Bridges Second Edition

CORRELATIONS

to Georgia K–12 Mathematical Standards

BRIDGES
IN MATHEMATICS

③ THIRD GRADE

1 **Numerical Reasoning** — base ten numerals and place value up to 10,000, and rounding up to 1,000

Standard	Descriptor	Citations
3.NR.1 Use place value reasoning to represent, read, write, and compare numerical values up to 10,000 and round whole numbers up to 1,000.		
3.NR.1.1	Read and write multi-digit whole numbers up to 10,000 using base-ten numerals and expanded form.	**Bridges in Mathematics** Student Books: Unit 3: M3–S2, p. 91 Teachers Guide: Unit 3: M3–S2, pp. 8–12 **Number Corner** Student Books: December: pp. 22–23 Teachers Guide: September: pp. 36–41; December: pp. 28–32
3.NR.1.2	Use place value reasoning to compare multi-digit numbers up to 10,000, using >, =, and < symbols to record the results of comparisons.	**Note:** This standard is addressed in Bridges in Mathematics, Grade 4.
3.NR.1.3	Use place value understanding to round whole numbers up to 1000 to the nearest 10 or 100.	**Bridges in Mathematics** Student Books: Unit 1: M4–S3, p. 27 Unit 3: M1–S2, p. 76; S3, pp. 78–79; S4, pp. 80–81; S5, p. 82; M3–S1, pp. 89–90; S4, p. 95; M4–S1, p. 96 Unit 6: M3–S1, p. 203 Teachers Guide: Unit 1: M4–S3, pp. 14–15 Unit 3: M1–S2, pp. 8–11; S3, pp. 14–17; S4, pp. 20–23; M2–S1, p. 4; M3–S1, pp. 4–5; S3, pp. 14–16 **Number Corner** Student Books: November: p. 15; December: pp. 22–23 Teachers Guide: November: pp. 27–32; December: pp. 27–32

2 **Patterning & Algebraic Reasoning** — fluency, addition and subtraction within 10,000, multiplication and division within 100, equality, properties of operations

Standard	Descriptor	Citations
3.PAR.2 Use part-whole strategies to represent and solve real-life problems involving addition and subtraction with whole numbers within 10,000.		
3.PAR.2.1	Fluently add and subtract within 1,000 to solve problems.	**Bridges in Mathematics** Student Books: Unit 1: M1–S1, p. 1; S2, p. 2; S4, pp. 4–5; S5, pp. 6–7; M2–S1, p. 8; S2, pp. 9–10; S4, pp. 13–15; M4–S1, pp. 24–25; S2, p. 26; S3, p. 27 Unit 2: M1–S5, p. 43 Unit 3: M1–S2, p. 77; M4–S2, pp. 97–98; S3, p. 99; S4, pp. 100–101 Unit 4: M2–S3, p. 120 Unit 6: M1–S4, p. 192 Teachers Guide: Unit 1: M1–S3, pp. 17–20; S4, pp. 21–28; S5, pp. 29–35; M2–S1, pp. 3–10; S2, pp. 11–17; S3, pp. 19–24; S4, pp. 25–28; M4–S1, pp. 3–5, S3, pp. 14–15 Unit 2: M1–S1, p. 34; S2, p. 35 Unit 3: M4–S1, pp. 4–8; S3, pp. 16–20 Unit 4: M2–S3, pp. 12–13 **Number Corner** Student Books: October: p. 10; December: p. 23 Teachers Guide: September: pp. 45–49; October: pp. 38–46; December: pp. 28–32
3.PAR.2.2	Apply part-whole strategies, properties of operations and place value understanding, to solve problems involving addition and subtraction within 10,000. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Bridges in Mathematics** Student Books: Unit 1: M3–S1, p. 16; S2–3, pp. 17–20; S4, pp. 21–22; S5, p. 23; M4–S3, p. 28; S4, p. 29; S5, pp. 30–32; S6, p. 33 Unit 3: M1–S2, p. 77; S3, p. 79; S5, p. 82; S6, p. 83; M2–S1, pp. 84–85; S3, p. 86; S4, p. 87; S5, p. 88; M3–S1, p. 89; S3, p. 93; S4, pp. 94–95; M4–S1, p. 96; S2, pp. 97–98; S3, p. 99; S4, pp. 100–101; S5, p. 102 Teachers Guide: Unit 1: M3–S2, pp. 13–14; S3, pp. 19–24; S4, pp. 28–32; S5, pp. 36–39; M4–S2, pp. 8–9; S3, pp. 12–14; S4, pp. 18–20; S5, pp. 24–27 Unit 3: M1–S3, pp. 14–17; S5, pp. 26–29; S6, pp. 32–36; M2–S1, pp. 5–8; S2, pp. 10–15; S3, pp. 18–20; S4, pp. 24–27; S5, pp. 30–33; M3–S1, pp. 4–5; S4, pp. 18–21; M4–S1, pp. 4–8; S2, pp. 10–14; S3, pp. 16–20; S4, pp. 22–26 **Number Corner** Teachers Guide: January: pp. 38–39

