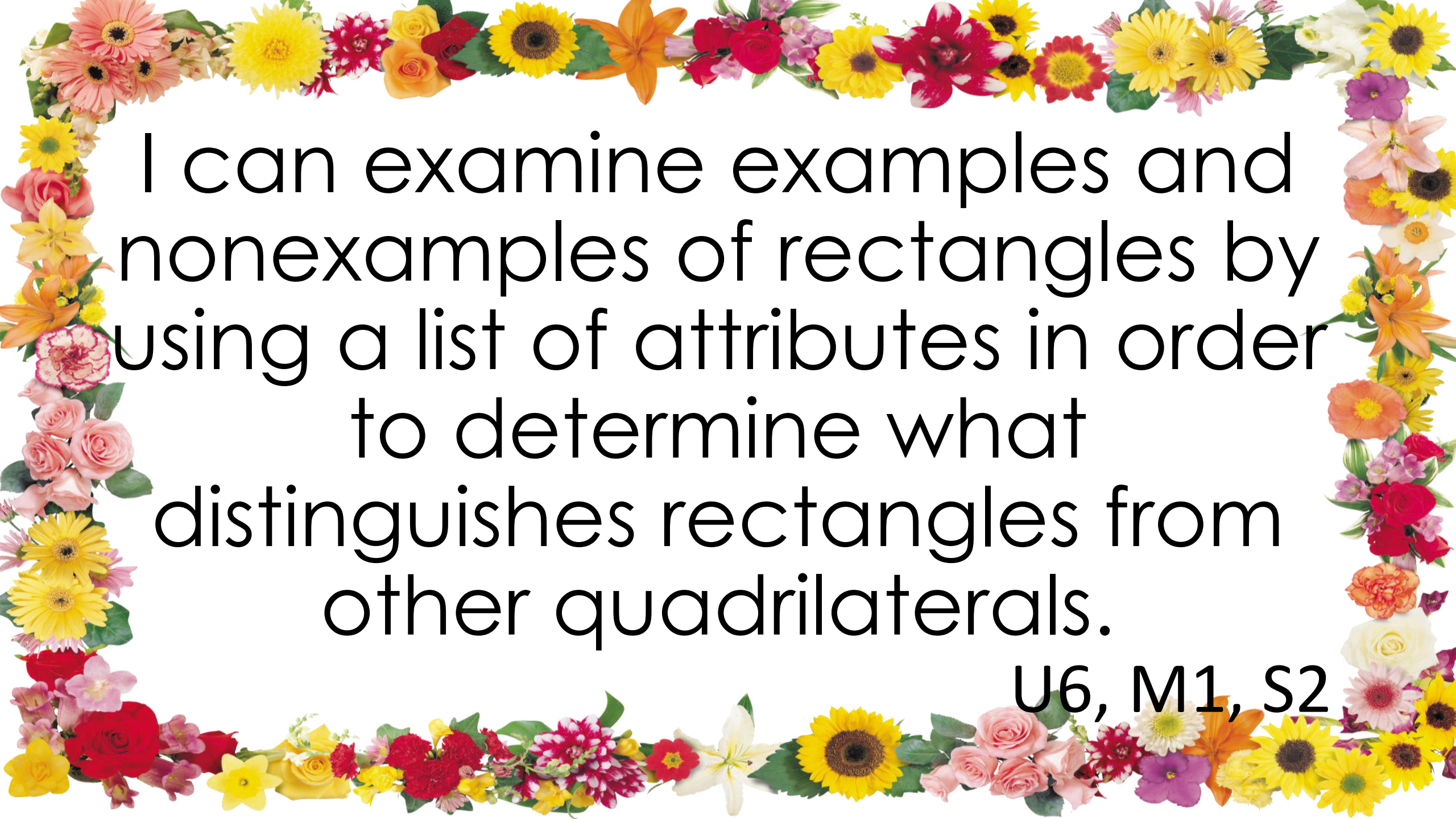
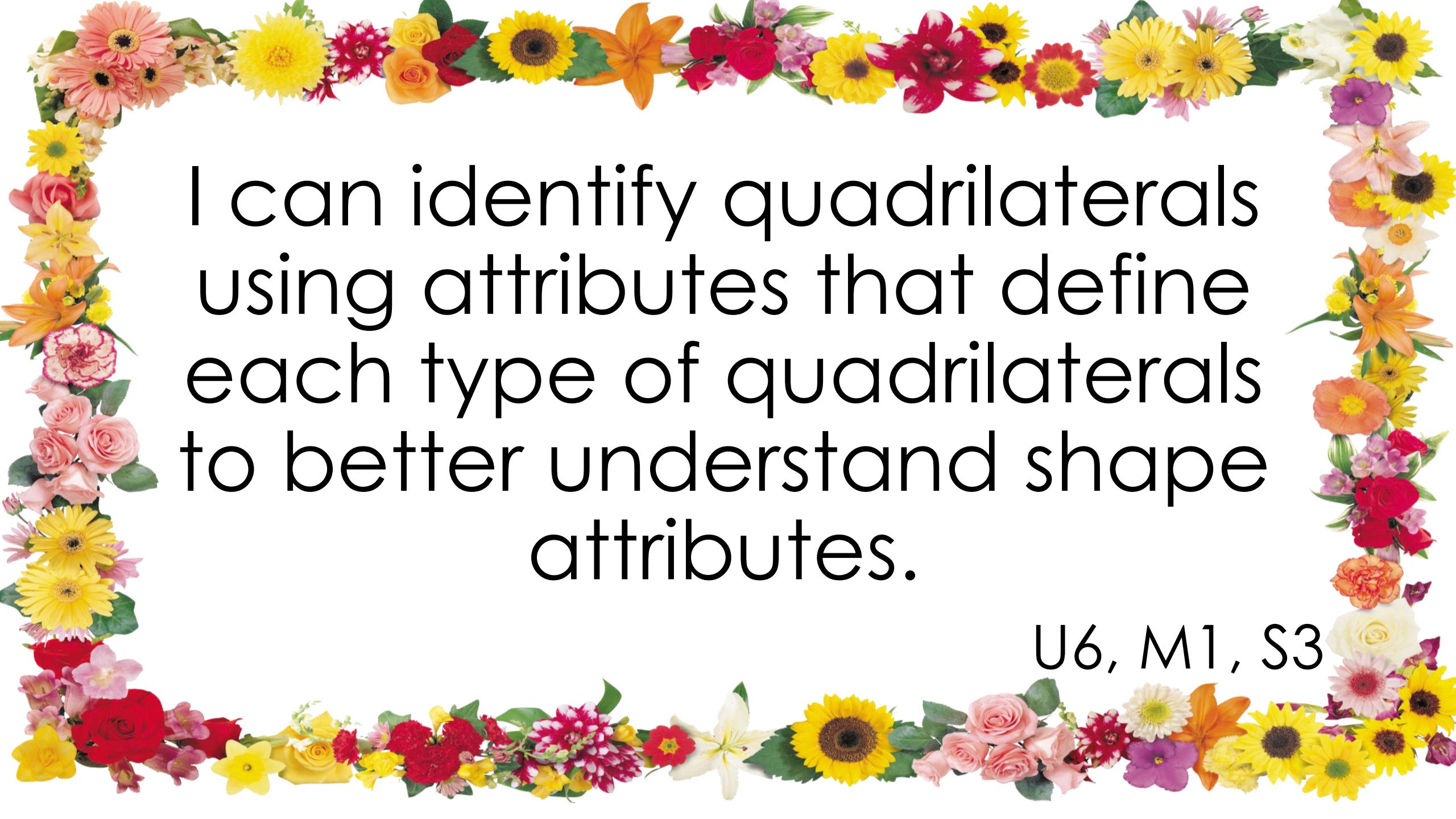


