

Grade 3 Unit 6 Bridges Preparation List

Module 1-4

Geometry

Unit 6 Module 1: Investigating Polygons

Module 1 Session 1 Unit 6 Pre-Assessment Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Assessment Unit 6 Pre-Assessment		
TM T1-T3 Unit 6 Pre-Assessment	<ul style="list-style-type: none"> • colored tiles • geoboards and bands • pattern blocks 	<ul style="list-style-type: none"> • scratch paper (class set) • rulers (class set) • crayons for student use
Work Places in Use		
4C Target One Thousand (introduced in Unit 4, Module 2, Session 3) 4D Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) 5A Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) 5B Scout Them Out (introduced in Unit 5, Module 2, Session 2) 5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Module 3, Session 4)		
Daily Practice		
SB 187 Mixed Review: Fractions, Multiplication & Division		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
Copy instructions are located at the top of each teacher master.

- Write the list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the list in the Workplaces in Use row of the Materials Chart for the complete list of Workplaces used today.)
- Note that you will need to score the Unit 6 Pre-Assessment before Session 5. (See the Grade 3 Assessment Guide for scoring and intervention suggestions.) If you cannot mark the Unit 6 Pre-Assessment by Session 5, make room for reflection time during another session in this module.

Vocabulary

An asterisk [] identifies those terms for which Word Resource Cards are available.*

- acute angle*
- angle*
- area*
- closed figure
- congruent*
- equation*
- foot (ft.)*
- length
- line of symmetry*
- measurement
- meter (m)*
- obtuse angle*
- open figure
- parallel*
- perimeter*
- polygon*
- quadrilateral*
- rectangle*
- rhombus*
- right angle*
- side
- square*
- symmetry*
- trapezoid*

Module 1 Session 2 Attributes of a Rectangle Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Attributes of a Rectangle		
SB 188* What Makes a Rectangle So Special?	• Word Resource Cards for <i>acute angle, line of symmetry, obtuse angle, parallel, parallelogram, perpendicular, polygon, quadrilateral, rectangle, right angle, square, symmetry, vertex or corner</i> (see Preparation)	• piece of paper to mask portions of the teacher master
Work Places in Use		
4C Target One Thousand (introduced in Unit 4, Module 2, Session 3) 4D Hexagon Spin & Fill (introduced in Unit 4, Module 3, Session 3) 5A Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) 5B Scout Them Out (introduced in Unit 5, Module 2, Session 2) 5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Module 3, Session 4)		
Home Connection		
HC 101–102 Triangles & Two-Digit Addition Review		
Daily Practice		
SB 189 Shape Sorting		

HC – Home Connection, SB – Student Book, TM – Teacher Master
 Copy instructions are located at the top of each teacher master.

* Run 1 copy of this page for display.

Vocabulary

An asterisk (*) identifies those terms for which Word Resource Cards are available.

angle
 acute angle*
 attribute
 line of symmetry*
 obtuse angle*
 parallel*
 parallelogram*
 perpendicular*
 polygon*
 quadrilateral*
 rectangle*
 right angle*
 square*
 symmetry*
 vertex or corner*

- Prior to this session, post the listed Word Resource Cards where students will be able to see them during the first part of the session.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (4C–5D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

Module 1 Session 3 Creating Shape Posters Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Creating Shape Posters		
TM T4–T5 Shape Examples & Nonexamples (see Preparation) SB 190* Shape Poster Project	• Word Resource Cards for <i>acute angle, line of symmetry, obtuse angle, parallel, parallelogram, perpendicular, polygon, quadrilateral, rectangle, right angle, square, symmetry, vertex or corner</i> (see Preparation)	• scratch paper, half-class set • 12" × 18" drawing paper, half-class set • glue or glue sticks • rulers, class set • crayons, colored pencils, or markers
Daily Practice		
SB 191 Attributes of Quadrilaterals		

HC – Home Connection, SB – Student Book, TM – Teacher Master
 Copy instructions are located at the top of each teacher master.

*Run 1 copy of this page for display.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

angle
 acute angle*
 attribute
 line of symmetry*
 obtuse angle*
 parallel*
 parallelogram*
 perpendicular*
 polygon*
 quadrilateral*
 rectangle*
 right angle*
 square*
 symmetry*
 vertex or corner*

- Run 3–5 copies of both Shape Examples & Nonexamples Teacher Master pages. Cut each sheet in half and trim to form 12–20 strips that give examples and nonexamples of a particular type of quadrilateral. You will need 1 strip for each pair of students.



- Depending on the size of your class, you might have anywhere from 2 to 5 pairs of students making posters about the same shape, and that's fine. Decide ahead of time whether you want to assign partners or let students choose their own partners. Decide also whether you want to assign particular quadrilaterals to student pairs or give each pair one of the strips at random.
- Display the listed Word Resource Cards where students will be able to see them throughout the session.