Standard	Descriptor	Citations
3.PAR.3 Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.		
3.PAR.3.1	Describe, extend, and create numeric patterns related to multiplication. Make predictions related to the patterns.	**Bridges in Mathematics** Student Books: Unit 2: M3–S1, p. 58; S2, p. 59; S4, p. 62 Teachers Guide: Unit 2: M1–S4, pp 25–26; M2–S1, pp. 4–5; S2, pp. 8–15; M3–S1, pp. 5–9; S2, pp. 12–16 **Number Corner** Student Books: January: pp. 26–27; February: pp. 34–36; March: pp. 45–46 Teachers Guide: January: pp. 23–26; February: pp. 23–26; March: pp. 23–26
3.PAR.3.2	Represent single digit multiplication and division facts using a variety of strategies. Explain the relationship between multiplication and division.	**Bridges in Mathematics** Student Books: Unit 2: M1–S3, pp. 36–38; S4, p. 39; S5, p. 40; M2–S1, p. 45; S3, pp. 47–50; S4, p. 51–53; M3–S1, p. 58; S5, pp. 64–65; M4–S1, p. 67 Unit 3: M1–S1, p. 75 Unit 5: M1–S2, pp. 144–145; S3, p. 147; M2–S1, p. 153; S2, pp. 154–155; S3, pp. 156–159; S4, p. 162; M3–S3, p. 171; S4, pp. 172–174 Unit 7: M1–S3, p. 226; M2–S4, p. 235 Teachers Guide: Unit 2: M1–S4, pp 25–26; S5, pp 28–29; M2–S1, p. 5; S2, pp. 8–15; S4, pp. 26–31; M3–S1, pp. 5–9; S2, pp. 12–13; S3, pp. 18–20; S4, pp. 22–25; S5, pp. 31–32 Unit 5: M1–S2, pp. 8–12; M2–S2, pp. 10–12; M3–S4, pp. 20–24 **Number Corner** Student Books: November: pp. 11, 13–14; December: pp. 19–20; January: pp. 26–27; February: pp. 34–36; March: pp. 45–46; April: pp. 60–67 Teachers Guide: November: pp. 5–12; December: pp. 23–26, 34–36; January: pp. 23–26; February: pp. 23–24; March: pp. 23–24; April: 21–27, 37
3.PAR.3.3	Apply properties of operations (i.e., commutative property, associative property, distributive property) to multiply and divide within 100.	**Bridges in Mathematics** Student Books: Unit 2: M1–S3, pp. 36–37 Unit 7: M2–S5, p. 236 Teachers Guide: Unit 2: M1–S2, pp. 12–13; S3, pp. 18–20; M2–S3, pp. 21–24; S5, pp. 34–39; M3–S4, p. 25 Unit 7: M2–S5, pp. 30–33; M3–S1, pp. 4–6 **Number Corner** Student Books: November: pp. 11, 13–14; March: pp. 45–46; April: pp. 60–67 Teachers Guide: November: pp. 5–12, 21–24; December: pp. 34–36; March: pp. 23–24; April: 21–27, 37

