**Unit 06 - Area and Perimeter**

**CSA**

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| [**3.**](https://docs.google.com/document/d/1h8SI1EDJ27RE4Dkv3SqT4OqwwTrEhNQAJydB7aZc6f0/edit)**MD.D.8** | | | | | |
| **Learning Target #25:** *I can find the perimeter of a polygon by adding the side lengths.* | | | | | |
| **LT Score** |  | **LT Percent** | **%** | **LT Mastery** | **Starting Almost There Got It!** |

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| **⬤** Mrs. Burdick’s husband is having to make a new fence to put around their square garden because their dogs, Pasleigh and Allie, ate all of their carrots and potatoes.  **Find the perimeter of the fence. (1 point)**      **A.** 12 ft.  **B.** 16 ft.  **C.** 24 ft.  **D.** 48 ft. | **◣** Mrs. Marshall is making a mosaic to put on her window. She needs to know the distance around the mosaic to make sure it will fit in her window.  **Using the polygon below, find the distance around the mosaic to help Mrs. Marshall. (1 point)**      **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| ■ Mr. Bates dropped his phone on the sidewalk during after-school duty which caused the screen to shatter. He went to Best Buy to buy a new phone. He looked at the Apple products on display. There was an iPad that had a height of 11 inches and a width of 9 inches. The iPhone was much smaller. It was 8 inches tall and 4 inches wide. Mr. Bates decided to buy the new iPhone.  **What is the perimeter of his new phone? (1 point)** | |

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| **3.MD.C.7b** | | | | | |
| **Learning Target #26:** *I can multiply side-lengths to find the area of a rectangle.* | | | | | |
| **LT Score** |  | **LT Percent** | **%** | **LT Mastery** | **Starting Almost There Got It!** |

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| **⬤** Mrs. Clark is getting a pool in her backyard this summer. She needs to know the area of the pool. **Find the area using the rectangle below. (1 point)**      **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | |
| **◣** A group of students at Spradling Elementary approach Mrs. Dawson with a need. These students would like to have a new soccer field made for students to play soccer. Mrs. Dawson agrees with the group of students, but does not have enough time to design a new soccer field. So, Mrs. Dawson asks each grade in the upper elementary (3rd-6th) to come up with a design for a new soccer field.  Mrs. Dawson reviews the designs submitted by each grade and puts the information in a table to compare. Below are the four designs. Each unit square is 1 square meter.    **There are some lengths, widths, and/or areas missing from the table. Complete the table to find the missing areas for each design. (3 points)**  **Spradling Soccer Field Designs**   |  |  |  |  | | --- | --- | --- | --- | | **Soccer Field Designs** | **Width**  **(in meters)** | **Length**  **(in meters)** | **Area**  **(in square meters)** | | 3rd Grade | 3 | 6 | 18 | | 4th Grade | 3 | 7 |  | | 5th Grade | 3 |  |  | | 6th Grade | 3 |  |  | | | |

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| **3.MD.C.7d** | | | | | |
| **Learning Target #27:** *I can decompose a rectilinear figure and then add the areas of smaller rectangles to find the area of a rectilinear figure.* | | | | | |
| **LT Score** |  | **LT Percent** | **%** | **LT Mastery** | **Starting Almost There Got It!** |

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| **⬤ Draw a line on the rectangle to break apart the shape into two smaller rectangles. Then, find the area of the entire rectangle. Represent your work below. (2 points)**     |  |  | | --- | --- | | **Rectangle 1:** | **\_\_\_\_\_\_\_\_ x \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_** | | **Rectangle 2:** | **\_\_\_\_\_\_\_\_ x \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_** | | **\_\_\_\_\_\_\_\_ + \_\_\_\_\_\_\_\_ = \_\_\_\_\_\_\_\_ square units** | | | | | |
| **◣ Draw lines on the rectilinear figure to break it apart into smaller rectangles. Then, find the area of the entire figure. (3 points)** | | | |

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| **3.MD.D.8** | | | | | |
| **Learning Target #28:** *I can find the unknown side length of a polygon for perimeter.* | | | | | |
| **LT Score** |  | **LT Percent** | **%** | **LT Mastery** | **Starting Almost There Got It!** |

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| **⬤ Find the unknown side length of *X*. (1 point)**  **Perimeter = 90 ft** | |
| **◣ Jesus made a birdhouse. Its perimeter is 38 inches. Find the length of the missing side *t*.** | |
| ■ **Mr. Hinkle has a square tile to put in the boys’ bathroom. The perimeter of the tile is 32 cm.  What is the length of each side of the tile? (1 point)** | |

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| **3.MD.D.8** | | | | | |
| **Learning Target #29:**  *I can compare and create rectangles that have the same perimeter but different areas and vice versa.* | | | | | |
| **LT Score** |  | **LT Percent** | **%** | **LT Mastery** | **Starting Almost There Got It!** |

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| **⬤** In Kindergarten,Mrs. Kupers’ and Ms. Cuevas’ classrooms are shaped like rectangles. Ms. Cuevas’ classroom is 9 feet long and 8 feet wide. Mrs. Kupers’ classroom is 7 feet long and 10 feet wide.  **Whose classroom has the greater perimeter? Justify how you know. (2 points)**   |  | | --- | |  | | |
| **◣ Draw Shape B so that it has the same perimeter as Shape A, but a different area. (2 points)**   |  |  |  | | --- | --- | --- | | **Shape A** |  | **Shape B** | |  |  |  | | **Perimeter = 14 units** |  | **Perimeter = 14 units** | | **Area = 12 square units** |  | **Area =** | | |