Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:57PM

Standard/Module: Proficiency with area concepts 3.MD.8 (Week 32, 8 Weeks)

Stage 1: Desired Results

Standards Focus

- Additional (10%) connects with3.MD.5, 3.MD.7, 3.OA.3

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Measurement & Data
3.MD Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

- 8. Solve real world and mathematical 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.

Enduring Understandings	Essential Questions
1. Perimeter	1. What is perimeter?
2. Difference between perimeter and area	2. How is perimeter different than area?
3. Attributes of rectangles and squares	3. How would you find the lengths of the missing side of a rectangle/square?
	4.How would you create two shapes with different perimeters given the following area?
	5. How would you create two shapes with different areas given the following perimeter?

Critical Content

Real world mathematical problems

Perimeters of polygons

Perimeter with unknown side lengths

Rectangles with same perimeter and different areas

Rectangles with same area and different perimeter

Skills	Vocabulary

Solve real world problems Find perimeter given side lengths Finding perimeter with unknown side lengths Exhibiting rectangles with the same perimeter and different area Exhibiting rectangles with the same area and different perimeters	Tier 2: exhibiting Tier 3: polygon, perimeter, rectangle, area, side lengths

Stage 2: Assessment Evidence

Assessments

Same Area, Different Perimeter/Same Perimeter, Different Areas
Formative: Performance: Authentic Task

Use the activity as a form of assessing whether students are distinguishing between area and perimeter. Students can do an "exit ticket" explaining the difference between area and perimeter. This would reveal any possible misconceptions.

Stage 3: Learning Plan

Learning Activities	Resources
Students measure the lengths and widths of polygons and record the measurements. Students work to add the lengths and draw conclusions about the process of finding perimeter. Students find an unknown side when they know others based on ideas of congruent sides. Students experiment with finding different perimeters for the same area, and different areas for the same perimeter. Students use square tiles to experiment with their ideas and record their findings on graph paper.	www.illuminations.nctm.org www.illustrativemathematics.org

Differentiation Opportunities

Start with easy shapes that result in whole number lengths on each side. Build up to halves, and eventually fourths in the lengths of the sides.

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