Unit 3d-Solve Perimeter Problems

Content Area: **Mathematics**
Course(s): **Math 3**
Time Period: **Marking Period 3**
Length: **MP3 Topic 16 16-1 to 16-6**
Status: **Published**

Essential Questions

- How can perimeter be measured and found?

Big Ideas

- **Use Appropriated Tools to Identify Perimeter and Area-** Students use grid paper to help them identify the perimeter and area of a given polygon.
- **Use Equations to Represent Perimeter-** Students use their knowledge of the meanings of addition and multiplication to write equations to represent the perimeter of a plane figure.

CRLLKS- Career Education

9.2.5CAP3 Identify qualifications needed to pursue traditional and non-traditional careers and occupations

9.2.5 CAP4 Explain the reasons why some jobs and careers require specific training, skills and certification and examples of these requirements.

Connection:
Use real world mathematical problems involving perimeter and/or area. Include job roles such as architects, construction workers, etc. to solve perimeter and/or area word/story problems.

CSDT Technology Connection

8.1.5.AP.1: Compare and refine multiple algorithms for the same task and determine which is the most appropriate.

Enduring Understandings

Measurement and Data

3.MD.D [M] Geometric measurement recognized perimeter as an attribute of plane figures and distinguish between linear and area measures
3.MD.D.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters

3.Md.C.7b Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole -number products as rectangular areas in mathematical reasoning

Numbers & Operations

3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3.OA.C.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (knowing that 8 x 4 = 40, one knows 40 divided by 5 = 8) for properties of operation.

Operations and Algebraic Thinking

3.OA.C.7 Fluently multiply and divide within 100 using strategies such as the relationship between multiplication and division (knowing that 8 x 4 = 40, one knows 40 divided by 5 = 8) for properties of operation.

3.OA.D.8 Solve two -step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding

Numbers & Operations In Base Ten

3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction

Mathematical Practices Focus

2. Reason abstractly and quantitatively.