

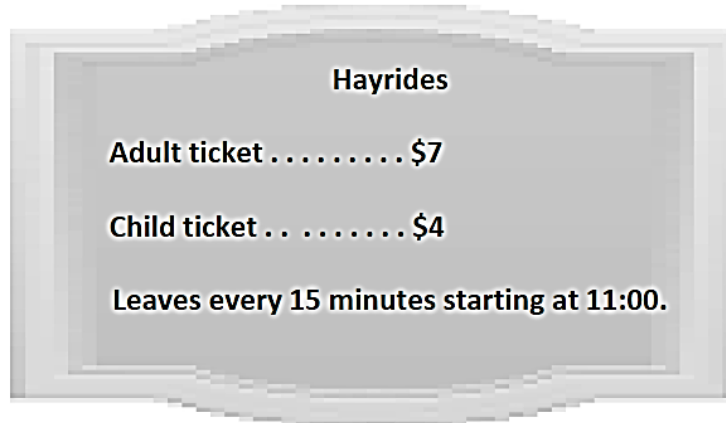
Name \_\_\_\_\_

Date \_\_\_\_\_

**Lesson 1:**

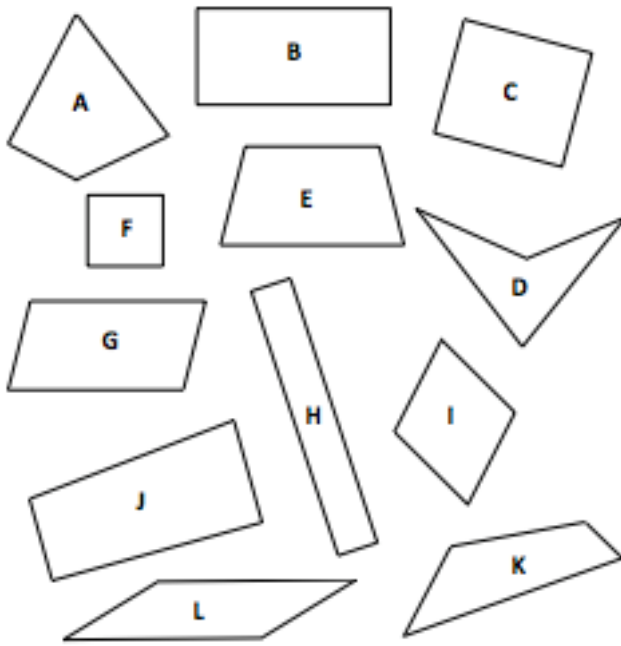
Lena's family visits Little Tree Apple Orchard. Use the RDW process to solve the problems about Lena's visit to the orchard. Use a letter to represent the unknown in each problem.

1. The sign below shows information about hayrides at the orchard.



- a. Lena's family buys 2 adult tickets and 2 child tickets for the hayride. How much does it cost Lena's family to go on the hayride?

**Lesson 4:**



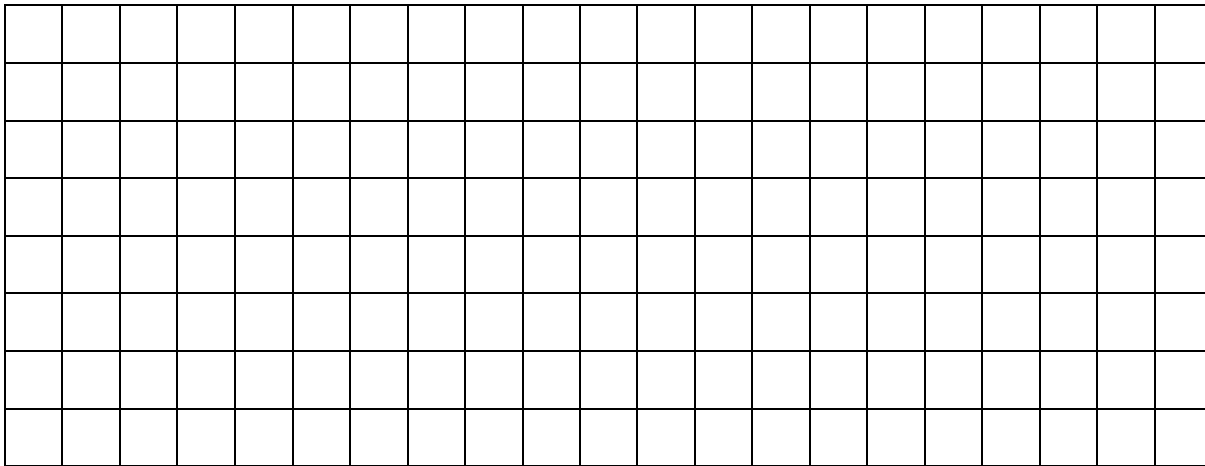
1. Cut out all the polygons (A–L) in the template. Then use the polygons to complete the following chart.