Standard	Descriptor	Citations
3.PAR.3 Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.		
3.PAR.3.4	Use the meaning of the equal sign to determine whether expressions involving addition, subtraction, and multiplication are equivalent.	**Bridges in Mathematics** Student Books: Unit 5: M2–S4, p. 160 Unit 7: M2–S3, p. 234; S5, p. 236 Teachers Guide: Unit 5: M2–S4, pp. 18–20
3.PAR.3.5	Use place value reasoning and properties of operations to multiply one-digit whole numbers by multiples of 10, in the range 10-90.	**Bridges in Mathematics** Student Books: Unit 7: M1–S5, pp. 229–231; M2–S2, pp. 233; S4, p. 235; S5, p. 236 Teachers Guide: Unit 2: M2–S2, p. 13 Unit 7: M1–S5, pp. 26–28 **Number Corner** Student Books: February: pp. 34–36 Teachers Guide: February: pp. 17–20, 34–36
3.PAR.3.6	Solve practical, relevant problems involving multiplication and division within 100 using part-whole strategies, visual representations, and/or concrete models.	**Bridges in Mathematics** Student Books: Unit 2: M2–S2, p. 49; S4, p. 52; S5, pp. 54, 56; M3–S3, p. 61 Unit 5: M1–S4, p. 148; S6, p. 151; M3–S2, pp. 166–167, 169–170; M4–S1, p. 176 Unit 6: M1–S1, p. 187 Teachers Guide: Unit 2: M1–S1, pp. 3–9; M2–S3, pp. 18–20; S5, pp. 34–39 Unit 5: M1–S3, pp. 15–19; S4, pp. 21–26; M2–S1, pp. 4–6; S2, pp. 8–10; M3–S3, pp. 14–18 Unit 7: M2–S1, pp. 4–8; S2, pp. 10–15; S3, pp. 18–22; S4, pp. 24–28

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Standard	Descriptor	Citations
3.PAR.3 Use part-whole strategies to solve real-life, mathematical problems involving multiplication and division with whole numbers within 100.		
3.PAR.3.7	Use multiplication and division to solve problems involving whole numbers to 100. Represent these problems using equations with a letter standing for the unknown quantity. Justify solutions.	**Bridges in Mathematics** Student Books: Unit 2: M1–S5, pp. 41–43; S6, p. 44; M2–S2, p. 46; S4, p. 53; M3–S1, p. 58; S2, p. 60; S3, p. 61; M4–S3, pp. 71–72; S3, p. 73; S4, p. 74 Unit 4: M1–S1, p. 103 Unit 5: M1–S2, p. 146; S5, p. 149; S6, p. 150; M2–S4, p. 161; M3–S1, pp. 163–165; S2, pp. 166–168 Unit 6: M3–S1, p. 203 Unit 7: M1–S2, pp. 222–224; M2–S1, p. 232; S4, p. 235 Teachers Guide: Unit 2: M1–S5, pp. 29–34; S6, pp. 36–37; M3–S3, pp. 18–20; M4–S3, pp. 14–15 Unit 5: M1–S5, pp. 28–31; S6, pp. 34–36; M2–S1, pp. 4–6; S3, pp. 14–16; M3–S1, pp. 4–7; S2, pp. 10–12 Unit 7: M1–S2, pp. 8–10 **Number Corner** Teachers Guide: November: pp. 34–38

3 Numerical Reasoning — unit fractions, equivalent fractions, fractions greater than 1

Standard	Descriptor	Citations
3.NR.4 Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.		
3.NR.4.1	Describe a unit fraction and explain how multiple copies of a unit fraction form a non-unit fraction. Use parts of a whole, parts of a set, points on a number line, distances on a number line and area models.	**Bridges in Mathematics** Student Books: Unit 4: M3–S2, p. 129; S3, p. 130; S5, pp. 134–136 Unit 7: M3–S2, pp. 238–241 Teachers Guide: Unit 4: M3–S1, pp. 4–7; S4, pp. 24–28; S5, pp. 30–33 Unit 7: M3–S2, pp. 12–18 **Number Corner** Student Books: November: p. 12; December: p. 18; January: p. 24; February: p. 32; 3; March: pp. 48–50; April: pp. 54–55 Teachers Guide: November: pp. 15–18; December: pp. 8–14; January: pp. 8–13; February: pp. 17–21; April: pp. 7–12, 14–18, 30–35
3.NR.4.2	Compare two unit fractions by flexibly using a variety of tools and strategies.	**Bridges in Mathematics** Student Books: Unit 4: M3–S2, p. 129; S3, p. 132 Unit 5: M1–S1, p. 143 Unit 6: M1–S1, p. 187 Teachers Guide: Unit 4: M3–S2, pp. 10–13 **Number Corner** Teachers Guide: November: pp. 14–15; December: p. 13; January: pp. 10–11, 32; February: p. 28

