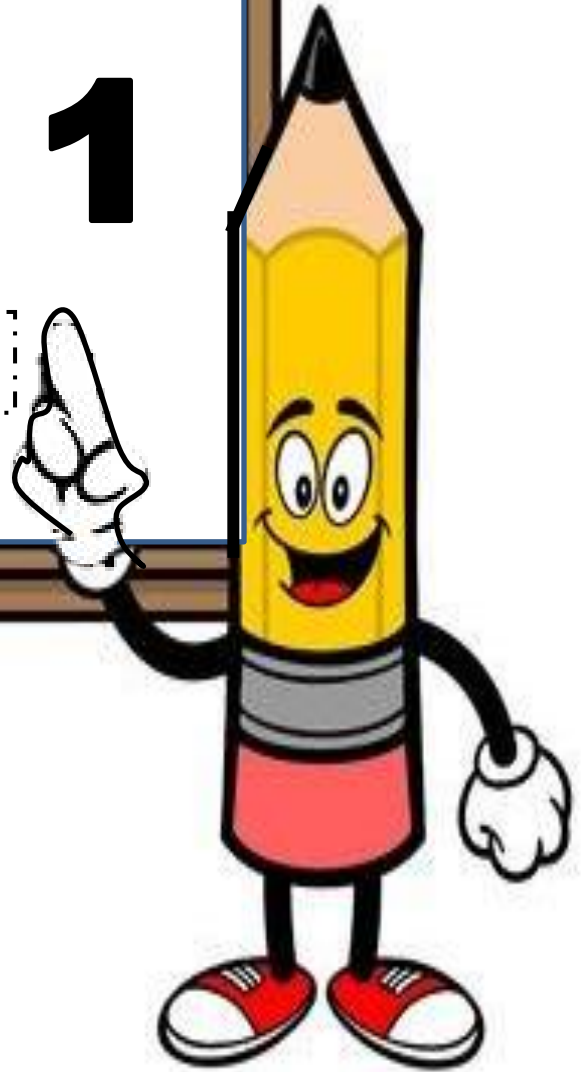
(Date)

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.



