engage^{ny} / **Eureka Math**

Exit Tickets

GRADE 3
MODULE 7

Name _____   Date _____

Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Sandra keeps her sticker collection in 7 albums. Each album has 40 stickers in it. She starts a new album that has 9 stickers in it. How many total stickers does she have in her collection?

Lesson 1:   Solve word problems in varied contexts using a letter to represent the unknown.

1

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Name _____   Date _____

Use the RDW process to solve the problem below. Use a letter to represent the unknown.

Jaden's bottle contains 750 milliliters of water. He drinks 520 milliliters at practice and then another 190 milliliters on his way home. How many milliliters of water are left in Jaden's bottle when he gets home?

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Lesson 2: Solve word problems in varied contexts using a letter to represent the unknown.

2

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Name _____   Date _____

Use the RDW process to solve the problem below. Use a letter to represent the unknown.
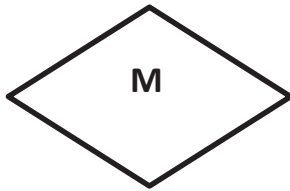
Twenty packs of fruit snacks come in a box. Each pack weighs 6 ounces. Students eat some. There are 48 ounces of fruit snacks left in the box. How many ounces of fruit snacks did the students eat?

Name _____   Date _____

List as many attributes as you can to describe each polygon below.

1.

M

2.

N

Name _____   Date _____

Jonah draws the polygon below. Use your ruler and right angle tool to measure his polygon. Then, answer the questions below.

1. Is Jonah's polygon a regular polygon? Explain how you know.

2. How many right angles does his polygon have? Circle the right angles on his polygon.

3. How many sets of parallel lines does his polygon have?

4. What is the name of Jonah's polygon?
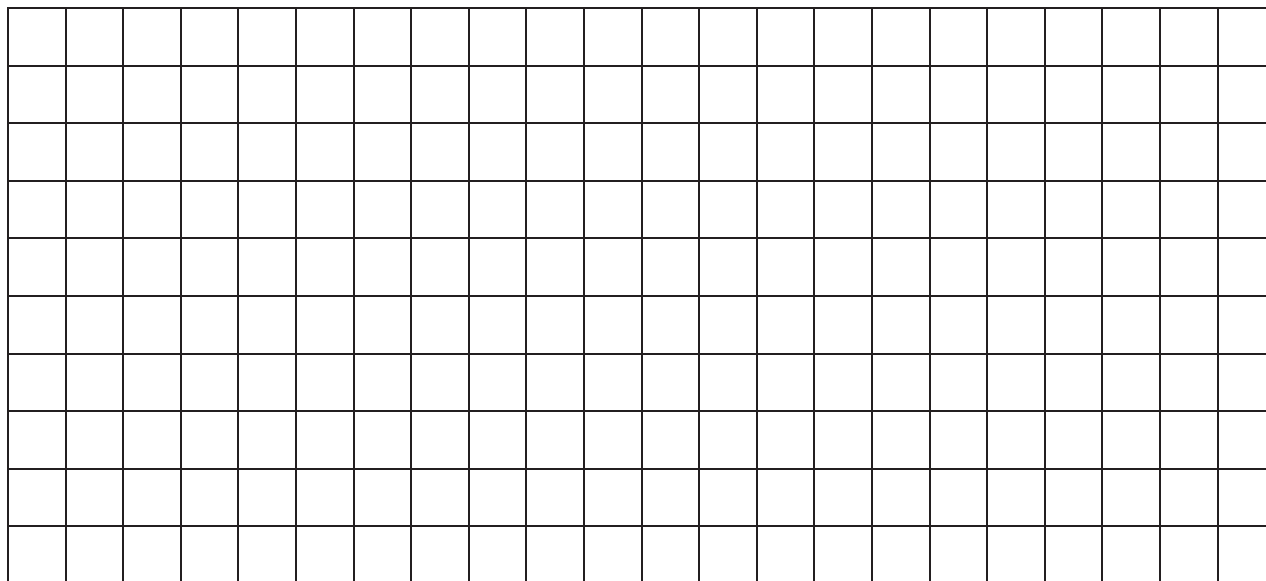
Name _____   Date _____

Use a ruler and a right angle tool to help you draw a shape that matches the attributes of Jeanette's shape. Label your drawing to explain your thinking.

Jeanette says her shape has 4 right angles and 2 sets of parallel sides. It is not a regular quadrilateral.