Attribute	Write the letters of the polygons in this group.	Sketch 1 polygon from the group.
3 Sides	Polygons:	
4 Sides	Polygons:	
1 Set of Parallel Sides	Polygons:	
2 Sets of Parallel Sides	Polygons:	

<p><b>4 Right Angles</b></p>	<p>Polygons:</p>	
<p><b>4 Right Angles and 4 Equal Sides</b></p>	<p>Polygons:</p>	

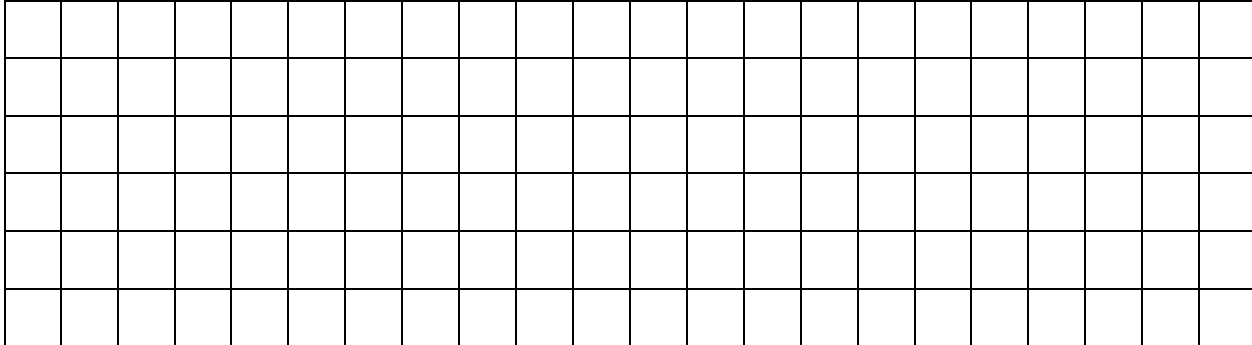
**Lesson 7:**

1. Use tetrominoes to create at least two different rectangles. Then color the grid below to show how you created your rectangles. You may use the same tetromino more than once.



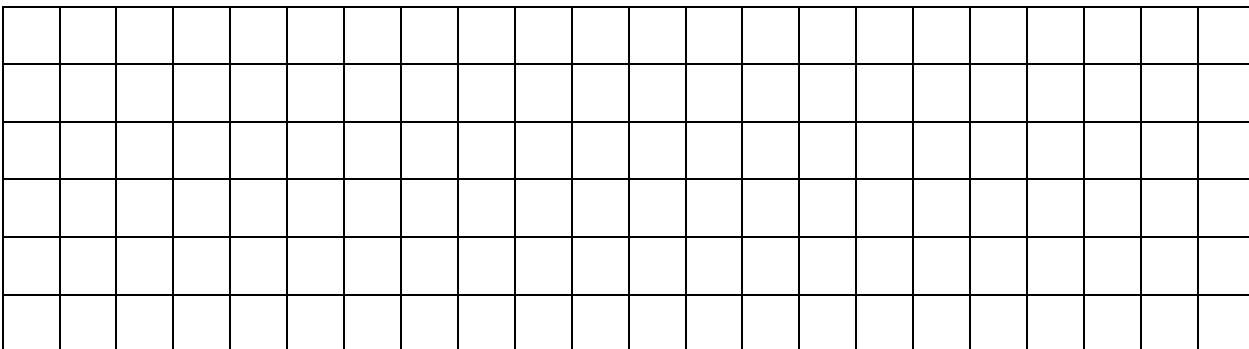
**Lesson 7, continued:**

2. Use tetrominoes to create at least two squares, each with an area of 36 square units. Then color the grid below to show how you created your squares. You may use the same tetromino more than once.



- a. Write a number sentence to show the area of a square above as the sum of the areas of the tetrominoes you used to make the square.
- b. Write a number sentence to show the area of a square above as the product of its side lengths.

3. Use tetrominoes to create at least two different rectangles each with an area of 12 square units. Then color the grid below to show how you created the rectangles. You may use the same tetromino more than once.



- a. Explain how you know the area of each rectangle is 12 square units.

**Lesson 9:**

1. Use at least two tangram pieces to make and draw two of each of the following shapes. Draw lines to show where the tangram pieces meet.

a. A rectangle that does not have all equal sides.

b. A triangle

c. A parallelogram

d. A trapezoid

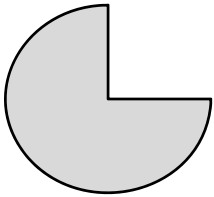
2. Use your two smallest triangles to create a square, a parallelogram, and a triangle. Show how you created them below.



