

Unit 6: Geometry

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

Unit 6 focuses on geometry. In these modules, students will learn how to define two-dimensional shapes and to categorize two-dimensional shapes. In 2nd grade, students learned how to identify triangles, quadrilaterals, pentagons, and hexagons. Students will use this foundational knowledge and learn how to further define quadrilaterals into rhombuses, rectangles, and squares. In addition, students will look at the broader category of quadrilaterals and understand that a four sided figure with four sides, four angles, and four vertices is still classified as a quadrilateral.

ESSENTIAL QUESTIONS

Module 19

- How can you recognize shared attributes of shapes?
- How do you define quadrilaterals?

Module 20

- How can recognize shared attributes of shapes?
- Can you draw examples of quadrilaterals that don't fall in the subcategories of rhombus, rectangle, and square?

STANDARDS

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

MATH.3.G	Geometry
MATH.3.G.A	Reason with shapes and their attributes
MATH.3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
MATH.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

TECH.9.4.5.CT.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.3-5.8.2.5.ED.3

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

PRE-ASSESSMENTS

Module 19: Define Two-Dimensional Shapes, Are You Ready?, pg. 490

Module 20: Categorize Two-Dimensional Shapes, Are You Ready?, pg. 510

INSTRUCTIONAL PLAN

MODULE 19

LESSON 19.1

Lesson 19.1 - Describe Shapes

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe open and closed shapes in terms of their sides, angles, and other attributes.
Student Learning Strategies	Students will use rulers, pattern blocks, and dot paper to describe shapes.
Success Criteria	I can describe shapes as open or closed, as polygons, and by the number of sides and the number

	of angles.
Formative Assessment (drives instructional decisions)	<p>Turn and Talk pages 491, 492, 493 Check for Understanding page 493 Own Your Own page 494</p>
Activities and Resources	<p>Warm Up & Spark Your Learning page 491 Mini Lesson: Build Understanding page 492-493 Guided Practice: Check Understanding page 493 Independent Practice: Own Your Own page 494</p> <p>Differentiated Practice page 491c</p> <p>Small Group Options On Track page 491c Almost There page 491c Ready for More page 491c</p> <p>Math Center Options On Track - More Practice/Homework 19.1 - Fluency Starter: Addition - My Learning Summary - Interactive Glossary - Game: Model Makers</p> <p>Almost There - Reteach 19.1 - Interactive Reteach 19.1</p> <p>Ready for More - Challenge 19.1 - Interactive Challenge 19.1</p>

Resources

IntoMath Teacher Edition Module 17/18

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Suggested Modifications

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their

peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may

need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G

Geometry

MA.3.G.A

Reason with shapes and their attributes.

MA.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

LESSON 19.2

Lesson 19.2 - Describe Angles in Shapes

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

We are learning to describe the angles of polygons and define and identify right angles.

Student Learning Strategies

Students will use dot paper, geoboards and bands, rulers, and color sheets of paper to identify right angles, obtuse angles, and acute angles.

Success Criteria

I can identify angles that are right angles, greater than a right angle, or less than a right angle in shapes.

Formative Assessment (drives instructional decisions)

Turn and Talk pages 495, 496
Check for Understanding page 497
Own Your Own page 499

Activities and Resources

Warm Up & Spark Your Learning page 495
Mini Lesson: Build Understanding page 496-497
Guided Practice: Check Understanding page 497
Independent Practice: Own Your Own page 498

Differentiated Practice
page 495c

Small Group Options
On Track page 495c
Almost There page 495c
Ready for More page 495c

Math Center Options
On Track

- More Practice/Homework 19.2
- Fluency Starter: Multiplication
- Interactive Glossary
- Game: Model Makers

Almost There
- Reteach 19.2
- Interactive Reteach 19.2

Ready for More
- Challenge 19.2
- Interactive Challenge 19.2

Resources
IntoMath Teacher Edition Module 17/18

Suggested Modifications

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Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

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Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick

access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G	Geometry
MA.3.G.A	Reason with shapes and their attributes.
MA.3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

LESSON 19.3

Lesson 19.3 - Describe Sides of Shapes

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to describe and compare the sides of polygons as equal in length and as parallel.
Student Learning Strategies	Students will use dot paper, rulers, and geoboards to identify equal and unequal sides.
Success Criteria	I can identify whether the sides of a shape are equal or not equal in length. I can identify parallel sides of a shape.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 499, 500, 501 Check for Understanding page 501 Own Your Own page 502
Activities and Resources	Warm Up & Spark Your Learning page 499 Mini Lesson: Build Understanding page 500-501 Guided Practice: Check Understanding page 501 Independent Practice: Own Your Own page 502 Differentiated Practice page 499c

Small Group Options
On Track page 499c
Almost There page 499c
Ready for More page 499c

Math Center Options

On Track

- More Practice/Homework 19.3
- Fluency Builder: Subtraction Level 1
- Interactive Glossary
- Game: Model Makers

Almost There

- Reteach 19.3
- Interactive Reteach 19.3
- RtI Tier 2 Skill 28: Number of Sides

Ready for More

- Challenge 19.3
- Interactive Challenge 19.3

Resources

IntoMath Teacher Edition Module 17/18

Suggested Modifications

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Native language support: The teacher provides auditory or written content to students in their native language.

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

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Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G.A

Reason with shapes and their attributes.