Lesson 6:   Draw polygons with specified attributes to solve problems.

6

Name _____   Date _____

Use your tetrominoes to make a rectangle that has an area of 20 square units. Then, color the grid to show how you made your rectangle. You may use the same tetromino more than once.

Lesson 7:   Reason about composing and decomposing polygons using tetrominoes.

7

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Name _____   Date _____

Choose three shapes from your tangram puzzle. Trace them below. Label the name of each shape, and describe *at least* one attribute that they have in common.

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Lesson 8:   Create a tangram puzzle and observe relationships among the shapes.

8

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Name _____   Date _____

Nancy uses her tangram pieces to make a trapezoid without using the square piece. Below, sketch how she might have created her trapezoid.

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Lesson 9:   Reason about composing and decomposing polygons using tangrams.

9

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Name _____   Date _____

Jason paints the outside edges of a rectangle purple. Celeste paints the inside of the rectangle yellow.

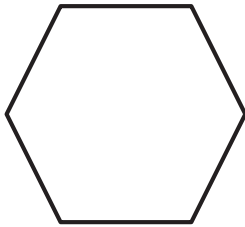1. Use your crayons to color the rectangle that Jason and Celeste painted.

2. Which color represents the perimeter of the rectangle? How do you know?

Lesson 10:   Decompose quadrilaterals to understand perimeter as the boundary
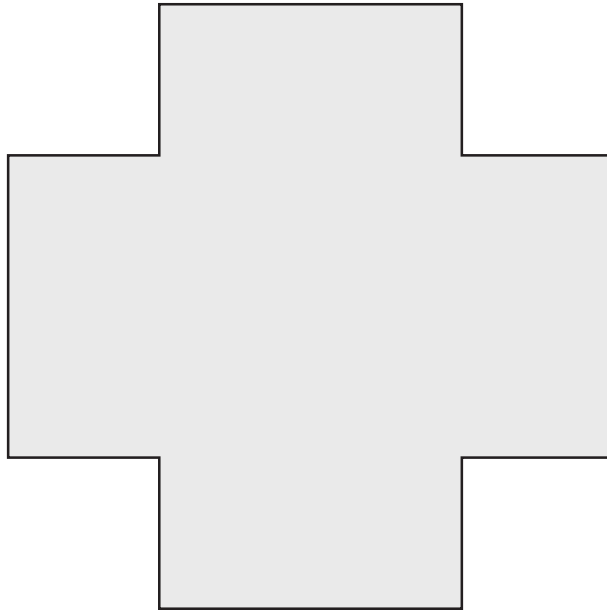of a shape.

10

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Name _____   Date _____

Estimate to draw at least four copies of the given regular hexagon to make a new shape, without gaps or overlaps. Outline the perimeter of your new shape with a highlighter. Shade in the area with a colored pencil.

Lesson 11:   Tessellate to understand perimeter as the boundary of a shape.
(Optional.)

11

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Name _____   Date _____

Measure and label the side lengths of the shape below in centimeters. Then, find the perimeter.

Perimeter = _____

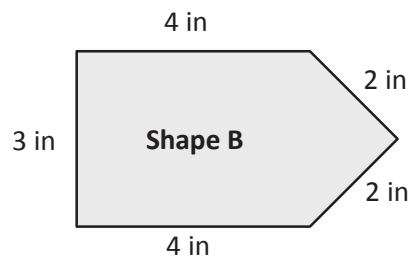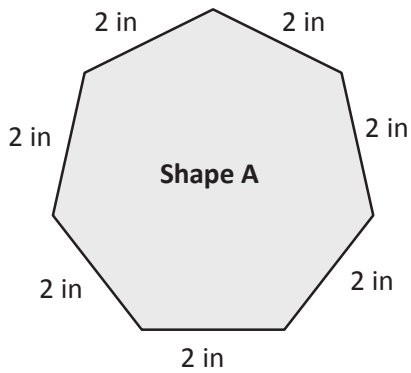= _____ cm

EUREKA MATH   **Lesson 12:**   Measure side lengths in whole number units to determine the perimeter of polygons.   **12**

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Name _____   Date _____

Which shape below has the greater perimeter? Explain your answer.

Lesson 13:   Explore perimeter as an attribute of plane figures and solve problems.

13

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Name _____   Date _____

Travis traces a regular pentagon on his paper. Each side measures 7 centimeters. He also traces a regular hexagon on his paper. Each side of the hexagon measures 5 centimeters. Which shape has a greater perimeter? Show your work.