Module 1 Session 4 Creating Tangrams Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Completing and Sharing Shape Posters		
		<ul style="list-style-type: none"> students' Shape Posters from the previous session poster-making supplies
Problems & Investigations Creating Tangrams		
TM T6–T7 Tangram Directions	<ul style="list-style-type: none"> Word Resource Cards for <i>acute angle, congruent, line of symmetry, parallel, parallelogram, quadrilateral, right angle, trapezoid</i> 	<ul style="list-style-type: none"> paper to mask portions of the teacher masters 3 × 5 index cards, class set 6-inch squares cut from light colored construction paper, class set, plus extras scissors, class set rulers zip-top sandwich bags, class set
Home Connection		
HC 103–104 Triangles		
Daily Practice		
SB 192 Quadrilaterals		

HC – Home Connection, SB – Student Book, TM – Teacher Master
 Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

acute angle*
 congruent*
 line of symmetry*
 parallel*
 parallelogram*
 quadrilateral*
 right angle*
 similar
 tan
 trapezoid*

- Practice making one or more sets of tangrams using the directions given on the teacher master. Note potential problem areas and have tips ready from your own experience. Constructing several practice sets will help you become more adept with the procedure. The sets you make can also be given to students who are absent during this session and those who have particular trouble with fine motor skills.
- The 6-inch construction paper squares must be cut with accuracy. It is helpful to use a different color for each student at a table. For many classes this means 4 to 6 colors. Light colors that show pencil marks well work best.
- Post the listed Word Resource Cards in a pocket chart or on the wall so they can be referenced throughout the session.

Module 1 Session 5 Constructing Polygons with Tangrams Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Assessment Reflecting on the Unit 6 Pre-Assessment		
TM T8 Unit 6 Pre-Assessment Student Reflection Sheet		• scored Unit 6 Pre-Assessments (completed in Session 1)
Problems & Investigations Constructing Polygons with Tangrams		
TM T9 Tangram Polygons with Two Pieces	• Word Resource Cards for <i>parallelogram, polygon, quadrilateral, rectangle, square, trapezoid</i>	• students' tangram pieces from Session 4 • student math journals
Work Places Introducing Work Place 6A Tangram Polygons		
TM T10 Work Place Guide 6A Tangram Polygons TM T11 6A Tangram Polygons Record Sheet TM T12 Tangram Polygon Key SB 193* Work Place Instructions 6A Tangram Polygons		
Daily Practice		
SB 194 Polygons		

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master

Copy instructions are located at the top of each teacher master.

**Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.*

Vocabulary

An asterisk [] identifies those terms for which Word Resource Cards are available.*

acute angle*
congruent*
parallelogram*
polygon*
quadrilateral*
rectangle*
similar
square*
trapezoid*

- In today's session, you'll introduce Workplace 6A Tangram Polygons, which replaces Workplace 4C Target One Thousand. Before this session, you should review the Workplace Guide, as well as the Workplace Instructions. Make a copy of the 6A Tangram Polygons Record Sheet for use today and store the rest in the Workplace 6A Tangram Polygons bin, along with any materials needed for the activity. These materials are listed on the Workplace Guide.
- Read Workplace Guide 6A Tangram Polygons prior to the session. Make some of the shapes with two tangram pieces to familiarize yourself with the activity and the variety of potential solutions.
- Display the listed Word Resource Cards where students will be able to see them throughout the session.

***Unit 6 Module 2:** **Quadrilaterals**

Unit 6 Module 2 Session 1 Making Toothpick Polygons:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Making Toothpick Polygons		
	<ul style="list-style-type: none"> Word Resource Card for <i>congruent, hexagon, pentagon, rhombus</i> 	<ul style="list-style-type: none"> flat toothpicks, 2 boxes student math journals
Home Connection		
HC 105–106 More Polygons & Time		
Daily Practice		
SB 195 Polygons & Time		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

acute angle*
congruent*
hexagon*
irregular polygon
obtuse angle*
pentagon*
polygon*
quadrilateral*
rectangle*
regular polygon
right angle*
rhombus*
square*

Module 2 Session 2 Introducing Geoboard Polygons Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Work Places Introducing Work Place 6B Geoboard Polygons		
TM T1 Unit 6 Work Place Log (see Preparation) TM T2 Work Place Guide 6B Geoboard Polygons TM T3–T5 6B Work Place Geoboard Polygons Record Sheet SB 196** Work Place Instructions 6B Geoboard Polygons	<ul style="list-style-type: none"> geoboards and bands, class set Word Resource Cards for <i>acute angle, obtuse angle, and right angle</i> 	<ul style="list-style-type: none"> students' Work Place folders (see Preparation) rulers, class set
Work Places in Use		
5A Solving Game Store Problems (introduced in Unit 5, Module 1, Session 6) 5B Scout Them Out (introduced in Unit 5, Module 2, Session 2) 5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Unit 5, Module 3, Session 4) 6A Tangram Polygons (introduced in Unit 6, Module 1, Session 5) 6B Geoboard Polygons (introduced in this session)		
Daily Practice		
SB 197 Geoboard Polygons		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

** Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

acute angle*
congruent*
line of symmetry*
obtuse angle*
parallel*
pentagon*
polygon*
quadrilateral*
rectangle*
right angle*
rhombus*
trapezoid*

• In today's session, you'll introduce Workplace 6B Geoboard Polygons, which replaces Workplace 4D Hexagon Spin & Fill. Before this session, you should review the Workplace Guide and Workplace Instructions and assemble the bin for Workplace 6B, using the materials listed on the guide. The Workplace Guide also includes suggestions for differentiating the game to meet students' needs. Make copies of the 6B Geoboard Polygons Record Sheet for use today in introducing the activity and store the rest in the Workplace bin.

- Remove the Unit 4 Workplace Log from the back of each student’s Workplace folder and replace it with a copy of the Unit 6 Workplace Log Teacher Master, stapled at all four corners. Leave the Unit 5 Workplace Log stapled to the front of each folder. This will allow students to keep track of the number of times they have visited the Unit 5 Workplaces that will remain in use during Unit 6, and also track their progress through the new Workplaces as they’re introduced, starting today.
- Write the list of Workplaces from which students can choose today. You can just write the numbers (5A – 6B) or write out the full names if you have time. (See the list in the Workplaces in Use row of the Materials Chart for the complete list of Workplaces used today.)

**Module 2 Session 3 Sorting Quadrilaterals Preparation:
Materials**

Copies	Kit Materials	Classroom Materials
Problems & Investigations Sorting Quadrilaterals		
TM T6 Recording Quadrilaterals	<ul style="list-style-type: none"> • geoboards & geobands, class set • Word Resource Cards for <i>acute angle, congruent, equilateral triangle, line of symmetry, obtuse angle, parallel, parallelogram, perpendicular, quadrilateral, rectangle, rhombus, right angle, square, trapezoid</i> 	<ul style="list-style-type: none"> • rulers, class set • scissors, class set • 3 × 5-inch index cards, 1 per 3 or 4 students
Home Connection		
HC 107–108 Sorting & Identifying Quadrilaterals		
Daily Practice		
SB 198 Different Kinds of Quadrilaterals		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

- acute angle*
- congruent*
- equilateral triangle*
- line of symmetry*
- obtuse angle*
- parallel*
- parallelogram*
- perpendicular*
- quadrilateral*
- rectangle*
- rhombus*
- right angle*
- square*
- trapezoid*

Display the listed Word Resource Cards where all students can see them.

Module 2 Session 4 Guess My Quadrilateral Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Assessment Polygons & Quadrilaterals Checkpoint		
TM T7-T8 Polygons & Quadrilaterals Checkpoint	• geoboards and bands	• rulers, class set
Problems & Investigations Guess My Quadrilateral		
TM T9 Quadrilateral Cards (see Preparation) TM T10 Check Your Quadrilaterals TM T11 Guess My Quadrilateral Riddles	• Word Resource Cards for <i>acute angle, congruent, line of symmetry, obtuse angle, parallel, perpendicular, right angle</i> (see Preparation)	• rulers, class set • student math journals • paper to mask portions of the teacher master • 4 small envelopes (see Preparation) • paperclips or small envelopes, 1 per student
Daily Practice		
SB 199 Name That Quadrilateral		

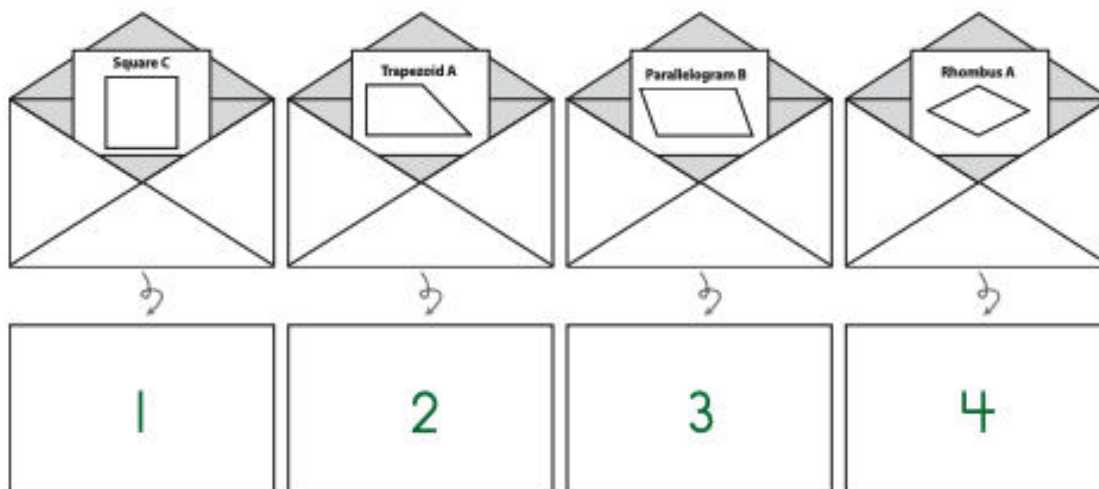
HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

acute angle*
congruent*
equilateral*
line of symmetry*
obtuse angle*
parallel*
parallelogram*
perpendicular*
quadrilateral*
rectangle*
rhombus*
right angle*
square*
trapezoid*