Grade 3
Unit 6: Objectives



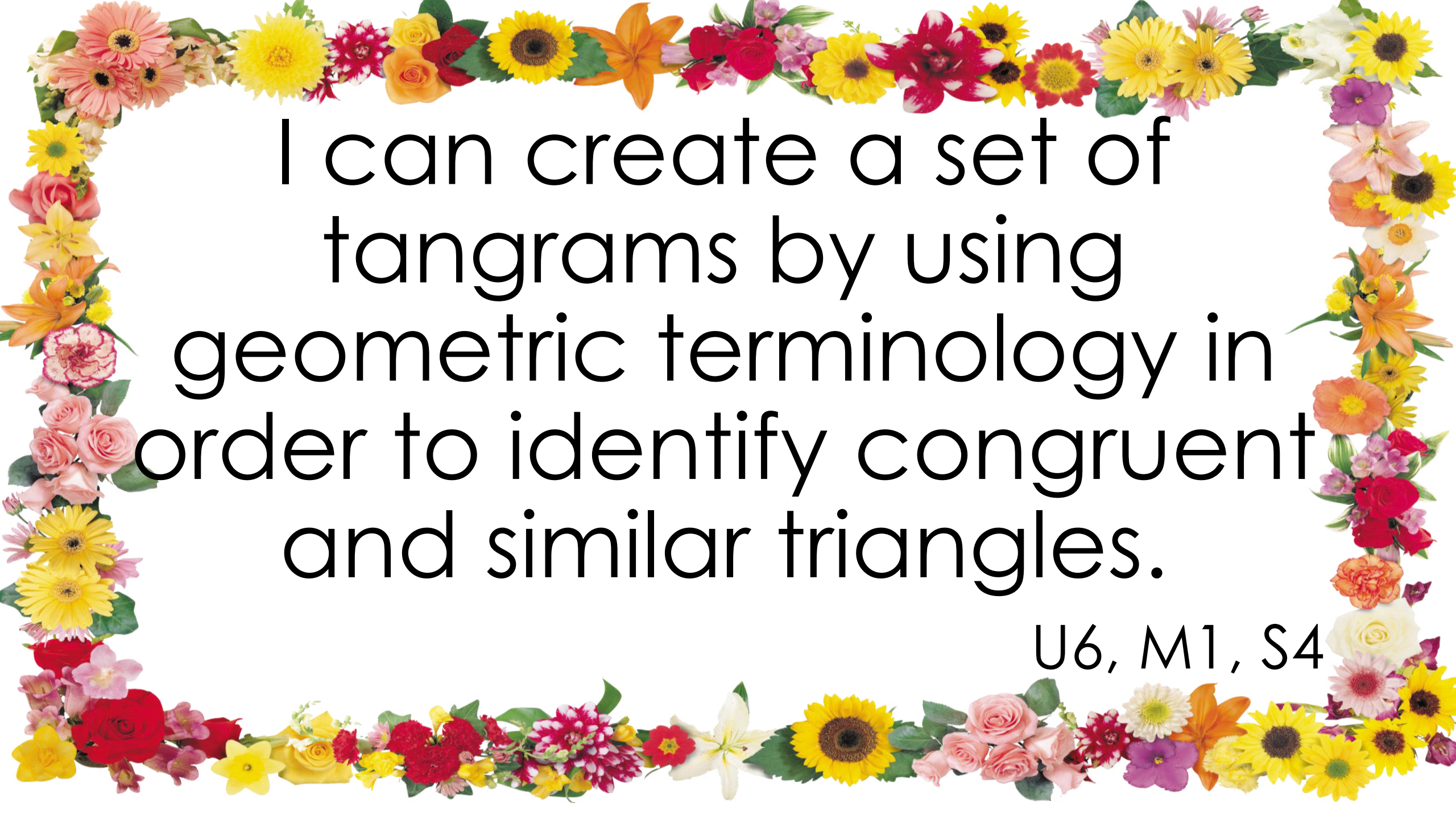
I can examine examples and nonexamples of rectangles by using a list of attributes in order to determine what distinguishes rectangles from other quadrilaterals.