Standard	Descriptor	Citations
3.NR.4 Represent fractions with denominators of 2, 3, 4, 6 and 8 in multiple ways within a framework using visual models.		
3.NR.4.3	Represent fractions, including fractions greater than one, in multiple ways.	**Bridges in Mathematics** Student Books: Unit 4: M3–S2, p. 129; S3, p. 130–131; S4, p. 133; S5, pp. 134–136; M4–S4, p. 142 Unit 5: M1–S1, p. 143; M4–S6, p. 186 Unit 6: M1–S1, p. 187; M4–S1, pp. 213–215; S2, p. 217; S3, pp. 218–219 Unit 7: M3–S2, pp. 238–241; S3, p. 242; S5, pp. 244–247; M4–S1, pp. 248–249; S2, pp. 251–252; S3, pp. 254–255; S4, pp. 256–257 Unit 8: M2–S1, pp. 268–269 Teachers Guide: Unit 4: M3–S1, pp. 4–7; S2, pp. 10–13; S3, pp. 16–21; S4, pp. 24–28; S5, pp. 30–33 Unit 6: M4–S1, pp. 4–7; S2, pp. 10–13; S3, pp. 16–18 Unit 7: M3–S1, pp. 6–9; S2, pp. 12–18; S3, pp. 20–22; S4, pp. 24–27; S5, pp. 30–33; M4–S1, pp. 4–10; S2, pp. 12–14; S3, pp. 16–19; S4, pp. 22–26 **Number Corner** Student Books: November: p. 12; December: p. 18; January: p. 24; February: pp. 32, 38–39; March: pp. 48–50; April: pp. 54–55; May: pp. 69–70, 72 Teachers Guide: November: pp. 15–18; December: pp. 8–14; January: pp. 28–32; February: pp. 15–21; March: pp. 27–30; April: pp. 14–18; May: pp. 7–13
3.NR.4.4	Recognize and generate simple equivalent fractions.	**Bridges in Mathematics** Student Books: Unit 6: M4–S2, pp. 216–217; S3, pp. 218–219 Teachers Guide: Unit 6: M4–S2, pp. 11–12; S3, pp. 16–18 Unit 7: M3–S3, pp. 20–22; S4, pp. 24–27; M4–S2, pp. 12–14 **Number Corner** Student Books: October: p. 5; December: p. 18; January: p. 24 Teachers Guide: October: pp. 19–26; December: pp. 11–14; January: pp. 13–14

4 Measurement & Data Reasoning — elapsed time, liquid volume, mass, lengths in half and fourth of an inch, data

Standard	Descriptor	Citations
3.MDR.5 Solve real-life, mathematical problems involving length, liquid volume, mass, and time.		
3.MDR.5.1	Ask questions and answer them based on gathered information, observations, and appropriate graphical displays to solve problems relevant to everyday life.	**Bridges in Mathematics** Student Books: Unit 2: M3–S5, pp. 63, 65; M4–S1, pp. 66–67; S2, pp. 68–70; S3, p. 73 Unit 4: M4–S2, pp. 138–139; S3, pp. 140–141 Unit 7: M4–S3, pp. 253–254 Unit 8: M1–S5, pp. 265–266; M2–S3, p. 271; S4, p. 273–274; M3–S3, pp. 280–281; S5, p. 283; S6, pp. 284–285; M4–S4, p. 289 Teachers Guide: Unit 1: M1–S2, pp. 10–15 Unit 2: M3–S5, pp. 28–31; M4–S1, pp. 4–6; S2, pp. 8–10 Unit 4: M4–S2, pp. 8–12; S3, pp. 14–15 Unit 7: M4–S3, pp. 16–19; S4, pp. 22–26 Unit 8: M1–S5, pp. 29–31; M2–S3, pp. 18–19; S4, pp. 23–24; M3–S3, pp. 17–19; S5, pp. 27–29; S6, pp. 32–34; M4–S3, pp. 10–11; S4, pp. 14–16 **Number Corner** Student Books: February: p. 41; March: p. 42; May: p. 74 Teachers Guide: September: pp. 18–24; February: pp. 34–37; March: pp. 7–11; May: pp. 17–23
3.MDR.5.2	Tell and write time to the nearest minute and estimate time to the nearest fifteen minutes (quarter hour) from the analysis of an analog clock.	**Bridges in Mathematics** Student Books: Unit 4: M1–S2, pp. 104–106; S3, p. 109 Unit 6: M2–S1, p. 195 Teachers Guide: Unit 4: M1–S2, pp. 8–11 **Number Corner** Student Books: January: p. 25; April: pp. 55 Teachers Guide: January: pp. 16–22; March: pp. 5–9; April: pp. 13–16

