

Maywood Public Schools

Mathematics
Grade 3

Grade 3- Math

I. Introduction/Overview/Philosophy

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

1. Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
2. Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.
3. Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
4. Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

II. Objectives

Course Outline:

1. Representing Numbers to 10,000
 - a. Numbers to 10,000
 - b. Mental Math and Estimation
2. Addition & Subtraction up to 10,000

- a. Addition up to 10,000
- b. Subtraction up to 10,000
3. Multiplication and division
 - a. Multiplication products within 100
 - b. Multi-digit multiplication
 - c. Divide within 100
4. Fractions
 - a. Understanding fractions
 - b. Equivalent fractions
 - c. Comparing and ordering fractions
 - d. Fractions of a set
5. Measurement and Data
 - a. Metric measurement of length, mass, and volume
 - b. Creating and interpreting bar graphs and line plots
 - c. Time – to the nearest minute, elapsed time
6. Geometry
 - a. 2 Dimensional shapes
 - b. Area and perimeter

Student Outcomes:

After successfully completing this course, the student will:

- Develop understanding of fractions as numbers
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- Multiply and divide within 100
- Reason with shapes and their attributes
- Recognize perimeter as an attribute of plane figures and distinguish between linear and area measure
- Represent and interpret data
- Represent and solve problems involving multiplication and division
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Solve problems involving the four operations, and identify and explain patterns in arithmetic
- Understand concepts of area and relate area to multiplication and addition (Geometric measurement)
- Understand properties of multiplication and the relationship between multiplication and division
- Use place value understanding and properties of operations to perform multi-digit arithmetic

New Jersey Student Learning Standards***CAREER READY PRACTICES******CRP1 Act as a responsible and contributing citizen and employee.***

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

TECHNOLOGY

Standard 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Strand A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.5.A.1- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.3- Use a graphic organizer to organize information about problem or issue.

Strand F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.1.5.F.1- Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Standard 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Strand C. Design: The design process is a systematic approach to solving problems.

8.2.5.C.4- Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.

Strand D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

8.2.5.D.3- Follow step by step directions to assemble a product or solve a problem.

21ST CENTURY LIFE AND CAREERS

9.2 Career Awareness, Exploration, and Preparation

Strand A: Career Awareness

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NEW JERSEY STUDENT LEARNING STANDARDS- MATH

3.G.A.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.

3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts having equal area and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

3.MD.A.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes. (e.g., by representing the problem on a number line diagram)

3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units.

3.MD.B.3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

3.MD.B.4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

3.MD.C.5. Recognize area as an attribute of plane figures and understand concepts of area measurement.

- 3.MD.C.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.
- 3.MD.C.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.
- 3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
- 3.MD.C.7. Relate area to the operations of multiplication and addition.
- 3.MD.C.7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- 3.MD.C.7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- 3.MD.C.7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- 3.MD.C.7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- 3.MD.D.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.
- 3.NBT.A.1. Round whole numbers to the nearest 10 or 100.
- 3.NBT.A.2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10 to 90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
- 3.NF.A.1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- 3.NF.A.2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- 3.NF.A.2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- 3.NF.A.2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- 3.NF.A.3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size
- 3.NF.A.3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- 3.NF.A.3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- 3.NF.A.3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
- 3.NF.A.3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

- 3.OA.A.1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe and/or represent a context in which a total number of objects can be expressed as 5×7 .
- 3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe and/or represent a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
- 3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 3.OA.A.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \div 3$, $6 \times 6 = ?$.
- 3.OA.B.5. Apply properties of operations as strategies to multiply and divide.
- 3.OA.B.6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
- 3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
- 3.OA.D.8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- 3.OA.D.9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

III. Proficiency Levels

This curriculum is appropriate for all grade 3 students.

IV. Methods of Assessment

Student Assessment

The teacher will provide a variety of assessments during the course of the year. The assessment may include but is not limited to: chapter and unit tests and quizzes, teacher observations, open-ended problems, cooperative work, and homework.