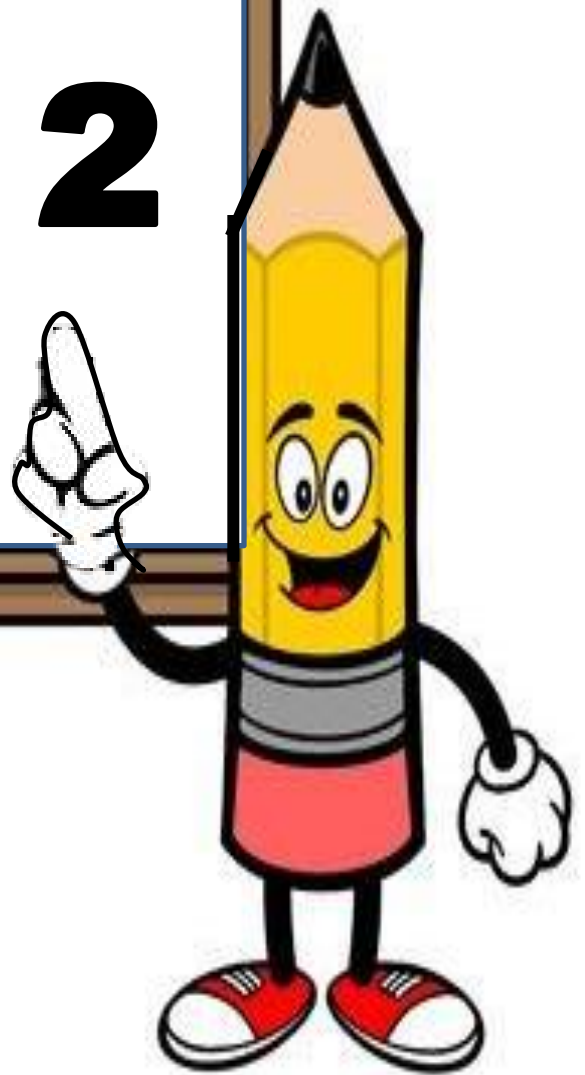
Day # 1

No School- Memorial Day



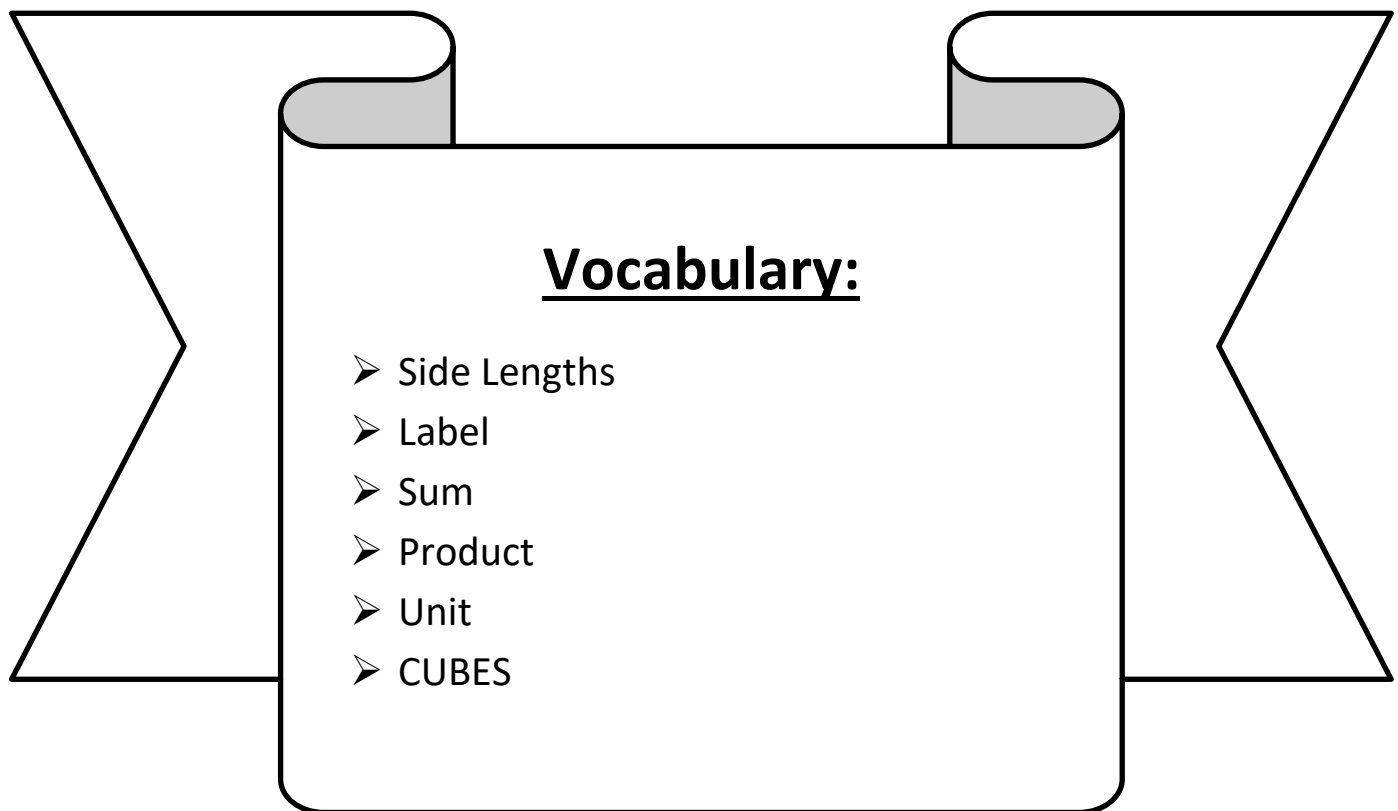


Day # 2



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

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



Name: _____

Week 37 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Do Now:

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

20

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

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

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

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

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

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

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

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

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

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

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

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

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

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

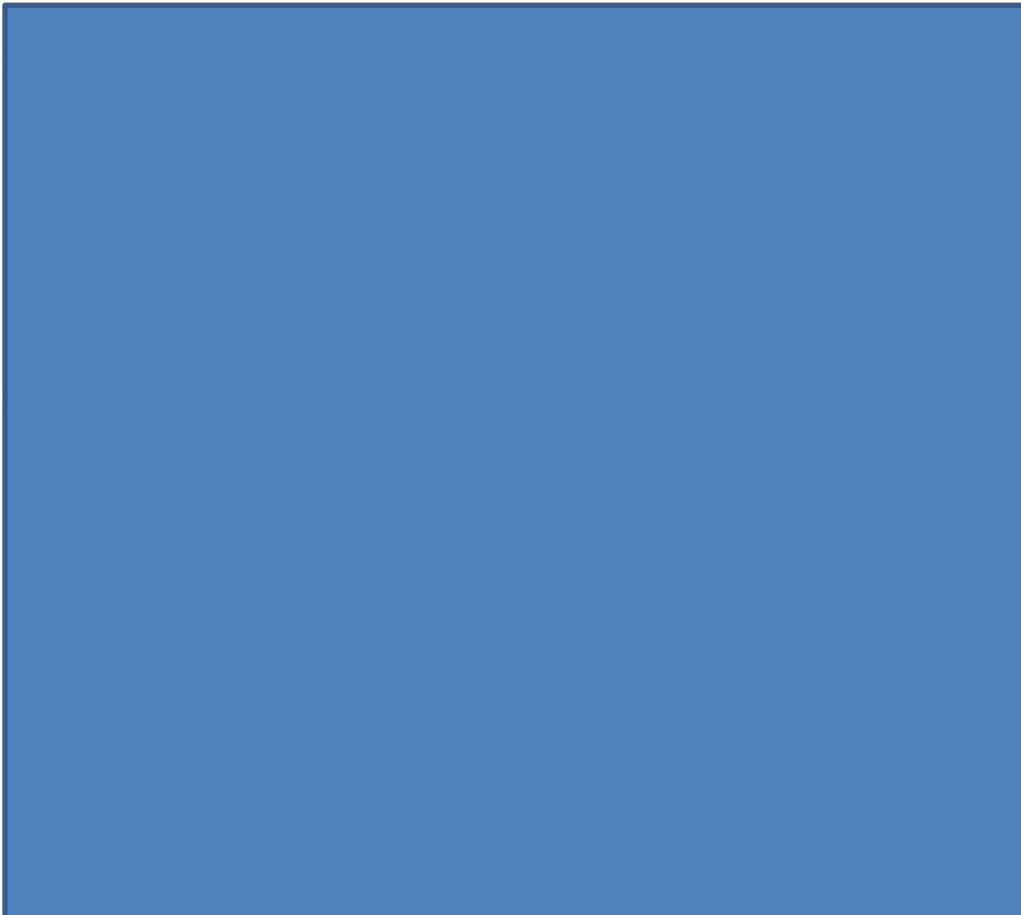
$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

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

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

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

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



Name: _____

Week 37 Day 2 Date: _____

BCCS-B

Harvard

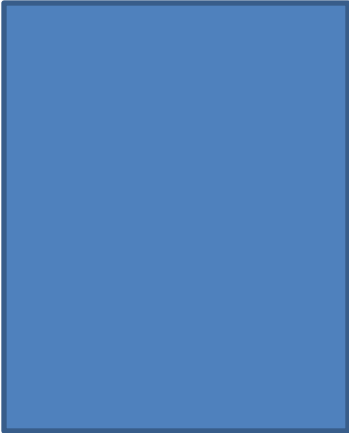
Yale

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

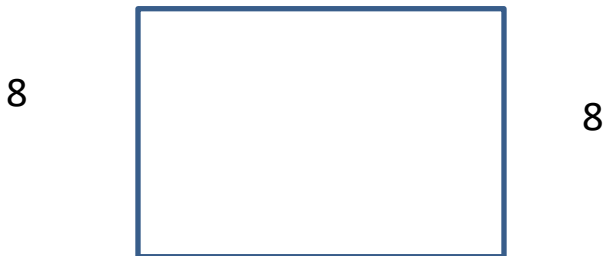
Problem Set (Your Turn):