- You will need a class set plus 1 extra copy of the Quadrilateral Cards Teacher Master. Consider running copies on lightweight card stock to make them easier to handle.
- Number the front of each of four small envelopes with a numeral, 1–4. Cut apart one copy of the Quadrilateral Cards Teacher Master. Place Square C in the first envelope, Trapezoid A in the second, Parallelogram B in the third, and Rhombus A in the fourth. Seal the envelopes. Keep the rest of the cards on the sheet for use next session.



- Display the listed Word Resource Cards where all students can see them.

Module 2 Session 5 Writing Quadrilateral Riddles Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Writing Quadrilateral Riddles		
	<ul style="list-style-type: none"> Word Resource Cards (see Preparation) 	<ul style="list-style-type: none"> students' sets of Quadrilateral Cards from the previous session writing paper, 1 sheet chart paper, 1 or 2 sheets 9" x 12" white drawing paper, class set scissors, class set 3" x 3" sticky notes, class set student math journals
Home Connection		
HC 109–110 Quadrilateral Matchup		
Daily Practice		
SB 200 Know Your Quadrilaterals		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

Vocabulary

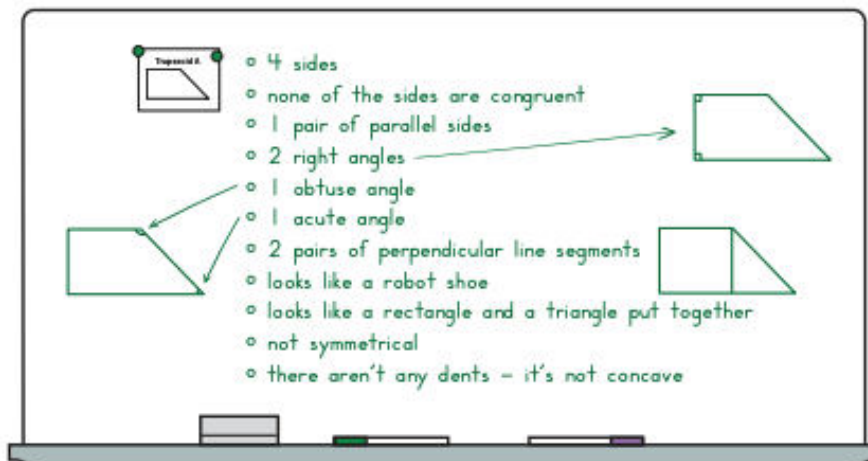
An asterisk [*] identifies those terms for which Word Resource Cards are available.

acute angle*
congruent*
equilateral triangle*
line of symmetry*
obtuse angle*
parallel*
parallelogram*
perpendicular*
quadrilateral*
rectangle*
rhombus*
right angle*
square*
trapezoid*

- Choose one of the figures remaining on the Quadrilateral Cards Teacher Master from which you cut 4 quadrilaterals in the previous session. Glue the figure on a sheet of copy paper for display under the document camera or draw an enlargement of it on a sheet of chart paper, leaving plenty of room to write class-generated riddle clues. The examples used in the session steps involve Trapezoid A, so you might want to use that shape.
- Post all the Word Resource Cards listed in the Vocabulary sidebar in a pocket chart or on the wall before teaching this activity.

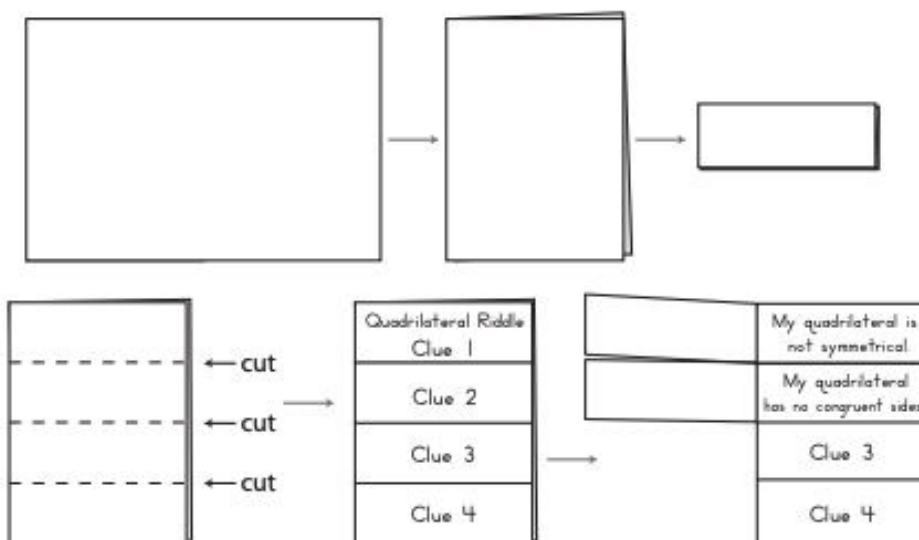
- Next, display the figure you chose from your remaining Quadrilateral Cards. Ask students to make as many observations about the shape as they can, using the Word Resource Cards as a source of ideas. List their observations beside the shape.