Lesson 14:   Determine the perimeter of regular polygons and rectangles when whole number measurements are unknown.
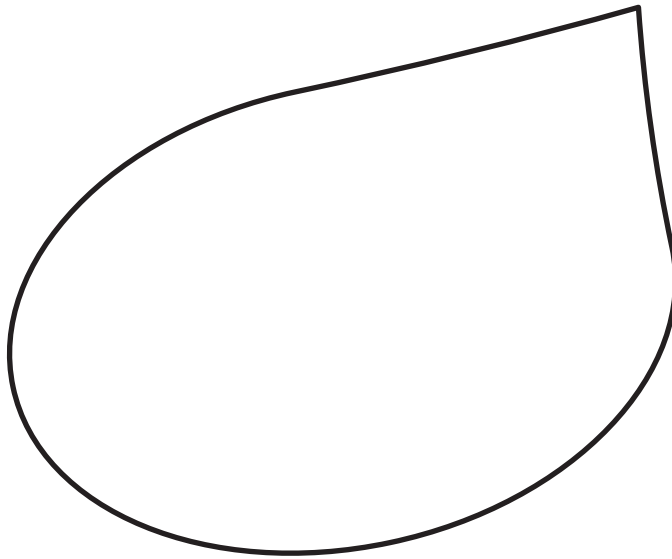
14

Name _____   Date _____

Marlene ropes off a square section of her yard where she plants grass. One side length of the square measures 9 yards. What is the total length of rope Marlene uses?
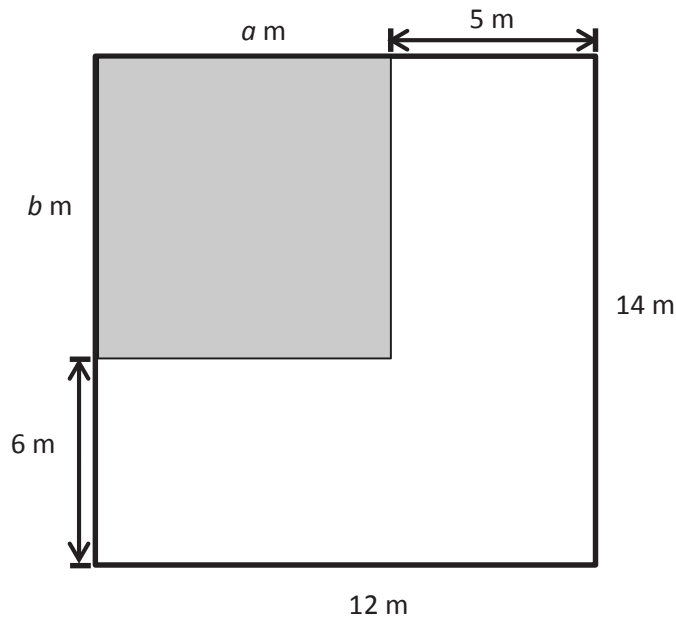
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Lesson 15:   Solve word problems to determine perimeter with given side lengths.

15

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Name _____ Date _____

Use your string to the find the perimeter of the shape below to the nearest quarter inch.

Lesson 16: Use string to measure the perimeter of various circles to the nearest quarter inch.

16

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Name _____   Date _____

Label the unknown side lengths. Then, find the perimeter of the shaded rectangle.

Lesson 17:   Use all four operations to solve problems involving perimeter and
unknown measurements.

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Name _____ Date _____

Tessa uses square-centimeter tiles to build rectangles with an area of 12 square centimeters. She draws the rectangles as shown below. Label the unknown side lengths of each rectangle. Then, find the perimeter of each rectangle.

12 cm

_____ cm

P = _____

_____ cm

3 cm

P = _____

6 cm

_____ cm

P = _____

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Lesson 18: Construct rectangles from a given number of unit squares and determine the perimeters.

18

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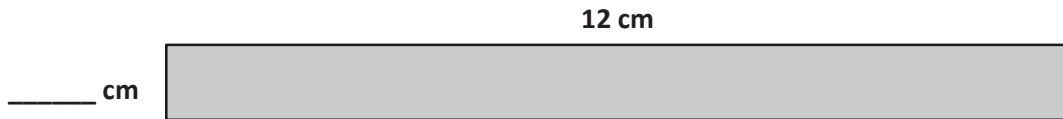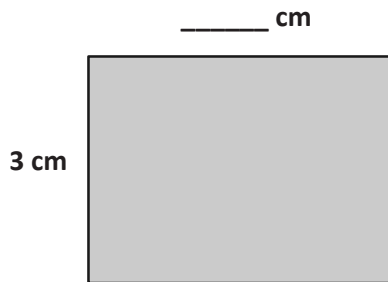
Name _____   Date _____

Use unit square tiles to make rectangles for the given number of unit squares. Complete the chart to show how many rectangles you made for the given number of unit squares. You might not use all the spaces in the chart.