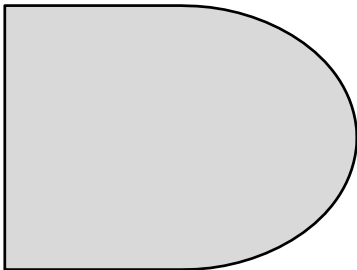
**Lesson 16:**

1. a. Explain the steps you used to find the perimeter of the circle.

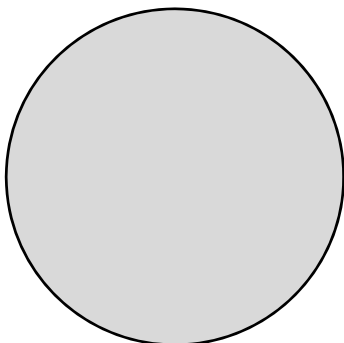
b. Could the same process be used to find the perimeter of the shape below? Why or why not?



2. Can you find the perimeter of the shape below using just your ruler? Explain your answer.



3. Molly says the perimeter of the shape below is  $6\frac{1}{4}$  inches. Use your string to check her work. Do you agree with her? Why or why not?



4. Is the process you used to find the perimeter of a circular object an efficient method to find the perimeter of a rectangle? Why or why not?

**Lesson 19:**

Number of unit squares = <b>16</b>	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = <b>17</b>	
Number of rectangles I made: _____	
Width	Length

Number of unit squares = <b>18</b>	
Number of rectangles I made: _____	
Width	Length

**Lesson 21:**

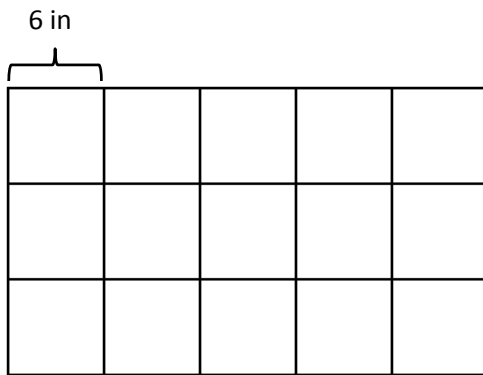
Mrs. Zeck will use 14 feet of tape to mark a rectangle on the gym wall. Draw several rectangles that Mrs. Zeck could make with her tape. Label the side lengths of each rectangle.



**Lesson 23:**

The perimeter of a rectangular bathroom is 32 feet. The width of the room is 8 feet. What is the length of the room?

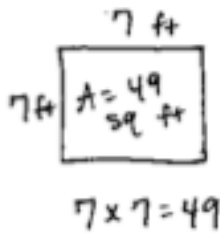
Raj uses 6-inch square tiles to make a rectangle, as shown below. What is the perimeter of the rectangle in inches?

**Lesson 29:**

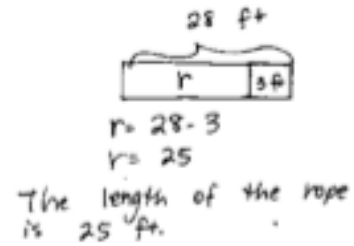
Jeremiah and Hayley use a piece of rope to mark a square space for their booth at the science fair. The area of their space is 49 square feet. What is the length of the rope that Jeremiah and Hayley use if they leave a 3-foot opening so they can get in and out of the space?

**Lesson 30:**

**Student A**



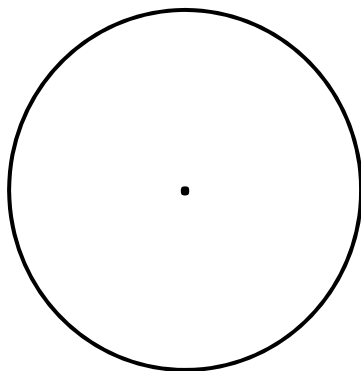
$P = 7 \text{ ft} + 7 \text{ ft} + 7 \text{ ft} + 7 \text{ ft}$   
 $P = 4 \times 7 \text{ ft}$   
 $P = 28 \text{ ft}$



Classmate:		Problem number:	
Strategies my classmate used:			
Things my classmate did well:			
Suggestions for improvement:			
Strategies I would like to try based on my classmate's work:			

**Lesson 32:**

Estimate to shade about one-half of the circle. Be creative with your shading!



- a. Explain the strategy you used to shade in one-half of your circle.
  
  
  
  
  
  
  
  
  
  
- b. Is your circle exactly one-half shaded? Explain your answer.