U6, M1, S2



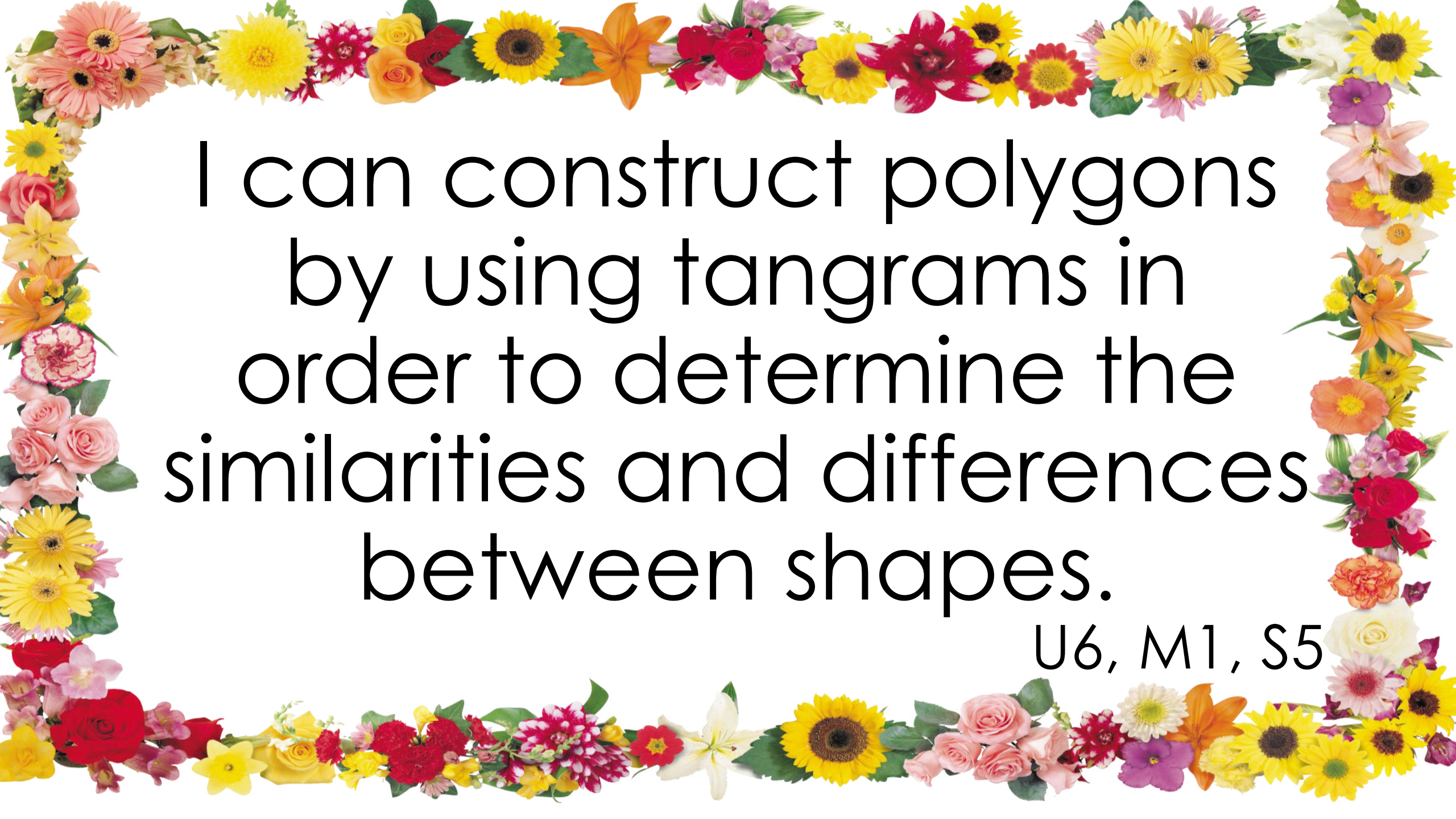
I can identify quadrilaterals using attributes that define each type of quadrilaterals to better understand shape attributes.

