Unit Map 2012-2013

Monroe #2 - Orleans BOCES (Regional Collaboration)

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

Wednesday, September 26, 2012, 2:58PM

Standard/Module: Proficiency with Geometry 3.G.1 (Week 32, 8 Weeks)

Stage 1: Desired Results

Standards Focus

- Supporting (20%)

Standards

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

3.G Reason with shapes and their attributes.

- 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.

Enduring Understandings	Essential Questions
Shapes in different categories may share attributes.	What is a quadrilateral?
Shared attributes may put the shape into a larger category.	What are attributes of a plane figure?
Rhombuses, rectangles, and squares are examples of quadrilaterals.	What attributes of rhombuses, rectangles, and squares put them into the larger category of quadrilateral?

Critical Content

Students recognize shapes that are and are not quadrilaterals by examining the properties of the geometric figures.

Students conceptualize that a quadrilateral must be a closed figure with four straight sides and begin to notice characteristics of the angles and the relationship between opposite sides.

Students will provide details and use proper vocabulary when describing the

properties of quadrilaterals.

Students will sort geometric figures and identify

squares, rectangles, and rhombuses as quadrilaterals.

Skills	Vocabulary
Identidfy, name, and draw the following shapes: squares, rectangles, rhombuses. Identify shapes that are quadrilaterals. Identify shapes that are not quadrilaterals.	Tier 2: Category, shapes, attributes, subcategory, sides Tier 3: Squares, rectangles, rhombuses, quadrilaterals, angles, parallel, parallelograms

Stage 2: Assessment Evidence

Assessments

Guess My Attribute
Formative: Test: Written

Students are given a set of shapes and students identify at least two attributes the shapes have in common. Students write a justification for how those shapes share the stated attributes.

Stage 3: Learning Plan

Learning Activities	Resources
Students play "guess my rule" by putting out 4-5 shapes with a common attribute and having a partner guess what attribute they have in common. Students take turns creating and guessing each other's rules. Prior to this activity, vocabulary may need to be explicitly taught	www.illuminations.ncmt.org www.illustrativemathematics.org

Differentiation Opportunities

Start with quadrilaterals and gradually add triangles and other polygons.

<< Previous Year

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