June: Geometry gr. 3

Content Area: **Math**
Course(s):
Time Period: **June**
Length: **4-5 Weeks**
Status: **Obsolete**

Unit Overview

Students will understand how to classify polygons and quadrilaterals, how to describe a triangle, how to categorize quadrilaterals by attributes and how to partition shapes.

Enduring Understandings

A polygon is a closed two dimensional figure made up of 3 or more sides.

Triangles are described by their angles and sides.

Quadrilaterals are classified by thier opposite angles and right angles.

Shapes can be partitioned into parts with equal areas.

Essential Questions

How can geometric shapes help me solve real world problems?

Instructional Strategies & Learning Activities

- **Pacing Guide**
  Suggested Pacing

Instruction	8 days
Review/Assessment	2 days
Total*	**10 days**

- *Includes additional time for remediation and differentiation.
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Lesson	Objective	Material & Manipulatives	Vocabulary	Standard
Lesson 1 *pp. 833-838* **Hands On:**	Explore angles of two-dimensional figures.	• geoboards • rubber bands • pattern blocks:	**angle** **vertex** **right angle**	Preparation for 3.G.1

Lesson	Objective	Materials	Vocabulary	Standard
Angles		square, triangle, hexagon • index cards	**ray** **endpoint**	**Supporting Cluster** **MP 1, 2, 4, 6, 7**
Lesson 2 *pp. 839-844* **Polygons**	Describe and classify polygons by their attributes.	• square sheets of paper	**polygon** **triangle** **pentagon** **attribute** **hexagon** **quadrilateral** **octagon**	3.G.1 **Supporting Cluster** **MP 1, 4, 5, 6, 7**
Lesson 3 *pp. 845-850* **Hands On: Triangles**	Describe and classify triangles by their attributes.	• square sheets of paper, labeled A • paper triangles-3 equal-length sides, labeled B • paper triangles-no equal-length sides, labeled C • index cards • inch rulers	**right triangle**	3.G.1 **Supporting Cluster** **MP 2, 3, 4, 6, 7**
Lesson 4 *pp. 851-856* **Quadrilaterals**	Identify, describe, and classify quadrilaterals by their attributes.	• quadrilateral cut-outs	**parallelogram** **rectangle** **parallel** **rhombus** **square** **trapezoid**	3.G.1 **Supporting Cluster** **MP 2, 3, 4, 6, 7**
Check My Progress				
Lesson 5 *pp. 859-864* **Shared Attributes of Quadrilaterals**	Describe the shared attributes of quadrilaterals.	• paper cut outs: triangle, square, rhombus, rectangle, parallelogram, trapezoid, circle, pentagon		3.G.1 **Supporting Cluster** **MP 2, 3, 4, 6**
Lesson 6 *pp. 865-870* **Problem-Solving Investigation: Guess, Check, and Revise**	Use the guess, check, and revise strategy to solve problems.	• pattern blocks: triangles and quadrilaterals		3.G.1 **Supporting Cluster** **MP 1, 2, 3, 5**
Lesson 7 *pp. 871-876* **Partition Shapes**	Partition shapes into equal sections and write unit fractions to represent each area.	• pattern blocks		3.G.2 **Supporting Cluster** **MP 1, 2, 3, 4, 5, 6, 7**

My Review and Reflect

Integration of Career Readiness, Life Literacies and Key Skills

WRK.9.2.5.CAP	Career Awareness and Planning
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
TECH.9.4.8.TL.3	Select appropriate tools to organize and present information digitally.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
	Multiple solutions often exist to solve a problem.
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.

Technology and Design Integration

Students will interact with Smartboard, Chromebooks and document camera.

CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
CS.3-5.DA	Data & Analysis
	Data can be organized, displayed, and presented to highlight relationships.

Interdisciplinary Connections

Math leveled readers, "Light, Sound and Colors so Bright".

LA.RI.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
LA.RI.3.7	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Differentiation

Each My Math unit throughout the series offers "approaching level", "on level" and "Beyond level" differentiated instructional hands-on choices, as well as ELL differentiated support. Please refer to the teacher edition for the activities.

Modifications & Accommodations

IEP and 504 accommodations will be followed.

Benchmark Assessments

Aimsweb Assessment, Chapter Pretests, Dreambox

Formative Assessments

Teacher observation

Student conferences

Discussion

Activities

games

homework

Summative Assessments

My Math chapter assessments

Instructional Materials

See materials listed above

Standards

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.