U6, M1, S3



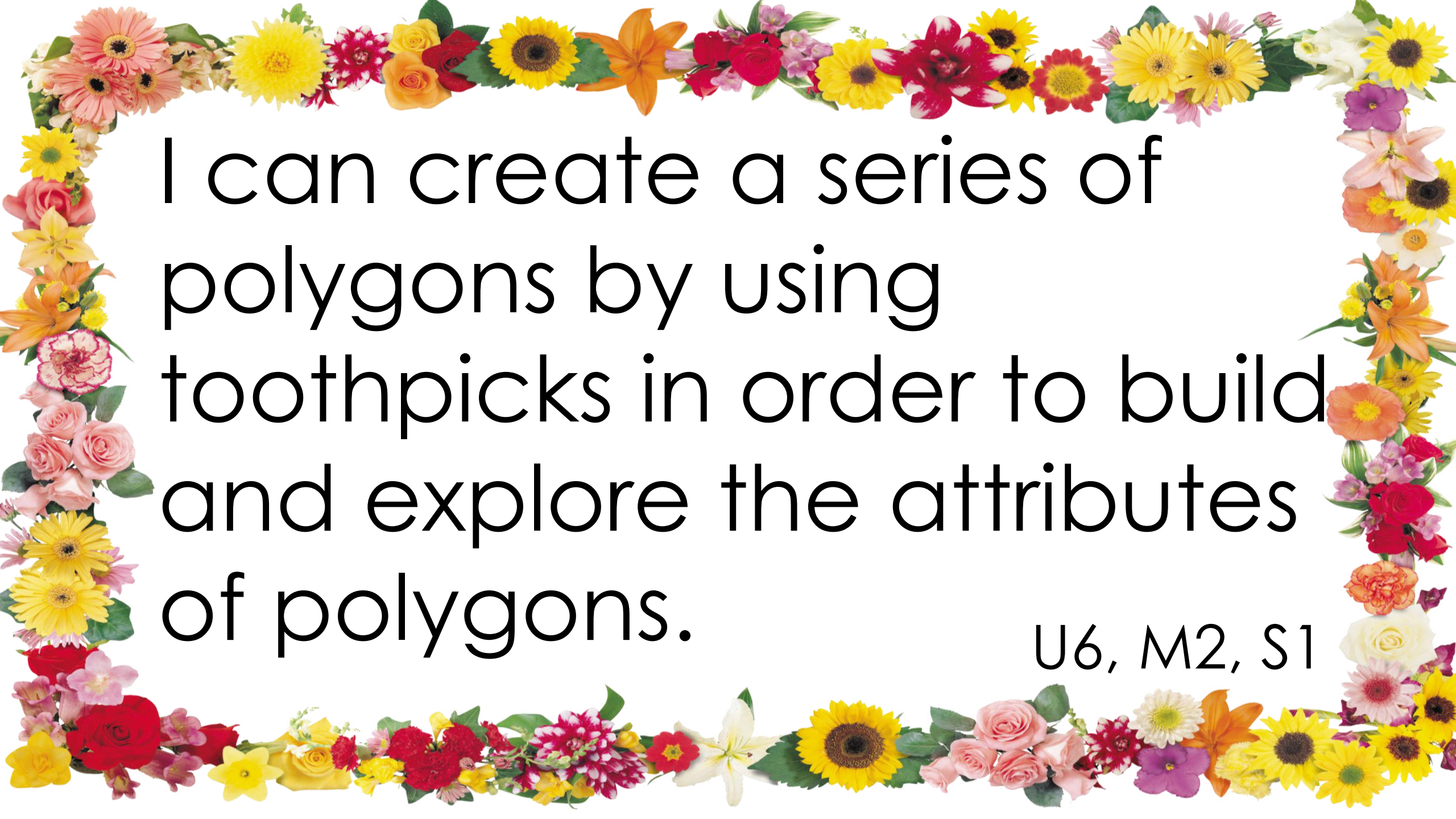
I can create a set of tangrams by using geometric terminology in order to identify congruent and similar triangles.