Work with input from the class to illustrate the observations as necessary, so all the students can see and understand them.



11 As a few finish and test their riddles, pull the class back together and show them how to make a riddle booklet.

- Fold a piece of drawing paper into eighths.
- Unfold the paper and cut along the folds on the left side to create four “doors” that can be opened by 1s to reveal the clues in order.
- Label the first door: “Quadrilateral Riddle by _____,” with “Clue 1” below.
- Label the remaining doors: Clue 2, Clue 3, and Clue 4.
- Write the clues behind the doors.
- Write the answer on the back cover of the booklet and cover it with a sticky note.



Module 2 Session 6 Perimeters of Paper Quadrilaterals Preparation:

Materials

Student Book Pages	Kit Materials	Classroom Materials
Problems & Investigations Perimeters of Paper Quadrilaterals		
TM T12 Paper Quadrilaterals (see Preparation) SB 201* Perimeter Record Sheet	• Word Resource Card for <i>perimeter</i>	• a piece of 20 cm x 25 cm red construction paper • blue masking tape • rulers, class set • scissors, class set
Daily Practice		
SB 202 Perimeter Practice		

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

- centimeter (cm)*
- distance
- estimate*
- measure
- parallelogram*
- perimeter*
- quadrilateral*
- rectangle*
- rhombus*

- square*
- trapezoid*

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

* Run 1 copy of this page for display.

The side lengths of all the figures on the Paper Quadrilaterals Teacher Master should be whole numbers measured in centimeters. Run 1 copy and check to see that the side lengths on the square are 9 cm. If they are not, make adjustments to your printer or copy machine as needed. Run copies of the Paper Quadrilaterals sheet on several different colors of copy

paper (e.g., 4 copies on pink, 4 on green, 4 on blue, and 4 on yellow). This will make it easier for students to keep their work separate from others nearby

***Unit 6 Module 3 Perimeter & Area**

Unit 6 Module 3 Session 1 The 329th Friend: How Many Tables? Part 1 Preparation: Materials

Student Book Pages	Kit Materials	Classroom Materials
Problems & Investigations The 329 th Friend: How Many Tables? Part 1		
	<ul style="list-style-type: none"> • <i>The 329th Friend</i> by Marjorie Weinman Sharmat • red linear units • colored tiles • magnetic tiles • Magic Wall 	<ul style="list-style-type: none"> • student math journals • red pens for whiteboard
Home Connection		
HC 111–112 Perimeter Problems		
Daily Practice		
SB 203 Round the Table		

Vocabulary

An asterisk [] identifies those terms for which Word Resource Cards are available.*

area*
array*
divide*
equation*
multiply*
perimeter*
rectangular array
T-chart

HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
Copy instructions are located at the top of each teacher master.

Organize your colored tiles and red linear units so each student has easy access to these materials. You will need a set of tiles and linear units for display, and your magnetic tiles. The Magic Wall is only needed if you don't have a magnetic whiteboard.

Module 3 Session 2 The 329th Friend: How Many Tables? Part 2 Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations The 329th Friend: How Many Tables? Part 2		
	<ul style="list-style-type: none"> • <i>The 329th Friend</i> by Marjorie Weinman Sharmat • colored tiles • red linear units • magnetic tiles • Magic Wall (see Preparation) 	<ul style="list-style-type: none"> • student math journals • red markers for whiteboard • piece of chart paper (see Preparation)
Work Places Introducing Work Place 6C Guess My Quadrilateral		
TMT1 Work Place Guide 6C Guess My Quadrilateral TMT2 6C Guess My Quadrilateral Record Sheet SB 204* Work Place Instructions 6C Guess My Quadrilateral		<ul style="list-style-type: none"> • a set of Quadrilateral Cards from Module 2, Session 4 • student-written Quadrilateral Riddle (made in Module 2, Session 5)
Daily Practice		
SB 205 Game Night		

