Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:49PM

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

Stage 1: Desired Results

Standards Focus

- Major (70%) connects with 3.MD.6-8, 3.G.1, 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.

- 5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
- 5a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- 5b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

Enduring Understandings	Essential Questions
a unit square=one square unit of measure So, *n* unit squares= *n* square units of measure	1. What is area? 2. How would you label the area of a plane figure?

Critical Content

Area

Plane figures

Concepts of area measurement

a unit square=one square unit of measure

So, *n* unit squares= *n* square units of measure

Skills	Vocabulary
Recognize area Understand concepts of area measurement	Tier 2: area, attribute Tier 3: plane figure, area measurement, square unit

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. Cover a rectangular area with 1 cm squares graph paper and determine how many squares it took.	www.illuminations.nctm.org www.illustrativemathematics.org

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.

<< Previous Year

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