U6, M1, S4



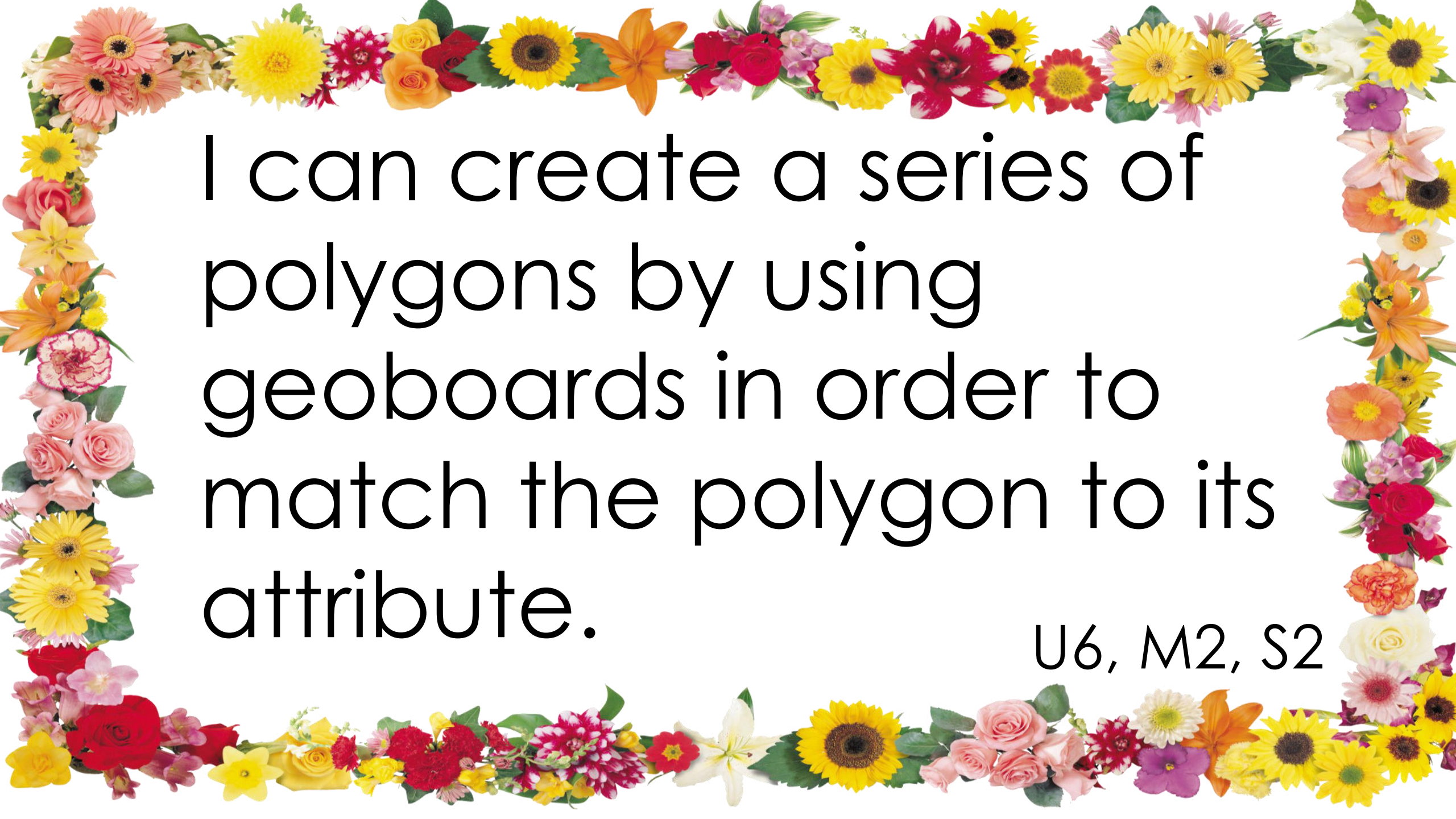
I can construct polygons
by using tangrams in
order to determine the
similarities and differences
between shapes.