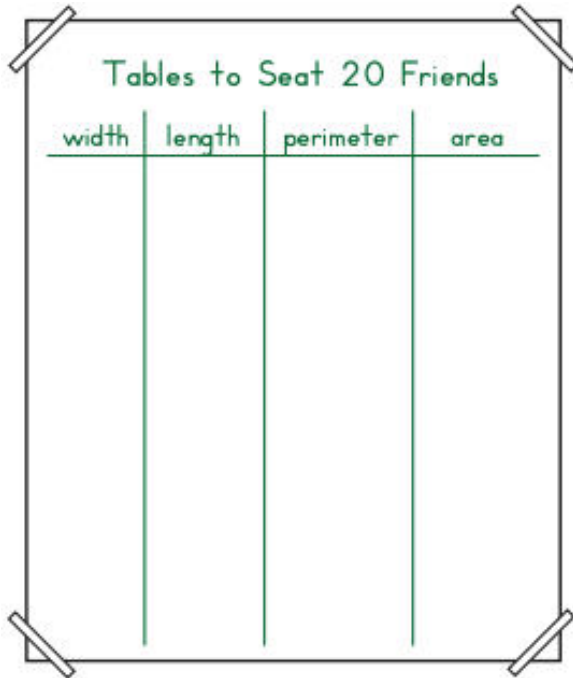
HC – Home Connection, **SB** – Student Book, **TM** – Teacher Master
 Copy instructions are located at the top of each teacher master.
 *Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

area*
 array*
 length
 perimeter*
 rectangular array
 width

- In today’s session, you’ll introduce Workplace 6C Guess My Quadrilateral, which replaces Workplace 5A Solving Game Store Problems. Before this session, you should review the Workplace Guide and Workplace Instructions and assemble the bin for Workplace 6C, using the materials listed on the guide. Make a copy of the 6C Guess My Quadrilateral Record Sheet for use today and store the rest in the Workplace 6C Guess My Quadrilateral bin, along with any materials needed for the activity. The Workplace Guide also includes suggestions for differentiating the activity to meet students’ needs.
- If you don’t have a magnetic whiteboard, post the Magic Wall near your board or display.
- Prepare a chart on the piece of chart paper as shown below. Post the chart on the board where you can access it easily later in the session.



Module 3 Session 3 Metric Rectangles Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Metric Rectangles		
TM T3 Metric Rectangles SB 206 Metric Rectangles Record Sheet	<ul style="list-style-type: none"> base ten area pieces, class set Word Resource Cards for <i>area</i>, <i>perimeter</i> 	<ul style="list-style-type: none"> rulers, class set
Work Places in Use		
5B Scout Them Out (introduced in Unit 5, Module 2, Session 2) 5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Unit 5, Module 3, Session 4) 6A Tangram Polygons (introduced in Unit 6, Module 1, Session 5) 6B Geoboard Polygons (introduced in Unit 6, Module 2, Session 2) 6C Guess My Quadrilateral (introduced in Unit 6, Module 3, Session 2)		
Home Connection		
HC 113–114 Sandbox & Garden Problems		
Daily Practice		
SB 207 Area & Perimeter		

HC – Home Connection, SB – Student Book, TM – Teacher Master
 Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

area*
 centimeter (cm)*
 dimension*
 distance
 length
 measure
 perimeter*
 rectangle*
 square centimeter
 width

Write a list of Workplaces from which students can choose today. You can just write the numbers (5B–6C) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

Module 3 Session 4 Bayard’s Borrowed Tables Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Bayard's Borrowed Tables		
TMT4 One More Look at Emery's Tables SB 208* Bayard Owl's Borrowed Tables	<ul style="list-style-type: none"> colored tiles red linear units 	<ul style="list-style-type: none"> whiteboards, pens, and erasers (class set) piece of paper to mask portions of the teacher master
Daily Practice		
SB 209 Measuring to Find Area & Perimeter		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

* Run 1 copy of this page for display.

Vocabulary

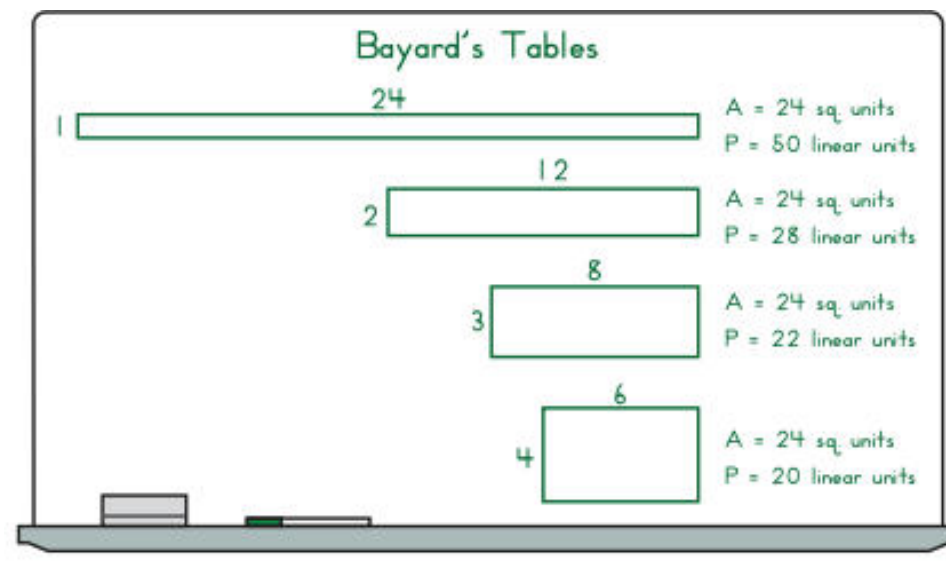
An asterisk [*] identifies those terms for which Word Resource Cards are available.

