CONNEAUT AREA SCHOOL DISTRICT MATHEMATICS – MODULE FIVE		
UNIT OF STUDY: **Word Problems with Geometry and Measurement**	COURSE/GRADE: **3**	# WEEKS: 3
Focus (emphasis) Standards/EC CC.2.3.3.A.1 – Identify, Compare and classify shapes and their attributes. CC.2.3.3.A.2 – Use the understanding of fractions to partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole. CC.2.4.3.A.6 Solve problems involving perimeters of polygons and distinguish between linear and area measures.		***Technology/manipulatives*** Study Island; paper folding; straws; toothpicks/marshmallows; attribute blocks; geoboards/rubber bands; ixl.com; firstinmath.com; fraction strips; youtube.com
Important (reinforced) Standards/EC CC.2.2.3.A.4 – Solve problems involving the four operations and identify and explain patterns in arithmetic. C.C.2.4.3.A.1 – Solve problems in measurement and estimation of temperature, liquid volume, mass, or length. CC.2.4.3.A.6 – Solve problems involving perimeters of polygons and distinguish between linear and area measures.		***Reading, writing, speaking strategies*** Graphic organizers (t-charts, Venn diagrams, Frayer model, etc.); students present a model and explain the geometric attributes; Write two-step word problems for other students to solve; riddles describing the attributes of two-dimensional shapes; create visual patterns
Vocabulary • Two-dimensional shape • polygons (regular & irregular) • quadrilateral • pentagon • hexagon • circle • octagon • rectangle • angles • sides		***Questioning and discussion techniques*** Make predictions; analogies; What am I? (acting it out); compare/contrast attributes of shape; sort examples and non-examples;

• right angle; square corners • triangle • parallel • parallelogram • rhombus • trapezoid • square • plane figures • square units • perimeter • line; point; line segment	
Real life application Identify geometry in nature; Find the area of objects in the environment (playground, classroom, etc.); create two-dimensional figures	***Performance assessment examples:*** Students will present a design using geometric figures identifying the names of the figures and their defining attributes. *Crosswalk Coach* Lessons 26, 34 and 35 *Buckle Down* Lesson 24 Summative assessment can be taken from *Crosswalk Coach Domain 5* pp 264 – 266 and/or *Buckle Down Unit 5* pp 217 – 220 and/or Study Island
Computation • Counting square units • calculate area • calculate perimeter • express the area of each part as a unit fraction of the whole • finding unknown side length of two-dimensional figures • solve multiple-step word problems using the four operations	***Accommodations/adaptations*** Word problems read aloud; Study Island 3-tiered lessons for reinforcement; availability of manipulatives as needed; word bank with pictures
SAS Module Resources Shape Tool http://www.pdesas.org/module/content/resources/6617/view.ashx Working with Shapes http://www.pdesas.org/module/content/resources/18047/view.ashx	