U6, M1, S5



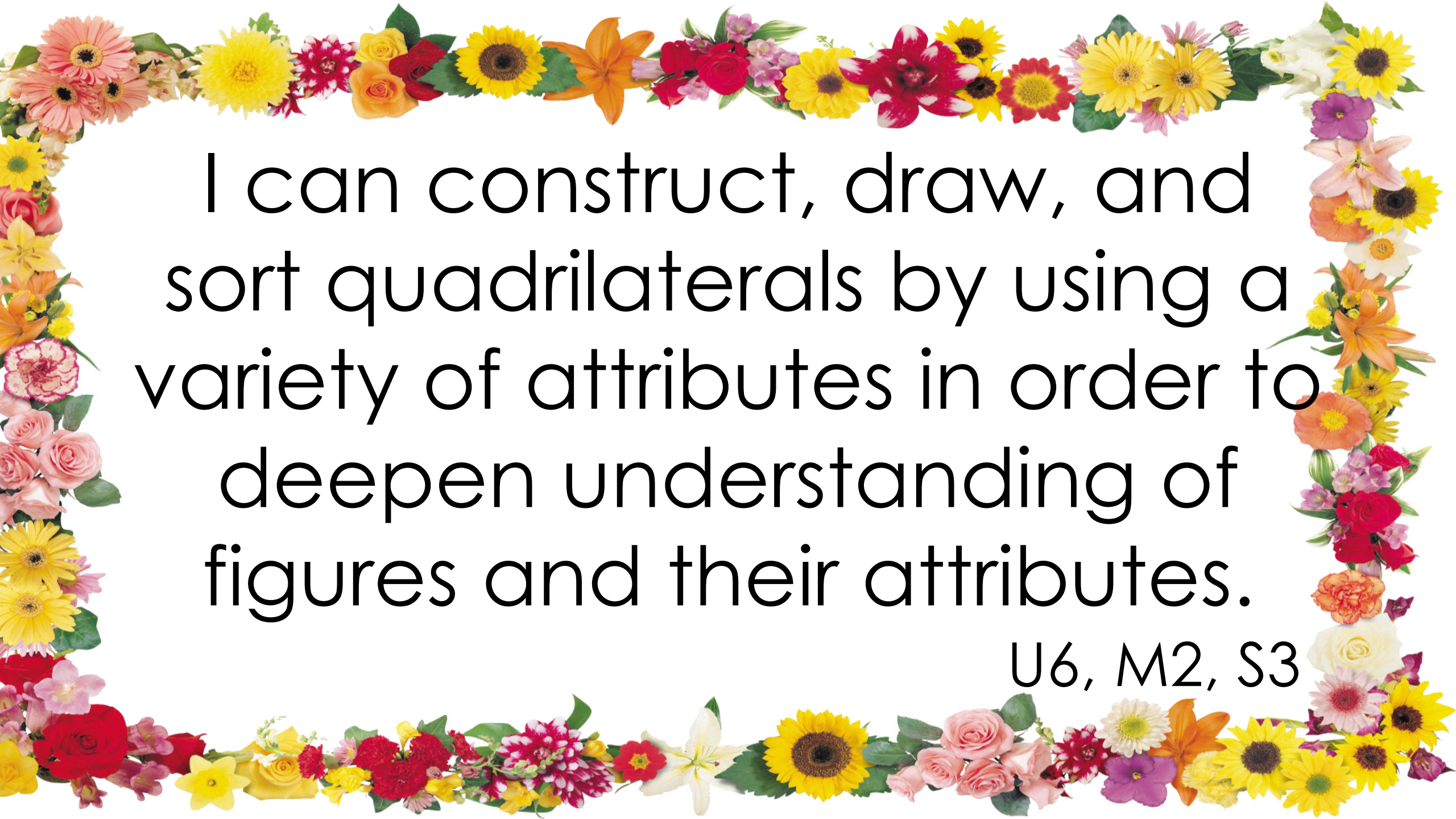
I can create a series of polygons by using toothpicks in order to build and explore the attributes of polygons.

U6, M2, S1



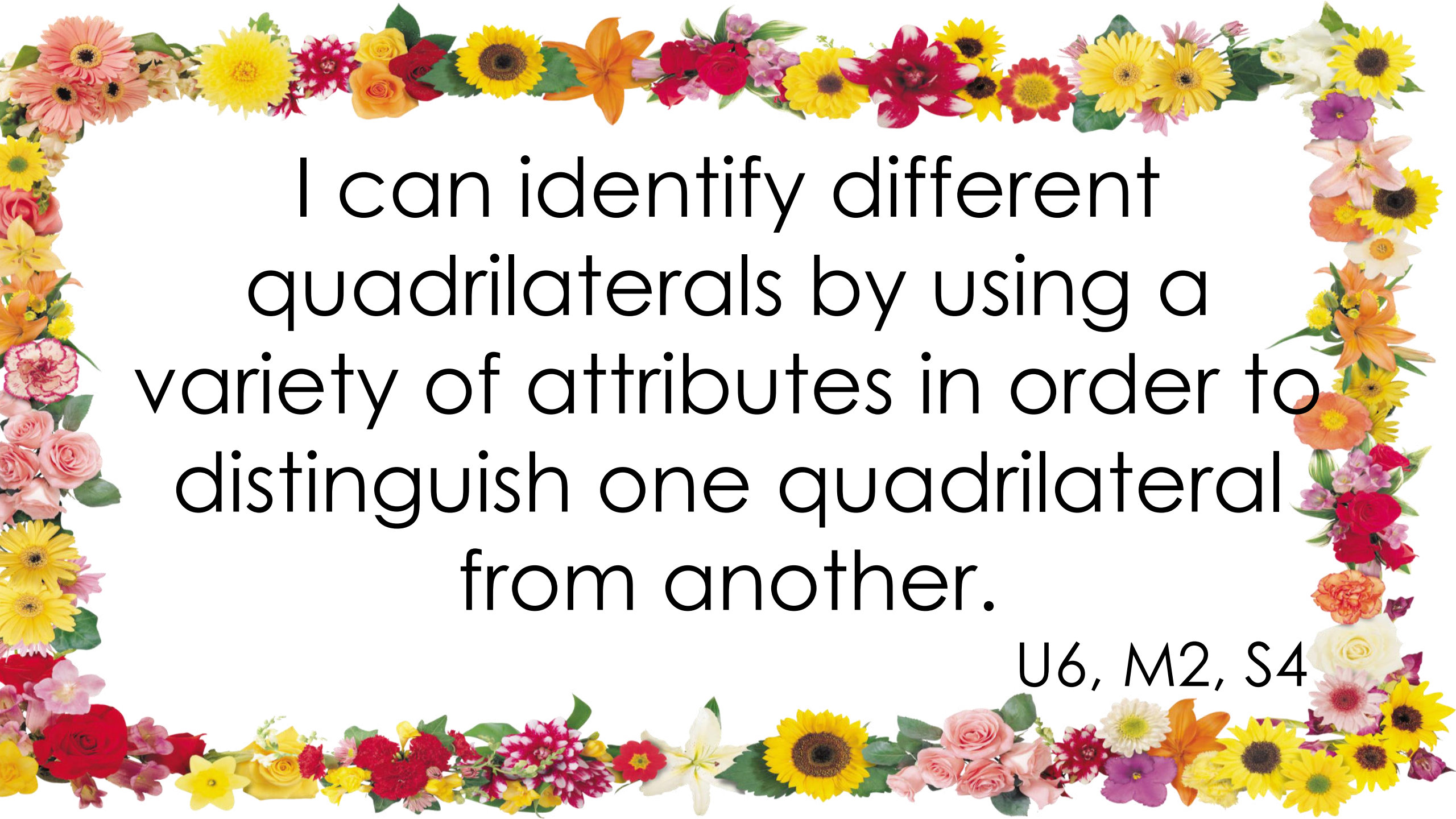
I can create a series of polygons by using geoboards in order to match the polygon to its attribute.