Curriculum/Teacher Assessment

The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

V. Grouping

This curriculum is appropriate for all students in grade 3.

VI. Articulation/Scope & Sequence/Time Frame

Course length is one year.

VII. Resources

Texts/Supplemental Reading/References

Math in Focus, Marshall Cavendish, 2015

VIII. Suggested Activities

Appropriate activities are listed in the curriculum map.

IX. Methodologies

The following methods of instruction are suggested: teacher guided explorations, working in groups/working with a partner, working with manipulatives and discovery activities.

X. Interdisciplinary Connections

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text

At this grade level, connections to many other disciplines are appropriate and natural. Reading and writing become an integral part of the mathematics process. Connections with science are frequent throughout both curricula. Technology plays an important part in learning mathematics as well.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modeling out problems on whiteboard

- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles

Differentiation for Enrichment

- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Representing Numbers to 10,000 <ul style="list-style-type: none"> • Numbers to 10,000 • Mental Math and Estimation 	6 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Utilize base ten blocks & place value mats to represent numbers • Use interactive manipulatives/videos on <i>Think Central</i> • Provide students with a chart of numbers written in word form to assist with spelling • Provide hundreds chart with rounding arrows <i>For Enhancement:</i> <ul style="list-style-type: none"> • Students will use 4-5 digits to create numbers of various values ranging from least to greatest/greatest to least • Incorporate word problems • Provide enrichment activities found in <i>Math in Focus “Enrichment”</i> book 	3.NBT.A.1 3.NBT.A.2 CRP1,2,4,6,7,8,11,12 8.1.5.A.1, 8.1.5.A.3, 8.1.5.F.1 8.2.5.C.4, 8.2.5.D.3 9.2.4.A.4	<i>Summative:</i> Chapter 1 Assessment Chapter 2 Assessment <i>Formative:</i> Represent 4-5 digit numbers up to 10,000 in expanded form, standard form, and word form. Use mental math strategy to add/subtract numbers up to 10,000 Round numbers up to 10,000 to the nearest ten, hundred, and thousand
Addition & Subtraction up to 10,000 <ul style="list-style-type: none"> • Addition up to 10,000 • Subtraction up to 10,000 	6 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • Utilize graph paper to organize column addition and subtraction • Provide place value mats and base ten blocks to add and subtract numbers up to 10,000 • Use bar models to solve word problems • Break down tasks by providing resources from <i>Math In Focus “Reteach”</i> book 	3.NBT.A.2 CRP1,2,4,6,7,8,11,12 8.1.5.A.1, 8.1.5.A.3, 8.1.5.F.1 8.2.5.C.4, 8.2.5.D.3 9.2.4.A.4	<i>Summative:</i> Chapter 3 Assessment Chapter 4 Assessment <i>Formative:</i> Explain the steps of regrouping in addition and subtraction Identify the steps to solve one and two step word