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 (X) 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

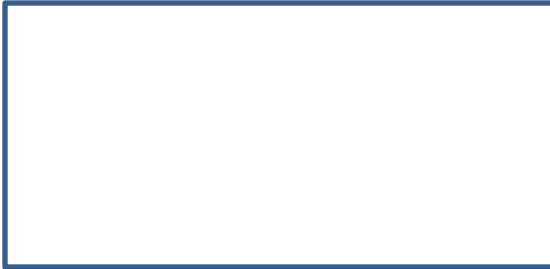
Yale

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?

C
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E
S

Name: _____

Week 37 Day 2 Date: _____

BCCS-B

Harvard

Yale

Princeton

Exit Ticket:

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

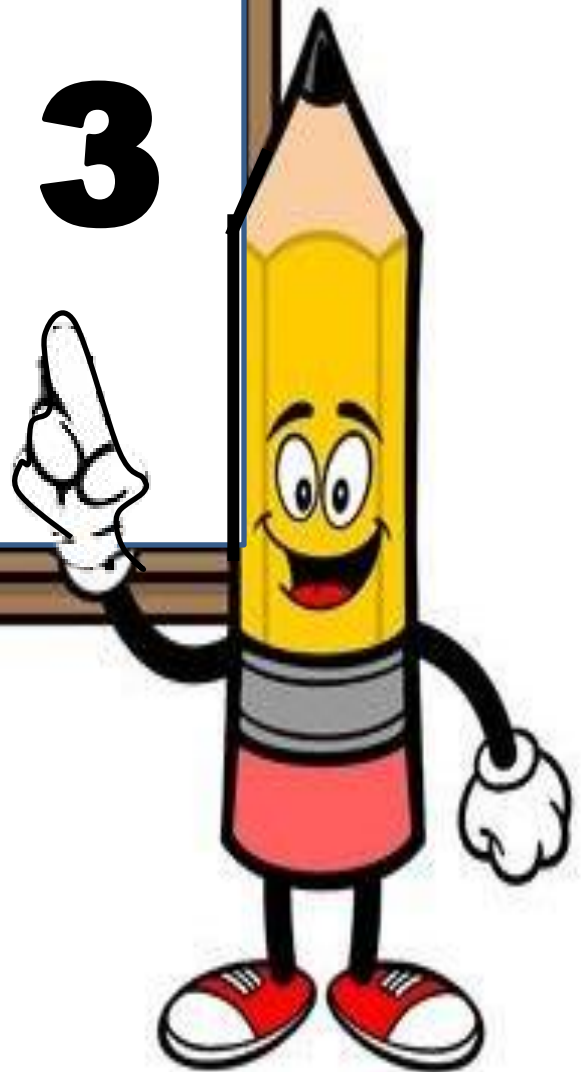
a. Estimate to draw Emperor's sandbox, and **label** the side lengths.