Number of unit squares = **20**

Number of rectangles I made: _____

Width	Length

Lesson 19:   Use a line plot to record the number of rectangles constructed from a given number of unit squares.

19

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Name _____   Date _____

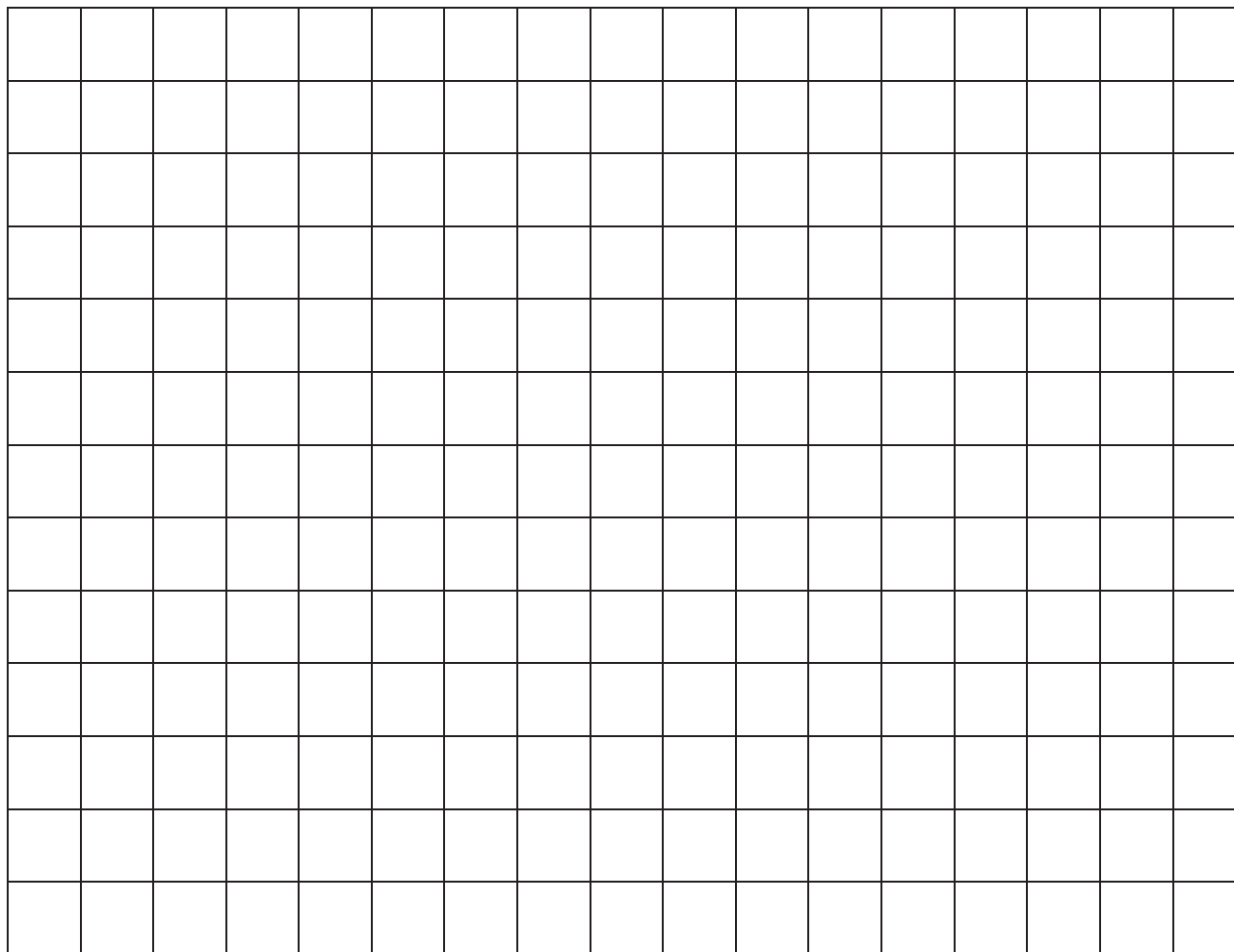Use your square unit tiles to build as many rectangles as you can with a perimeter of 8 units.

    a.   Estimate to draw your rectangles below. Label the side lengths of each rectangle.

    b.   Find the areas of the rectangles in part (a) above.

