Grade 3 Mathematics – Unit 5: Geometry

Phoenixville Area School District

Stage 1 Desired Results	
PA Core Standards: CC.2.3.3.A.1 Identify, compare, and classify shapes and their attributes. **PSSA Assessment Anchors:** M03.C-G.1.1 Analyze characteristics of polygons.	***Transfer***
	TRANSFER GOALS *Students will be able to independently use their learning to…* - Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems. - Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.

	Meaning	
	UNDERSTANDINGS *Students will understand that…* - Patterns exhibit relationships that can be extended, described, and generalized. - A shape's characteristics (dimensionality, side measures, angle measures, faces, edges, area, perimeter, and volume) are used for identification. - Concepts of congruency and similarity are used to relate and compare two- and three-dimensional figures. - Points, lines, and planes are the building blocks of geometry.	ESSENTIAL QUESTIONS *Students will keep considering...* - Where in the real-world do I find patterns? - How are geometric shapes and objects measured/classified/compared? - What tools and units are used to measure the attributes of an object? - How can we use attributes and properties to solve problems? - How can I put shapes together and take them apart to form other shapes?

	Knowledge and Skills Acquisition	
	KNOWLEDGE *Students will know…* - Points and end points and how they are identified - The difference between a line and line segment	SKILLS *Students will be skilled at…* Identifying points and endpoints using letter names.

	- How to identify an angle and determine if it is less than a right angle, a right angle, or greater than a right angle - The difference between parallel and perpendicular lines - Plane figures, open figures, and closed figures all have specific attributes - A polygon is a closed plane figure formed by three or more-line segments - The attributes of a quadrilateral, square, rectangle, trapezoid, rhombus, parallelogram, pentagon, hexagon, and octagon - Congruent figures are the same size and same shape - Symmetry is a figure having two congruent sides that match up exactly when the figure is folded VOCABULARY - Point / Endpoint - Line / Line Segment - Angle / Right Angle - Perpendicular Lines - Parallel Lines - Polygon - Plane Figure / Open Figure / Closed Figure - Vertex - Quadrilateral / Square / Rectangle/ Trapezoid / Rhombus / Parallelogram / Pentagon / Hexagon / Octagon - Congruent - Symmetrical / Symmetry / Line of Symmetry	- Explaining the difference between a line and line segment. - Recognizing right angles standing alone or within a figure. - Identifying the difference between parallel and perpendicular lines standing alone or within figures. - Identifying plane figures, open figures, and closed figures. - Identifying polygons. - Naming figures such as a quadrilateral, square, rectangle, trapezoid, rhombus, parallelogram, pentagon, hexagon, and octagon. - Recognizing the attributes of a quadrilateral, rhombus, parallelogram, pentagon, hexagon, and octagon. - Identifying symmetrical and congruent figures. For all learning objectives above, students will demonstrate understanding in a scaffolded manner, transitioning from verbal response to selected response to open-ended response and performance tasks.

		Stage 2 – Evidence	
Code A/M/T	**Evaluative Criteria**	**Assessment Evidence**	
A/M/T Acquisition Meaning Making Transfer	*What criteria will be used in each assessment to evaluate attainment of the desired results?*	PERFORMANCE TASK(S) *Students will demonstrate understanding (meaning-making and transfer) through complex performance by...* • **Performance Assessment Unit 5 – Building Stadium** • Students will name, classify, and draw figures. • ***Goal:*** Your task is to analyze geometric figures. • ***Role/Audience:*** Building A Stadium • ***Situation/Product:*** You will label and draw specific real-life elements related to geometry. • ***Success Criteria:*** Your answers must show knowledge of geometry terminology.	Differentiation Considerations: Read Performance Task to students
A/M/T Acquisition Meaning Making Transfer	*What criteria will be used in each assessment to evaluate attainment of the desired results?*	OTHER EVIDENCE • Math in Focus 2020 Chapter 12 • Teacher Observation • Teacher Created Quizzes • Small group work	Differentiation Considerations: Small Group reteaching Enrichment/Challenge opportunities