U6, M2, S2



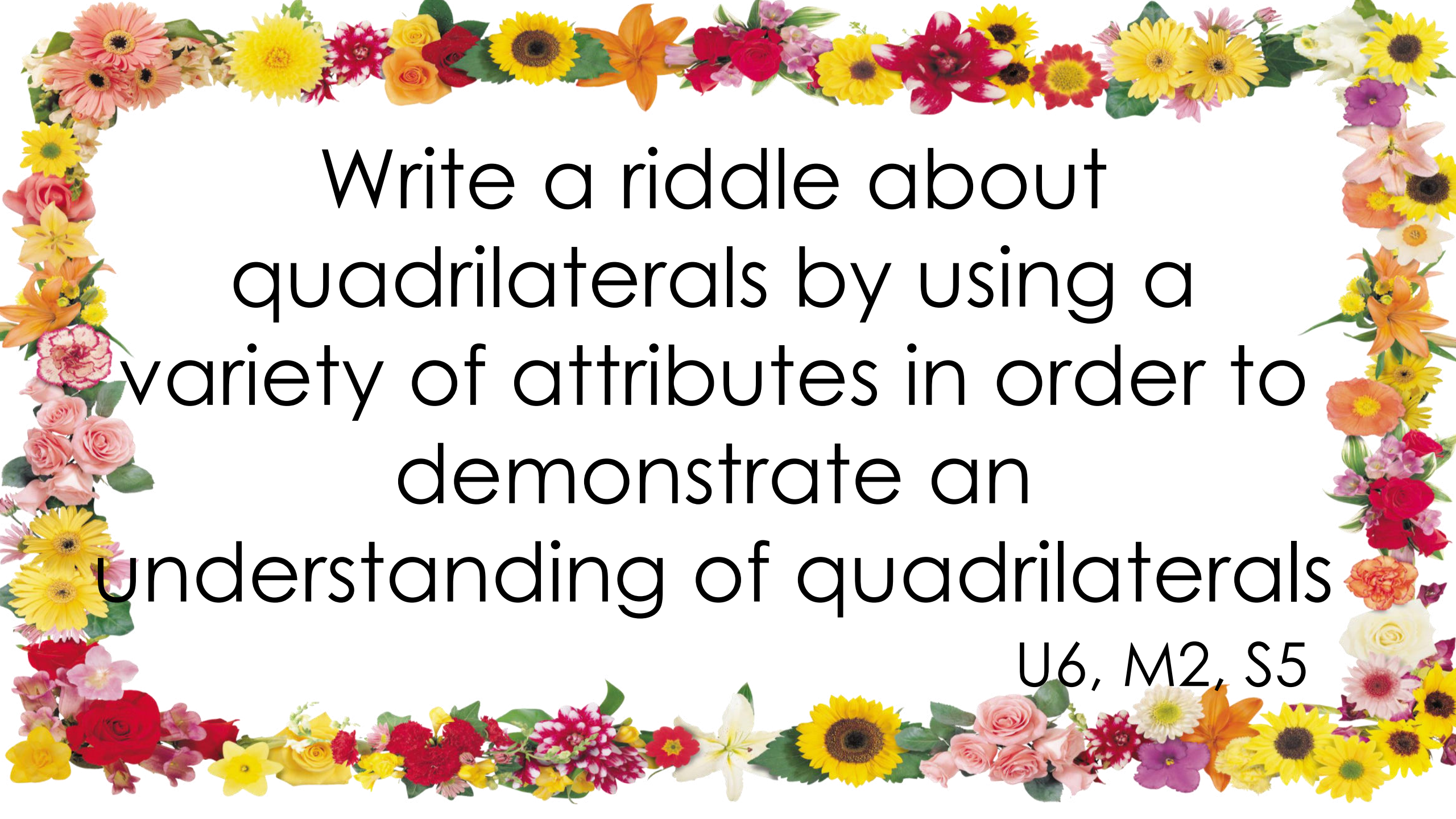
I can construct, draw, and sort quadrilaterals by using a variety of attributes in order to deepen understanding of figures and their attributes.