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Lesson 20:   Construct rectangles with a given perimeter using unit squares and determine their areas.

20

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Name _____ Date _____

On the grid below, shade and label at least two different rectangles with a perimeter of 20 centimeters.

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Lesson 21: Construct rectangles with a given perimeter using unit squares and determine their areas.

21

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Name _____   Date _____

Suppose you have a rectangle with a perimeter of 2 cm. What can you conclude about the side lengths? Can all 4 sides of the rectangle measure a whole number of centimeters?

Lesson 22:   Use a line plot to record the number of rectangles constructed in Lessons 20 and 21.

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Name _____   Date _____

Adriana 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?
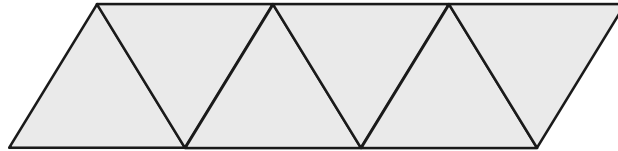
Name _____ Date _____

Estimate to draw three different rectangles with a perimeter of 16 centimeters. Label the width and length of each rectangle.

Lesson 24: Use rectangles to draw a robot with specified perimeter measurements, and reason about the different areas that may be produced.

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Name _____   Date _____

1. Sketch rectangles with the following perimeters. Label the side lengths.

    a. 22 cm

    b. 30 cm

2. Explain the steps you took to create the rectangles with the given perimeters.

Lesson 25: Use rectangles to draw a robot with specified perimeter
measurements, and reason about the different areas that may be
produced.

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Name _____   Date _____

1. Use string to help you sketch a circle with a perimeter of about 15 centimeters.

2. Estimate to draw a rectangle with a perimeter of 15 centimeters. Label the width and length.

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Lesson 26:   Use rectangles to draw a robot with specified perimeter
                   measurements, and reason about the different areas that may be
                   produced.

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26

Name _____   Date _____

1. Record the perimeters and areas of Rectangles A and B in the chart below.

5 cm

5 cm   A

2 cm

8 cm   B
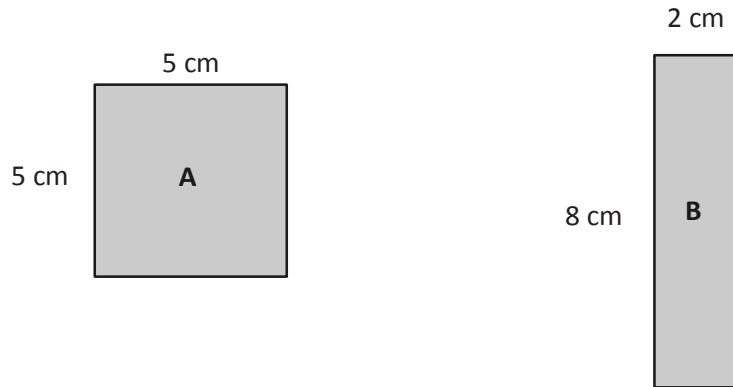
Rectangle:	Width and Length:	Perimeter	Area
A	_____ cm by _____ cm		
B	_____ cm by _____ cm		

2. What is the same about Rectables A and B? What is different?

EUREKA MATH™   **Lesson 27:**   Use rectangles to draw a robot with specified perimeter
measurements, and reason about the different areas that may be
produced.

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27

Name _____   Date _____

Jennifer measures her rectangular sandbox and finds the width is 8 feet and the length is 6 feet.

a.   Estimate to draw Jennifer's sandbox, and label the side lengths.
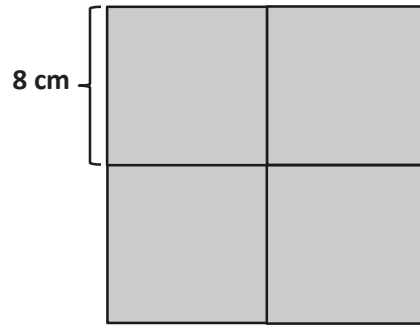
b.   What is the area of Jennifer's sandbox?