area*
dimension*
equation*
pattern*
perimeter*
rectangle*
side length

10 About 10 minutes before the end of the session, reconvene the class to discuss the assignment, even if some of the students haven't yet finished.

- Invite several different volunteers to report the dimensions, perimeter, and area of one of the rectangles they built.
 - Make a quick, labeled sketch on the board to record each rectangle as it's shared.
- When students have shared all the rectangles, they were able to build with 24 tiles, ask them to reflect on the results. Here are some questions you might pose to spark their thinking:

- » Is it true that you can make different rectangles with the same area? What do you notice about the perimeters of those different rectangles?
- » How and why is this possible?
- » Do you see any patterns in the shapes or numbers?



Module 3 Session 5 Area & Perimeter Problems Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations The Goat Twins' Table		
SB 210* The Goat Twins' Table	• colored tiles	• colored pencils for student use • rulers
Work Places Introducing Work Place 6D Area or Perimeter		
TM T5 Work Place Guide 6D Area or Perimeter TM T6 6D Area or Perimeter Record Sheet TM T7 6D Area or Perimeter Grid Paper SB 211** Work Place Instructions 6D Area or Perimeter	• two 1–6 dice • colored tiles (see Preparation) • red linear units (see Preparation) • magnetic tiles (see Preparation) • Magic Wall (see Preparation)	
Work Places in Use		
5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Unit 5, Module 3, Session 4) 6A Tangram Polygons (introduced in Unit 6, Module 1, Session 5) 6B Geoboard Polygons (introduced Unit 6, Module 2, Session 2) 6C Guess My Quadrilateral (introduced in Unit 6, Module 3, Session 2) 6D Area or Perimeter (introduced in this session)		
Home Connection		
HC 115–116 Area & Perimeter Puzzles		
Daily Practice		
SB 212 More of the Twins' Tables		

HC – Home Connection, SB – Student Book, TM – Teacher Master

Copy instructions are located at the top of each teacher master.

* Run 1 copy of this page for display.

** Run 1 copy of this page to be kept in a clear plastic sleeve in the Work Place bin.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

area*
dimension*
perimeter*
rectangle*

- In today's session, you'll introduce Workplace 6D Area or Perimeter, which replaces Workplace 5B Scout Them Out. Before this session, you should review the Workplace Guide and the Workplace Instructions and assemble the bin for Workplace 6D, using the materials listed on the guide. Make 2 copies each of the 6D Area or Perimeter Record Sheet and Grid Paper for display and store the rest in the Workplace 6D Area or Perimeter bin, along with any materials needed for the activity. The Workplace Guide also includes suggestions for differentiating the activity to meet students' needs.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (2B–3C) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)
- Organize your colored tiles and red linear units so each student has easy access to these materials. You will need a set of tiles and linear units for display as well. If you want to display tile arrangements on the whiteboard, you can use the foam magnetic tiles (and Magic Wall, if needed) from your kit and draw the linear units around them.

*Unit 6 Module 4 Shapes & Fractions

Module 4 Session 1 Exploring Halves on a Geoboard Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Exploring Halves on a Geoboard		
SB 213*–214 Geoboard Halves	<ul style="list-style-type: none"> geoboards and bands, class set, and 1 for display one 7-inch rubber band per student, plus 1 for display Word Resource Cards for <i>area</i>, <i>congruent</i>, <i>half</i>, and <i>symmetry</i> 	<ul style="list-style-type: none"> a sheet of white copy paper
Daily Practice		
SB 215 Fractions of a Circle		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