Standard	Descriptor	Citations
3.MDR.5 Solve real-life, mathematical problems involving length, liquid volume, mass, and time.		
3.MDR.5.3	Solve meaningful problems involving elapsed time, including intervals of time to the hour, half hour, and quarter hour where the times presented are only on the hour, half hour, or quarter hour within a.m. or p.m. only.	**Bridges in Mathematics** Student Books: Unit 4: M1–S3, pp. 107–109; S4, p. 110 Unit 6: M2–S1, p. 195 Unit 8: M3–S1, p. 278; S2, p. 279; M4–S4, p. 290 Teachers Guide: Unit 4: M1–S3, pp. 16–18; M2–S3, p. 121; S4, pp. 125–126; S5, p. 127 Unit 8: M3–S2, p. 13 **Number Corner** Student Books: January: p. 25; April: pp. 55 Teachers Guide: January: pp. 16–22; March: pp. 5–9; April: pp. 13–16
3.MDR.5.4	Use rulers to measure lengths in halves and fourths (quarters) of an inch and a whole inch.	**Bridges in Mathematics** Student Books: Unit 4: M4–S2, p. 138 Teachers Guide: Unit 4: M4–S1, pp. 5–6; S2, p. 10 Unit 8: M2–S3, p. 17
3.MDR.5.5	Estimate and measure liquid volumes, lengths and masses of objects using customary units. Solve problems involving mass, length, and volume given in the same unit, and reason about the relative sizes of measurement units within the customary system.	**Bridges in Mathematics** Student Books: Unit 1: M3–S2–3, pp. 17–20; M4–S6, p. 33 Unit 2: M1–S5, pp. 41–43; M2–S2, p. 46 Unit 4: M1–S5, p. 111; S6, pp. 112–114; M2–S1, pp. 115–117; S2, pp. 118–119; S3, pp. 121–123; S4, pp. 124–126; S5, p. 127; M3–S1, p. 128; M4–S1, p.137; S4, p. 142 Unit 5: M1–S6, p. 152 Unit 6: M2–S4, p. 199 Unit 8: M1–S1, p. 259; S2, pp. 260–261; S4, p. 264; M2–S2, p. 270; S3, p. 272; M4–S2, p. 287 Teachers Guide: Unit 1: M3–S2, pp. 11–14; S3, pp. 19–24; S4, pp. 30–31 Unit 2: M1–S5, pp. 29–34; S6, pp. 36–37 Unit 4: M1–S4, pp. 20–24; S5, pp. 26–28; S6, pp. 32–35; M2–S1, pp. 4–6; S2, pp. 8–10; S3, pp. 13–15; S4, pp. 18–21; S5, pp. 24–26 Unit 8: M1–S2, pp. 10–13; S4, pp. 22–23; M2–S2, p. 11; M3–S5, pp. 26–27 **Number Corner** Student Books: October: p. 5 Teachers Guide: October: pp. 19–26; December: pp. 21–22

5 **Geometric & Spatial Reasoning** — polygons, parallel line segments, perpendicular line segments, right angles, lines of symmetry, area, perimeter

Standard	Descriptor	Citations
3.GSR.6 Identify the attributes of polygons, including parallel segments, perpendicular segments, right angles, and symmetry.		
3.GSR.6.1	Identify perpendicular line segments, parallel line segments, and right angles, identify these in polygons, and solve problems involving parallel line segments, perpendicular line segments, and right angles.	**Bridges in Mathematics** Student Books: Unit 6: M1–S2, p. 188; S3, p. 191; M2–S2, p. 197; S3, p. 198; S5, p. 200 Teachers Guide: Unit 6: M1–S2, p. 9; S3, p. 13; S4, pp. 17–18; M2–S1, pp. 4, 6; S3, p. 14; S5, pp. 26–28 **Number Corner** Student Books: October: p. 4 Teachers Guide: October: pp. 11–12
3.GSR.6.2	Classify, compare, and contrast polygons, with a focus on quadrilaterals, based on properties. Analyze specific 3-dimensional figures to identify and describe quadrilaterals as faces of these figures.	**Bridges in Mathematics** Student Books: Unit 6: M1–S2, pp. 188–189; S3, p. 190; S4, p. 192; S5, p. 194; M2–S1, p. 195; S2, p. 197; S3, p. 198; S4, p. 199; S5, p. 200; M3–S1, pp. 204 Unit 8: M2–S5, pp. 275–276 Teachers Guide: Unit 6: M1–S2, pp. 8–10; S3, pp. 11–13; S4, pp. 16–18; M2–S1, pp. 4–8; S3, pp. 14–16; S4, pp. 20–24; S5, pp. 26–28; M3–S2, p. 13 Unit 8: M2–S5, pp. 26–27 **Number Corner** Teachers Guide: October: pp. 7–10, 14–15
3.GSR.6.3	Identify lines of symmetry in polygons.	**Bridges in Mathematics** Student Books: Unit 6: M1–S2, p. 188; S3, p. 190 Teachers Guide: Unit 6: M1–S2, pp. 8–10 **Number Corner** Teachers Guide: October: pp. 12–13

