

Unit Plan by Prioritized Standards

Content Area	Math
Grade/Course	3rd
Unit of Study	Module 7
Duration of Unit	20 Days - Unit 7

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

MGSE3.G.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.

MGSE3.MD.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.

Skills (what must be able to do)	Concepts (what students need to know)	DOK Level / Bloom's
<ol style="list-style-type: none"> 1. Solve word problems in varied context using a letter to represent the unknown 2. Compare and classify quadrilaterals 3. Compare and classify other polygons 4. Determine perimeter of regular polygons and rectangles when 1 measurement is missing 5. Decompose quadrilaterals to understand perimeter as the boundary of a shape 6. Solve word problems to determine perimeter with given side lengths 	<ol style="list-style-type: none"> 1. A letter can be used to represent an unknown. 2. Properties of different polygons 3. Know that quadrilaterals have 4 sides 4. Perimeter equals add all sides 	3

Step 5: Determine BIG Ideas (enduring understandings students will remember long after the unit of study)

Step 6: Write Essential Questions (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

<ol style="list-style-type: none"> 1. Geometric figures can be classified according to their properties. 2. The length around a polygon can be calculated by adding the lengths of its sides. 3. Perimeter equals add all sides. 	<ol style="list-style-type: none"> 1. Do you think shapes could be grouped together in the same family or classification? Explain. 2. Are all polygons quadrilaterals? How do you know? 3. How do the attributes help us identify the different shapes? 4. How are the perimeter and area of a shape related? 5. How can I demonstrate my understanding of the measurement of area and perimeter? 6. What methods can you use to determine the perimeter of an object? 7. What methods can you use to determine the perimeter of an object with missing lengths? 8. What strategies can we use to solve real world problems involving perimeter with missing measurements?
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Essential Unit Vocabulary

Attribute, diagonal, perimeter, property, regular polygon, tessellate, tetrominoes

Next step, create assessments and engaging learning experience