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

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

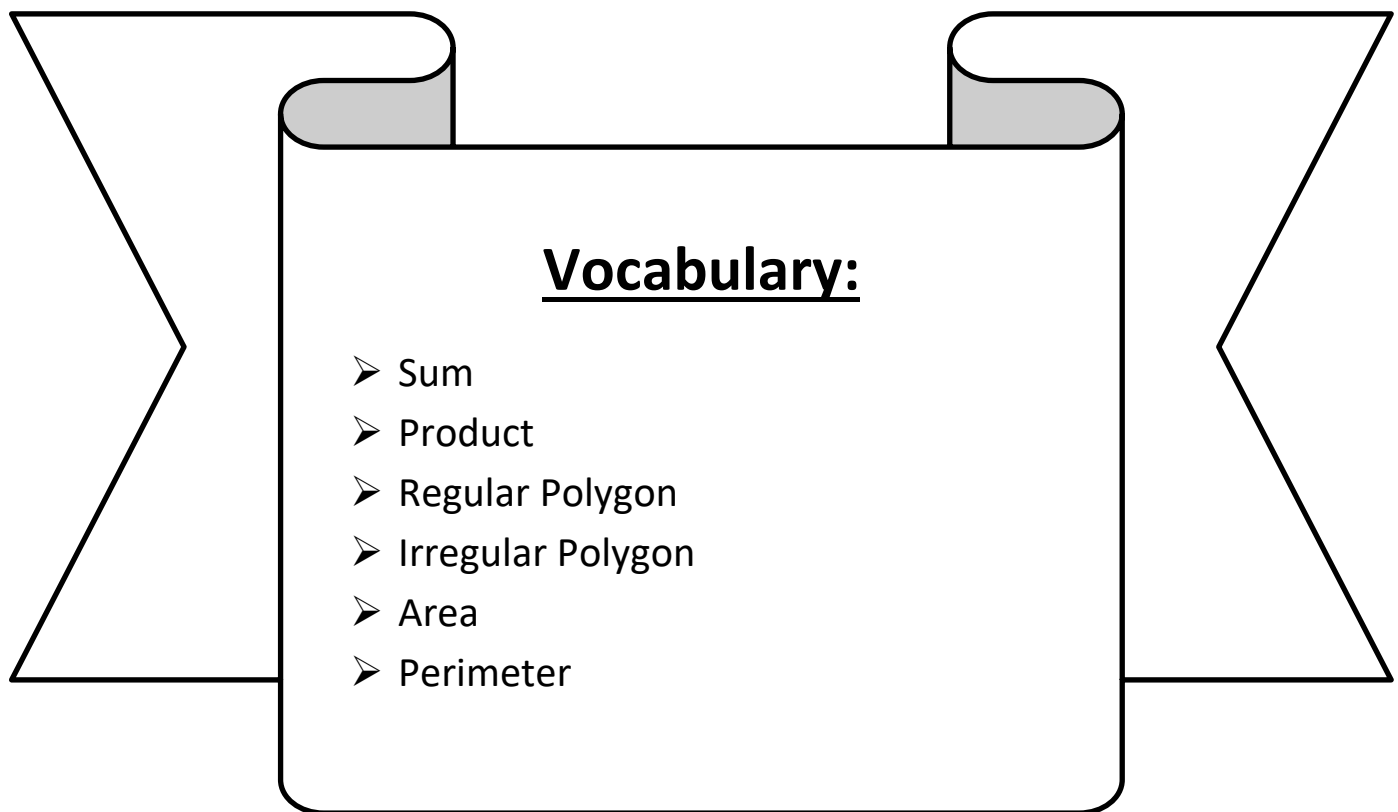


Day # 3



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

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



Name: _____

Week 37 Day 3 Date: _____

BCCS-B

Harvard

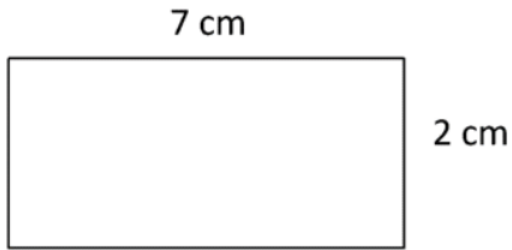
Yale

Princeton

Do Now:

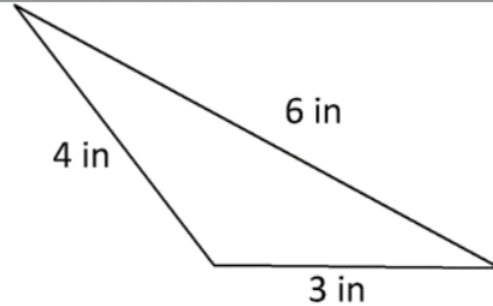
Find the **perimeter** of each shape.