* Run 1 copy of this page for display.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

area*
congruent*
equal*
fraction*
half*
line of symmetry*
square*
symmetry*

Module 4 Session 2 Fractions on a Geoboard Preparation: Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Fractions on a Geoboard		
SB 216 Geoboard Fractions	<ul style="list-style-type: none"> geoboards and bands, class set, plus 1 for display one 7-inch rubber band per student, plus 1 for display Word Resource Cards for <i>denominator</i>, <i>fraction</i>, and <i>numerator</i> 	<ul style="list-style-type: none"> chart paper or room to write on the whiteboard markers a sheet of white copy paper
Work Places in Use		
5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Unit 5, Module 3, Session 4) 6A Tangram Polygons (introduced in Unit 6, Module 1, Session 5) 6B Geoboard Polygons (introduced Unit 6, Module 2, Session 2) 6C Guess My Quadrilateral (introduced in Unit 6, Module 3, Session 2) 6D Area or Perimeter (introduced in Unit 6, Module 3, Session 5)		
Home Connection		
HC 117–118 Unit 6 Review		
Daily Practice		
SB 217 Fraction Draw & Compare		

HC – Home Connection, SB – Student Book, TM – Teacher Master
Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

denominator*
equivalent fractions*
fraction*
numerator*

*Write a list of Workplaces from which students can choose today. You can just write the numbers (5C–6D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)

Module 4 Session 3 Geoboard Quilt Blocks Preparation:

Materials

Copies	Kit Materials	Classroom Materials
Problems & Investigations Geoboard Quilt Blocks		
TM T1 Geoboard Patchwork Quilt Blocks SB 218 Geoboard Quilt Blocks	<ul style="list-style-type: none"> geoboards & geobands, class set, plus 1 for display 7-inch rubber bands, class set, plus 1 for display 	<ul style="list-style-type: none"> picture books about quilts (optional)
Home Connection		
HC 119–120 Patchwork Fractions & Story Problems		
Daily Practice		
SB 219 Patchwork Fractions		

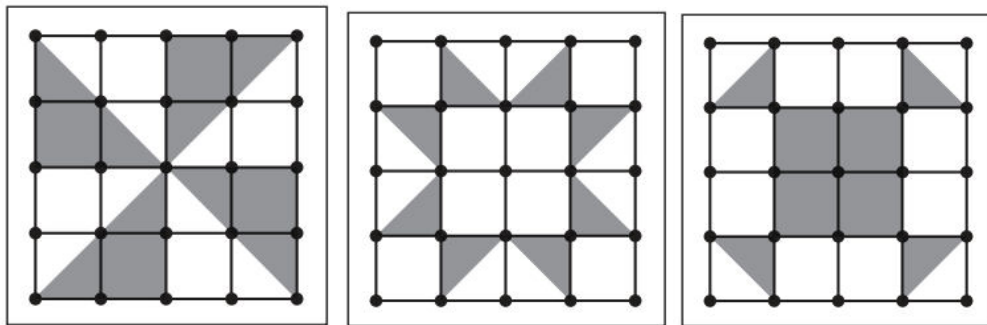
HC – Home Connection, SB – Student Book, TM – Teacher Master
 Copy instructions are located at the top of each teacher master.

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

- denominator*
- equivalent fractions*
- fraction*
- line of symmetry *
- numerator*
- rotation*

*Several days prior to the session, you might want to borrow some library picture books about patchwork quilts and read them to the class during your regular read-aloud times.



Module 4 Session 4 Unit 6 Post-Assessment Preparation:

Vocabulary

An asterisk [*] identifies those terms for which Word Resource Cards are available.

acute angle*
 angle*
 area*
 closed figure
 congruent*
 equation*
 foot (ft.)*
 length
 line of symmetry*
 measurement
 meter (m)*
 obtuse angle*
 open figure
 parallel*
 perimeter*
 polygon*
 quadrilateral*
 rectangle*
 rhombus*
 right angle*
 side
 square*
 symmetry*
 trapezoid*

Materials

Copies	Kit Materials	Classroom Materials
Assessment Unit 6 Post-Assessment		
TM T2–T4 Unit 6 Post-Assessment	<ul style="list-style-type: none"> colored tiles geoboards and bands pattern blocks 	<ul style="list-style-type: none"> scratch paper (class set) rulers (class set) crayons for student use
Work Places in Use		
5C Line 'Em Up (introduced in Unit 5, Module 3, Session 3) 5D Division Capture (introduced in Unit 5, Module 3, Session 4) 6A Tangram Polygons (introduced in Unit 6, Module 1, Session 5) 6B Geoboard Polygons (introduced Unit 6, Module 2, Session 2) 6C Guess My Quadrilateral (introduced in Unit 6, Module 3, Session 2) 6D Area or Perimeter (introduced in Unit 6, Module 3, Session 5)		
Daily Practice		
SB 220 The 18¢ Problem		

HC – Home Connection, SB – Student Book, TM – Teacher Master
 Copy instructions are located at the top of each teacher master.

- Look around the room and think about what you want to take down or cover before students take the post-assessment.
- Write a list of Workplaces from which students can choose today. You can just write the numbers (5C–6D) or write out the full names if you prefer. (See the Workplaces in Use row of the Materials Chart for the complete list of Work Places in use today.)