

## Grade 3 Mathematics – Unit 6: Area and Perimeter

### Phoenixville Area School District

Stage 1 Desired Results		
<p><b>PA Core Standards:</b> CC.2.4.3.A.5 Determine the area of a rectangle and apply the concept to multiplication and to addition.</p> <p>CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.</p> <p><b>PSSA Assessment Anchors:</b> M03.D-M.3 Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</p> <p>M03.D-M.4 Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between</p>	<b>Transfer</b>	
	<p><b>TRANSFER GOALS</b> <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Persistently apply various problem-solving strategies and organized approaches to accurately understand and solve problems.</li> <li>• Interpret mathematical vocabulary and apply proper terminology to engage in meaningful oral and written expression that communicates mathematical thinking, problem-solving methods, and rationale.</li> </ul>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A shape's characteristics (i.e., dimensionality, side measures, angle measures, faces, edges, area, perimeter, and volume) are used for identification.</li> <li>• Depending on the situation, problems may be solved using a variety of tools and strategies.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How are geometric shapes and objects measured/classified/compared?</li> <li>• What tools and units are used to measure the attributes of an object?</li> <li>• How can we use attributes and properties to solve problems?</li> <li>• How can I put shapes together and take them apart to form other shapes?</li> <li>• What information and strategies do I use to solve this problem? What is the right tool (operation/ strategy/ technology) for the job?</li> </ul>
<b>Knowledge and Skills Acquisition</b>		
<p><b>KNOWLEDGE</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Area is the number of square units needed to cover the surface of an area (without overlapping)</li> </ul>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Counting the number of square units to find the area of a figure and expressing the answer accurately.</li> </ul>	

<p>linear and area measures.</p>	<ul style="list-style-type: none"> <li>• Square units are used to measure area and need to be labeled</li> <li>• Half units may be used to measure area</li> <li>• Square units may not be drawn to scale</li> <li>• The area of multiple figures needs to be calculated separately in order to compare the size of the figures</li> <li>• Perimeter is the measurement of the length of all the sides of a figure</li> <li>• What tool is appropriate to measure the perimeter of real-life objects in the classroom</li> </ul> <p>VOCABULARY</p> <ul style="list-style-type: none"> <li>• Area</li> <li>• Square units</li> <li>• Perimeter</li> </ul>	<ul style="list-style-type: none"> <li>• Counting half units in the total area of a figure.</li> <li>• Labeling the area of a figure.</li> <li>• Comparing the area of two or more figures.</li> <li>• Finding the perimeter of a figure by adding the length of each side of the figure.</li> <li>• Finding the perimeter of a figure by measuring and adding the length of each side of the figure.</li> </ul> <p>For all learning objectives above, students will demonstrate understanding in a scaffolded manner, transitioning from verbal response to selected response to open-ended response.</p>
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### Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
<p>A/M/T</p> <p>Acquisition</p> <p>Meaning Making</p> <p>Transfer</p>	<p><i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p>	<p>PERFORMANCE TASK(S)</p> <p><b><i>NO Performance Task for This Unit</i></b></p>	<p>Differentiation Considerations:</p>
<p>A/M/T</p> <p>Acquisition</p>	<p><i>What criteria will be used in each</i></p>	<p>OTHER EVIDENCE</p> <ul style="list-style-type: none"> <li>• Math in Focus 2020 Chapter Test 9</li> </ul>	<p>Differentiation Considerations:</p>

Meaning Making Transfer	<i>assessment to evaluate attainment of the desired results?</i>	<ul style="list-style-type: none"><li>• Math in Focus 2020 Chapter 9 Performance Task</li><li>• Teacher Observation</li><li>• Teacher Made Quizzes</li><li>• Small Group Work</li></ul>	Small Group reteaching  Enrichment/Challenge opportunities
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