1)



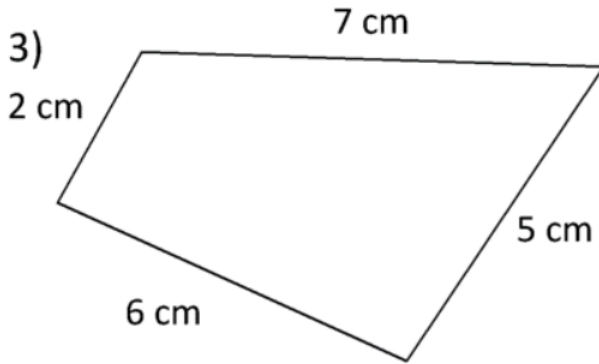
Perimeter = $\overset{18}{\rule{1.5cm}{0.4pt}}$ cm

2)



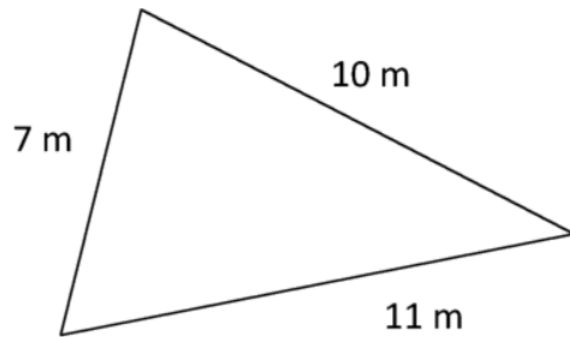
Perimeter = $\rule{1.5cm}{0.4pt}$ in

3)



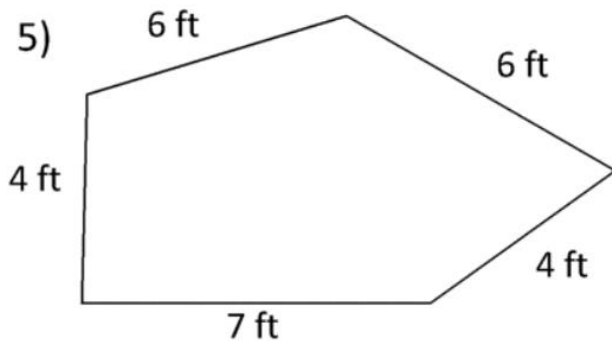
Perimeter = $\rule{1.5cm}{0.4pt}$ cm

4)



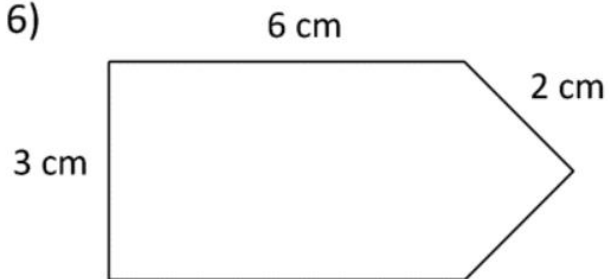
Perimeter = $\rule{1.5cm}{0.4pt}$ m

5)



Perimeter = $\rule{1.5cm}{0.4pt}$ ft

6)



Perimeter = $\rule{1.5cm}{0.4pt}$ cm

Name: _____

Week 37 Day 3 Date: _____

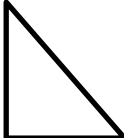
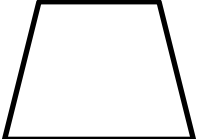

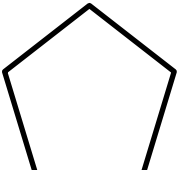
BCCS-B

Harvard

Yale

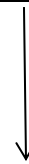
Princeton

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?


