Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

Collaboration / Math 3* / Grade 3 (Math Regional Curriculum)

Wednesday, September 26, 2012, 2:50PM

Standard/Module: Proficiency with area concepts 3.MD.6 (Week 19, 5 Weeks)

Stage 1: Desired Results

Standards Focus

- Major (70%) connects with 3.MD.5, 3.MD.7, 3.G.2

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Measurement & Data
3.MD Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

Enduring Understandings	Essential Questions
Concept of area	1. What is area and how is it measured?

Critical Content

Area by counting square units (square cm, m, ft, in, and improvised units)

Skills	Vocabulary
Measuring area by counting square units	See 3.MD.5

Stage 2: Assessment Evidence

Assessments

Area of a shape
Formative: Test: Written

Students are shown a picture of an area that is covered by square tiles and asked to state the area and tell how they found the answer

Stage 3: Learning Plan

Learning Activities	Resources
Cover a given rectangular-shaped area with 1" square tiles.	www.illuminations.nctm.org www.illustrativemathematics.org

Cover a rectangular area with 1 cm squares graph paper and determine how many squares it took.	

Differentiation Opportunities

Students who struggle with this can take on much smaller areas until the concept of covering or "tiling" an area is easier to understand. For advanced students, ask them to tile areas that are more complex. Students can also use geoboard to start thinking about the area of the two triangles that are created when the rectangle is cut by a diagonal

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Last Updated: Thursday, August 30, 2012, 7:02PM

Atlas Version 7.2.6
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