Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:54PM

Standard/Module: Proficiency with Geometry 3.G.2 (Week 24, 8 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%) 3.NF.1

Grade 3 Proficiency Maps.pdf

Standards

NYS: CCLS:Mathematics, NYS: 3rd Grade , Geometry

3.G Reason with shapes and their attributes.

- 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Enduring Understandings	Essential Questions
Students will partition shapes into halves, thirds, fourths, sixths and eighths.	How can you partition shapes into halves, thirds, fourths, sixths, and eights?
Given a shape, students partition it into equal parts, recognizing that these parts all have the same area.	How can you justify that these partitioned shapes have the same area?
Students will identify the fractional name of each part and are able to partition a shape into parts with equal areas in several different ways.	How can you express the area of equal parts as fractions of a whole?
Students will be able to express the area of each part as a unit fraction of the whole.	

Critical Content

Partition shapes into parts with equal areas.

Express the area of each part as a unit fraction of

the whole.

Partition shapes into equal halves. Express the area

of each part as the fraction ½. Demonstrate

understanding that this is 1 or 2 parts.

Skills	**Vocabulary**
Partition shapes into equal parts. Name parts of a whole. Express the area of each area as a fractional part of the whole. Represent the area of these shapes in different ways.	Tier 2:Partition, shapes, area, express, equal, whole, Tier 3:Unit fraction, halves, thirds, fourths, and sixths.

Stage 2: Assessment Evidence

Assessments

Partition the Shapes
Formative: Test: Written

Students partition shapes into a given fraction. Teachers should examine the work to be sure students can accurately partition. Student analyze shapes that have been partitioned and describe why the shape is or is not partitioned correctly.

Stage 3: Learning Plan

Learning Activities	**Resources**
Practice partitioning different shapes into equal regions. Analyze shapes that have been partitioned and determine whether or not they have been partitioned correctly. Practice partitioning shapes	www.illuminations.nctm.org www.illustrativemathematics.org

into unequal regions and determine what fraction each region represents.	

Differentiation Opportunities

Instead of only having students draw, have die-cut shapes and have students fold them to partition the shapes. Bring in ideas of symmetry because many students naturally gravitate toward symmetry and it is easy for them to relate to.

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