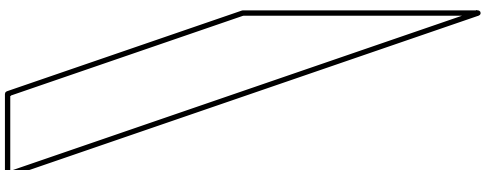

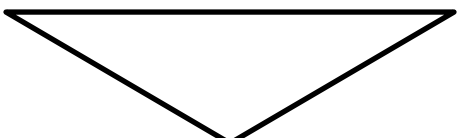
- A. The yard's perimeter
- B. The yard's area
- C. The number of sides
- D. The height of the fence



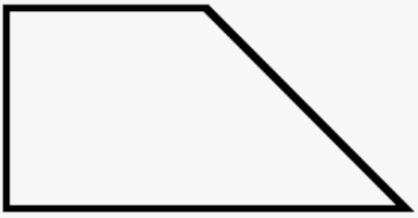
Fencing goes AROUND a yard.

3. Which shape below is not a quadrilateral?

Quad means 4

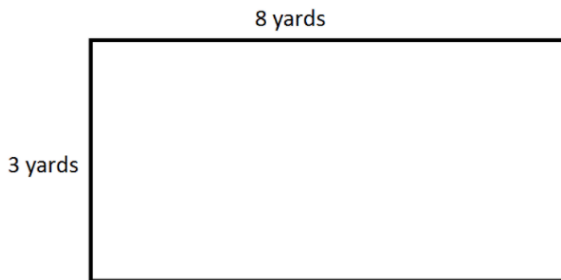
A. 	B. 
C. 	D. 

4. What is an attribute of the trapezoid below?



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

5. What is the perimeter of the rectangle below?



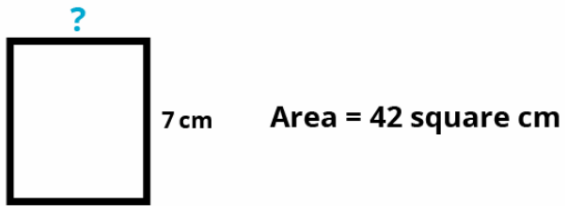
Add up all 4 sides

- A. 24 yards
- B. 22 yards

6. Which statement below is false?

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

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



You are multiplying

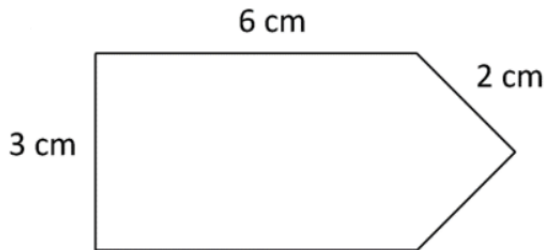
- A. 7 cm
- B. 6 cm
- C. 13 cm
- D. 42 cm

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?

We are adding all the sides



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

10. What is true about all regular polygons?

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


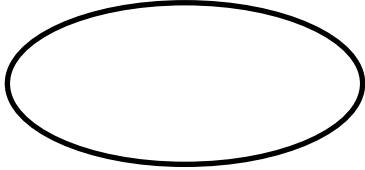
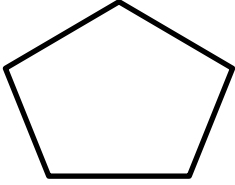
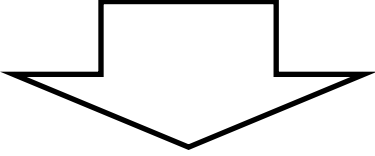
11. The area of a square is 16 square inches. The height is 2 inches. What is the length?

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

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

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

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

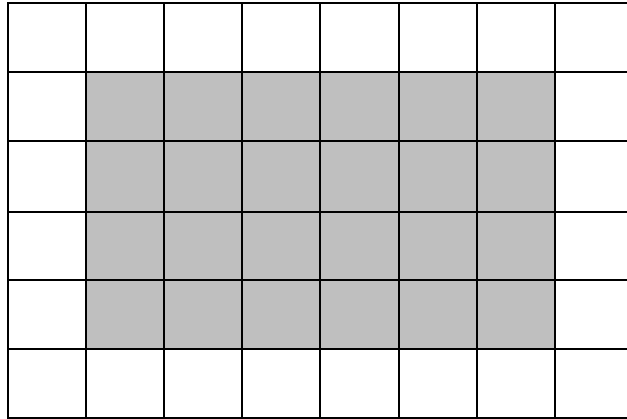
A. 	B. 
C. 	D. 