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

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Lesson 28:   Solve a variety of word problems involving area and perimeter using all four operations.

28

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Name _____   Date _____

Jeannette draws four identical squares as shown below to make a new, larger square. The length of one of the small square sides is 8 centimeters. What is the perimeter of the new, larger square?
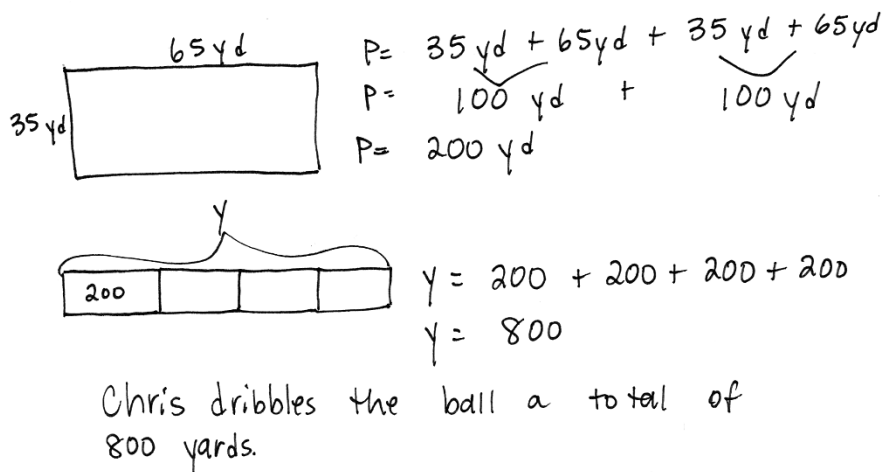

8 cm

Lesson 29: Solve a variety of word problems involving area and perimeter using al four operations.

29

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Name _____   Date _____

Jayden solves the problem as shown below.

The recreation center soccer field measures 35 yards by 65 yards. Chris dribbles the soccer ball around the field 4 times. What is the total number of yards Chris dribbles the ball?

65 yd

35 yd

$P = 35\text{ yd} + 65\text{ yd} + 35\text{ yd} + 65\text{ yd}$

$P = 100\text{ yd} + 100\text{ yd}$

$P = 200\text{ yd}$

200

$Y = 200 + 200 + 200 + 200$

$Y = 800$

Chris dribbles the ball a total of 800 yards.

1. What strategies did Jayden use to solve this problem?

2. What did Jayden do well?

Lesson 30:   Share and critique peer strategies for problem solving.

30
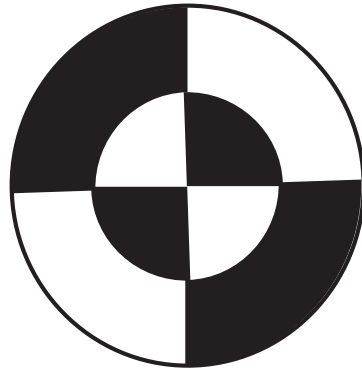
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Name _____   Date _____

Marty shades the square as shown below and says one-half of the big square is shaded. Do you agree? Why or why not?
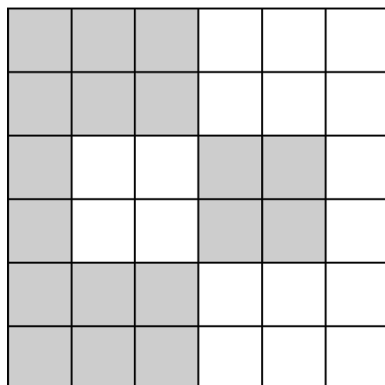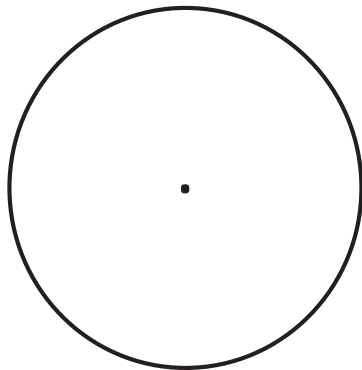
Name _____   Date _____

Riddian shades a circle as shown below.

1. Is Riddian's shape about one-half shaded? How do you know?

2. Estimate to shade about one-half of the circle in an unusual way.

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Lesson 32:   Explore and create unconventional representations of one-half.

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Name _____ Date _____

What fluency activity helped you the most in becoming fluent with your multiplication and division facts this year? Write three or four sentences to explain what made it so useful.