

Working with Pentominoes

Correlation to the Common Core State Standards for Mathematics

| CONTENT STANDARDS | Page Numbers |
|---|----------------|
| Grade 3 | |
| Measurement and Data (3.MD) | |
| Geometric measurement: understand concepts of area and relate area to multiplication and to addition. | |
| Recognize area as an attribute of plane figures and understand concepts of area measurement. (3.MD.5) | 5, 14–16 |
| Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3.MD.6) | 5, 14–16 |
| Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. | |
| Solve 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.5) | 12–13 |
| Grade 8 | |
| Geometry (8.G) | |
| Understand congruence and similarity using physical models, transparencies, or geometry software. | |
| Verify experimentally the properties of rotations, reflections, and translations. (8.G.1) | 62–64 |
| Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. (8.G.2) | 32–50, 62–64 |
| Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8.G.4) | 52–58, 62–64 |
| MATHEMATICAL PRACTICES STANDARDS | |
| 1. Make sense of problems and persevere in solving them. | All activities |
| 3. Construct viable arguments and critique the reasoning of others. | All activities |