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Incorporate multi-step word problems involving addition and subtraction Provide enrichment activities found in <i>Math in Focus “Enrichment”</i> book 		<p>problems</p> <p>Show the relationship between addition and subtraction number sentences</p>
<p>Multiplication and division</p> <ul style="list-style-type: none"> Multiplication products within 100 Multi-digit multiplication Divide within 100 	8 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Model multiplication products with arrays and equal groups Utilize graph paper to organize multi-digit multiplication and division Provide place value mats and base ten blocks to multiply and divide multi-digit numbers Use bar models to solve word problems Break down tasks by providing resources from Math In Focus “Reteach” book <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> Incorporate multi-step word problems involving multiplication and division Provide enrichment activities found in <i>Math in Focus “Enrichment”</i> book 	<p>3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.5 3.OA.6 3.OA.7 3.OA.8 3.OA.9 3.NBT.A.3 CRP1,2,4,6,7,8,11,12 8.1.5.A.1, 8.1.5.A.3, 8.1.5.F.1 8.2.5.C.4, 8.2.5.D.3 9.2.4.A.4</p>	<p><i>Summative:</i> Chapter 6 Assessment Chapter 7 Assessment Chapter 8 Assessment</p> <p><i>Formative:</i> Basic multiplication and division fact quizzes</p> <p>Identify patterns in multiplication tables</p> <p>Show the relationship between multiplication and division number sentences</p>
<p>Fractions</p> <ul style="list-style-type: none"> Understanding fractions Equivalent fractions Comparing and ordering fractions Fractions of a set 	8 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Provide fraction strips and number lines to name and compare fractions Provide a multiplication chart for equivalent fractions Break down tasks by providing resources from Math In Focus 	<p>3.NF.1 3.NF.2 3.NF.3 CRP1,2,4,6,7,8,11,12 8.1.5.A.1, 8.1.5.A.3, 8.1.5.F.1 8.2.5.C.4, 8.2.5.D.3</p>	<p><i>Summative:</i> Chapter 14 Assessment</p> <p><i>Formative:</i> Name and draw fractions as parts of a whole</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		<p>“Reteach” book</p> <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Provide enrichment activities found in <i>Math in Focus “Enrichment”</i> book • Identify inequalities from a number line 	9.2.4.A.4	<p>Use common denominators to compare fractions</p> <p>Use multiplication to find equivalent fractions</p> <p>Use division to simplify fractions</p>
<p>Measurement and Data</p> <ul style="list-style-type: none"> • Metric measurement of length, mass, and volume • Creating and interpreting bar graphs and line plots • Time – to the nearest minute, elapsed time 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Provide manipulatives such as meter stick, scale, and measuring cups • Break down tasks by providing resources from Math In Focus “Reteach” book • Highlight key phrases in questions to assist students when interpreting graphs • Provide a clock with movable hands • Provide number lines to show elapsed time • Break down tasks by providing resources from Math In Focus “Reteach” book <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Create a survey to collect, graph, and interpret data • Incorporate real world word problems involving time • Provide enrichment activities found in <i>Math in Focus “Enrichment”</i> book 	<p>3.MD.A.1 3.MD.A.2 3.MD.B.3 3.MD.B.4 CRP1,2,4,6,7,8,11,12 8.1.5.A.1, 8.1.5.A.3, 8.1.5.F.1 8.2.5.C.4, 8.2.5.D.3 9.2.4.A.4</p>	<p><i>Summative:</i></p> <p>Chapter 11 Assessment Chapter 13 Assessment Chapter 16 Assessment</p> <p><i>Formative:</i></p> <p>Measure length, mass, and weight using everyday items</p> <p>Graph and interpret survey information</p> <p>Tell time to the nearest minute</p> <p>Identify elapsed time of activities</p>

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Geometry <ul style="list-style-type: none"> • 2 Dimensional shapes • Area and perimeter 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Utilize geo boards to create 2 dimensional shapes and to identify area and perimeter • Use tangrams as manipulatives • Provide graph paper to count square units • Break down tasks by providing resources from Math In Focus “Reteach” book <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Find the missing length/width in are and perimeter word problems • Use technology to create a floor plan using 2 dimensional shapes • Provide enrichment activities found in <i>Math in Focus “Enrichment”</i> book 	3.MD.C.5 3.MD.C.6 3.MD.C.7 3.MD.D.8 3.G.A.1 3.G.A.2 CRP1,2,4,6,7,8,11,12 8.1.5.A.1, 8.1.5.A.3, 8.1.5.F.1 8.2.5.C.4, 8.2.5.D.3 9.2.4.A.4	<p><i>Summative:</i></p> Chapter 18 Assessment Chapter 19 Assessment

Formative:

Identify polygons according to their number of sides, angles, and vertices

Use multiplication to calculate the area of a polygon

Use addition to find the perimeter of a polygon