MA.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

LESSON 19.4

Lesson 19.4 - Define Quadrilaterals

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to identify attributes of quadrilaterals and use the attributes to name those quadrilaterals.
Student Learning Strategies	Students will use dot paper and rulers to identify quadrilaterals.
Success Criteria	I can use the number of sides, the number of angles, the number of sides of equal length, and the number of right angles to describe and identify quadrilaterals.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 503, 504 Check for Understanding page 505 Own Your Own page 506
Activities and Resources	Warm Up & Spark Your Learning page 503 Mini Lesson: Build Understanding page 503-505 Guided Practice: Check Understanding page 505 Independent Practice: Own Your Own page 506 Differentiated Practice page 503c Small Group Options On Track page 503c Almost There page 503c Ready for More page 503c

Math Center Options

On Track

- More Practice/Homework 19.4
- My Learning Summary
- Fluency Starter: Subtraction
- Interactive Glossary
- My Learning Summary
- Game: Model Makers

Almost There

- Reteach 19.4
- Interactive Reteach 19.4

Ready for More

- Challenge 19.4
- Interactive Challenge 19.4

Resources

IntoMath Teacher Edition Module 17/18

Suggested Modifications

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

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MA.3.G

Geometry

MA.3.G.A

Reason with shapes and their attributes.

MA.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

MODULE 20

LESSON 20.1

Lesson 20.1 - Draw Quadrilaterals

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to identify and draw quadrilaterals that may or may not belong to the same subcategory such as square, rectangle, or rhombus.
Student Learning Strategies	Students will use dot paper, geoboard and bands, and a straightedge to draw quadrilaterals.
Success Criteria	I can draw a quadrilateral given descriptions of the sides and angles in the shape. I can group quadrilaterals using the side lengths or number of right angles.
Formative Assessment (drives instructional decisions)	Turn and Talk pages 511, 512, 513 Check for Understanding page 513 Own Your Own page 514
Activities and Resources	Warm Up & Spark Your Learning page 511 Mini Lesson: Build Understanding page 512-513 Guided Practice: Check Understanding page 513 Independent Practice: Own Your Own page 514 Differentiated Practice page 511c Small Group Options On Track page 511c Almost There page 511c Ready for More page 511c Math Center Options

On Track

- More Practice/Homework 20.1

Almost There

- Reteach 20.1
- Interactive Reteach 20.1

Ready for More

- Challenge 20.1
- Interactive Challenge 20.1

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Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to

intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G

Geometry

MA.3.G.A

Reason with shapes and their attributes.

MA.3.G.A.1

Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

LESSON 20.2

Lesson 20.2 - Categorize Quadrilaterals

Student Learning Intentions (SLI) WALT:

We are learning to categorize quadrilaterals with respect to the number of parallel sides, sides of equal length, and right angles.

(We are learning to...)	length, and right angles they have.
Student Learning Strategies	Students will use dot paper, geoboard and bands, and a straightedge to group quadrilaterals.
Success Criteria	I can identify whether a shape belongs in a group by the number of sides, number of angles, sides that are equal in length, parallel sides, and by some shape names and attributes.
Formative Assessment (drives instructional decisions)	<p>Turn and Talk pages 515, 516, 517</p> <p>Check for Understanding page 517</p> <p>Own Your Own page 518</p>
Activities and Resources	<p>Warm Up & Spark Your Learning page 515</p> <p>Mini Lesson: Build Understanding page 516-517</p> <p>Guided Practice: Check Understanding page 517</p> <p>Independent Practice: Own Your Own page 518</p> <p>Differentiated Practice page 515c</p> <p>Small Group Options</p> <p>On Track page 515c</p> <p>Almost There page 515c</p> <p>Ready for More page 515c</p> <p>Math Center Options</p> <p>On Track</p> <ul style="list-style-type: none"> - More Practice/Homework 20.2 - Fluency Starter: Division <p>Almost There</p> <ul style="list-style-type: none"> - Reteach 20.2 - Interactive Reteach 20.2 <p>Ready for More</p>

- Challenge 20.2
- Interactive Challenge 20.2

Resources

IntoMath Teacher Edition Module 17/18

English Language Learners Native language support:

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students

Suggested Modifications

Special Education Students:

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It

is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans:

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

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writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

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Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

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Hands On: As much as possible, think in concrete terms

and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

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Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

MA.3.G	Geometry
MA.3.G.A	Reason with shapes and their attributes.
MA.3.G.A.1	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
MA.3.G.A.2	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

LESSON 20.3

Lesson 20.3 - Categorize Plane Shapes

Student Learning Intentions (SLI) WALT: (We are learning to...)	We are learning to categorize plane shapes with respect to the number of parallel sides, sides of equal length, and right angles.
Student Learning Strategies	Students will use a venn diagram to identify polygons.
Success Criteria	I can identify whether a plane shape belongs in a category by the number of parallel sides, sides of equal length, and right angles.

Formative Assessment (drives instructional decisions)

Turn and Talk pages 519, 520,
Check for Understanding page 521
Own Your Own page 523

Warm Up & Spark Your Learning page 519
Mini Lesson: Build Understanding page 519-521
Guided Practice: Check Understanding page 521
Independent Practice: Own Your Own page 522

Differentiated Practice
page 519c

Small Group Options
On Track page 519c
Almost There page 519c
Ready for More page 519c

Math Center Options
On Track

- More Practice/Homework 20.3
- Standards Practice: Understand That Shapes in Different Categories May Share Attributes
- My Learning Summary
- Reader: *Busy Bees*

Almost There
- Reteach 20.3
- Interactive Reteach 20.3

Ready for More
- Challenge 20.3
- Interactive Challenge 20.3

Resources
IntoMath Teacher Edition Module 17/18

Activities and Resources

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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.