Standard	Descriptor	Citations
3.GSR.7 Identify area as a measurable attribute of rectangles and determine the area of a rectangle presented in real-life, mathematical problems.		
3.GSR.7.1	Investigate area by covering the space of rectangles presented in realistic situations using multiple copies of the same unit, with no gaps or overlaps, and determine the total area (total number of units that covered the space).	**Bridges in Mathematics** Student Books: Unit 5: M4–S2, pp. 177–180; S3, pp. 181–182, S4, p. 183 Teachers Guide: Unit 5: M4–S1, pp. 4–7; S2, pp. 10–11; S3, pp. 14–16; S4, pp. 18–20 **Number Corner** Teachers Guide: February: pp. 11–13; March: pp. 15–19
3.GSR.7.2	Determine the area of rectangles (or shapes composed of rectangles) presented in relevant problems by tiling and counting.	**Bridges in Mathematics** Student Books: Unit 5: M4–S2, pp. 177–180; S3, pp. 181–182; S4, p. 183 Unit 6: M3–S2, pp. 205; S4, pp. 208–209 Unit 8: M1–S2, p. 262; S3, p. 263; M3–S4, p. 282 Teachers Guide: Unit 5: M4–S1, pp. 4–7; S2, pp. 10–11; S3, pp. 14–16; S4, pp. 18–20; S5, pp. 24–27 Unit 6: M3–S3, pp. 16–19; S5, pp. 26–30 Unit 8: M1–S2, p. 12; S4, pp. 23–24 **Number Corner** Teachers Guide: February: pp. 11–13; March: pp. 15–19, 34–36
3.GSR.7.3	Discover and explain how area can be found by multiplying the dimensions of a rectangle.	**Bridges in Mathematics** Student Books: Unit 5: M4–S4, p. 184; S5, p. 185 Unit 6: M3–S2, pp. 205; S3, pp. 206–207; S4, pp. 208–209; S5, p. 211 Unit 7: M1–S1, p. 221 Teachers Guide: Unit 5: M4–S4, pp. 18–20 Unit 6: M3–S3, pp. 16–19

Standard	Descriptor	Citations
3.GSR.8 Determine the perimeter of a polygon presented in real-life, mathematical problems.		
3.GSR.8.1	Determine the perimeter of a polygon and explain that the perimeter represents the distance around a polygon. Solve problems involving perimeters of polygons.	**Bridges in Mathematics** Student Books: Unit 6: M2–S6, pp. 201–202; M3–S2, p. 205; S3, p. 207; S4, pp. 208–209 Unit 7: M1–S3, p. 226; M4–S1, p. 250 Unit 8: M2–S1, p. 267; S5, p. 277; M3–S4, p. 282 Teachers Guide: Unit 6; M2–S6, pp. 32–34; M3–S1, pp. 4–7; S5, pp. 28–30 Unit 8: M2–S1, p. 5 **Number Corner** Student Books: February: p. 31; March: p. 51 Teachers Guide: February: pp. 9–10, 12; March: pp. 16–20, 32–35
3.GSR.8.2	Investigate and describe how rectangles with the same perimeter can have different areas or how rectangles with the same area can have different perimeters.	**Bridges in Mathematics** Student Books: Unit 6: M3–S2, p. 205; S4, p. 208 Teachers Guide: Unit 6: M3–S2, pp. 10–12; S4, pp. 22–24 **Number Corner** Student Books: March: p. 52 Teachers Guide: March: pp. 34–35