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

- B. 10 inches
- C. 8 inches

Penta means 5

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

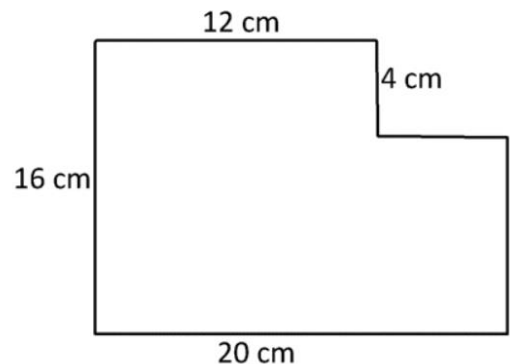


- A. 20 units
- B. 24 units
- C. 12 units
- D. 8 units

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

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

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



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

Perimeter = _____ cm

Name: _____

Week 37 Day 3 Date: _____

BCCS-B

Harvard

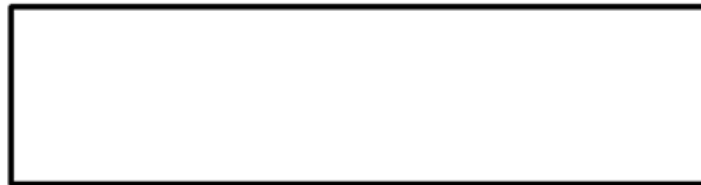
Yale

Princeton

Homework:

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

9 inches



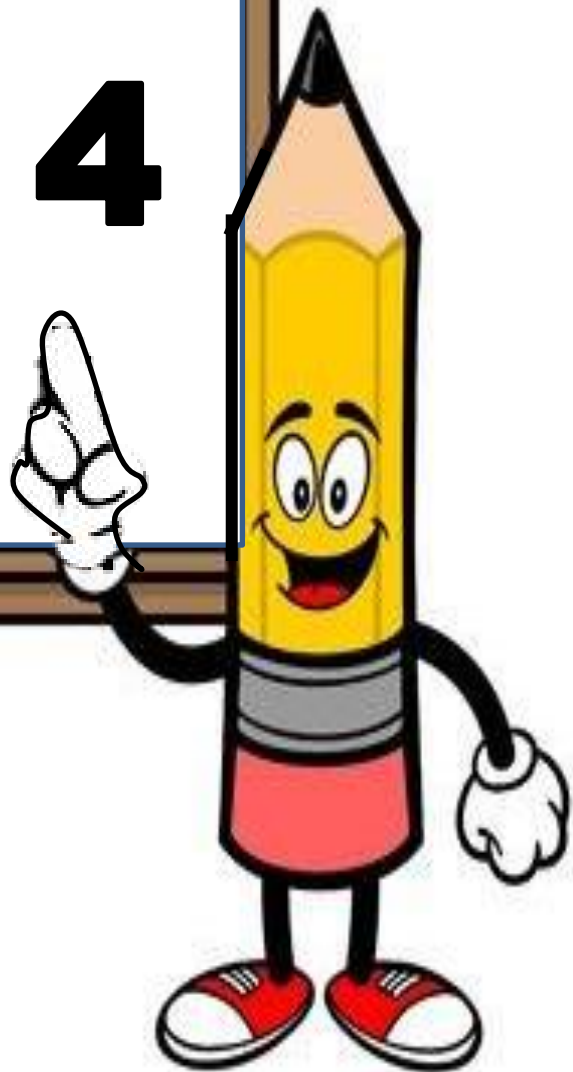
4 inches

Area	Perimeter
<p>Multiplying</p> <p>Area= _____ square inches</p>	<p>Adding all the sides</p> <p>Perimeter= _____ inches</p>



Day # 4

End of Module Assessment





Day # 5

Jeopardy Game: Polygons

