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| **Second Trimester** | Grade: 3 | | | | Unit Number: 6 | | |
| Unit Overview:   * To investigate line segments, rays and lines * To explore polygons, including triangles and quadrangles * To draw and measure angles | | | | | | |
| Essential Question: | | | | | | |
| Academic Vocabulary: attribute rectangle square trapezoid area distributive property quadrilateral rhombus parallelogram kite area model additive | | | | | | |
| Lesson | Standard | Guiding Questions | Differentiation | | Additional Resources | Student Learning Goals |
| 6.1 |  | What does it mean to be accurate? |  | |  | I can…   * Use attributes to identify shapes. * Use attributes of shapes to sort them into categories. * Explain what makes a shape a quadrilateral. * Define rhombuses, rectangles, and squares as quadrilaterals. * Recognize symmetrical objects and identify lines of symmetry of pictured figures. * Identify point, line segment, distance, ray, angles, parallel, perpendicular, intersecting line segments. * Construct line segments, rays, lines, and angles. * Multiply side lengths of rectangles with whole number side lengths to solve word problems. * Decompose an irregular figure into non-overlapping rectangles. * Explain area as additive and use this understanding to solve word problems. |
| 6.2 |  | How might it help someone to learn what *parallel* and *intersect* mean if they find things that are parallel and intersecting in real life? |  | |  |
| 6.3 |  | What are other ways besides turning your body to show quarter-turns, half-turns, and full turns? |  | |  |
| 6.4 | 3.MD.8 | How might you explain to someone how to use a measuring too to measure each side of the triangle on journal page 134 to the nearest ¼ inch? |  | |  |
| 6.5 | **3.MD.8**  **3.G.1** | How are the quadrangles you made different from the triangles you made in the previous lesson? |  | |  |
| 6.6 | **3.MD.8**  **3.G.1** | What are other ways to represent polygons? |  | |  |
| 6.7 | 3.OA.7 | What else could you use to show different-sized angles? |  | |  |
| 6.8 | **3.MD.7b**  **3.MD.7d**  **3.MD.8** | Why do you need different tools to solve different problems? |  | |  |
| 6.9 | **3.G.1** | How do you know if a shape has a line of symmetry? |  | |  |
| 6.10 |  | What other geometry vocabulary can you talk about using your design? |  | |  |
| 6.11 | 3.G.1 | What can you learn from discussing the similarities and differences of polyhedrons? |  | |  |
| 6.12 | **3.OA.7** | Why is this true of rectangular prisms: any pair of opposite faces can be bases of the prism? |  | |  |
| Assessment: | | | | | | | |