U6, M2, S3



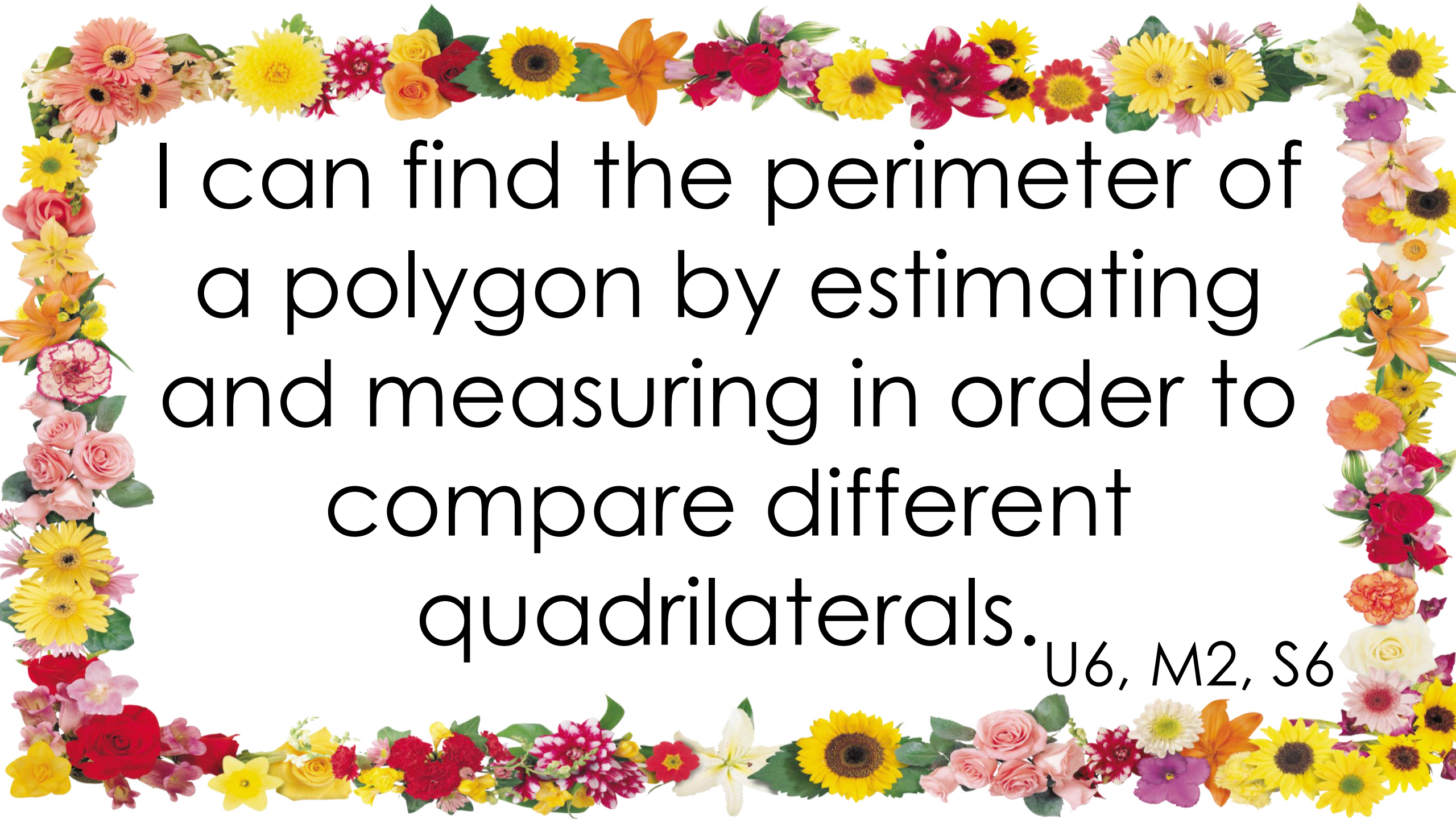
I can identify different quadrilaterals by using a variety of attributes in order to distinguish one quadrilateral from another.

U6, M2, S4



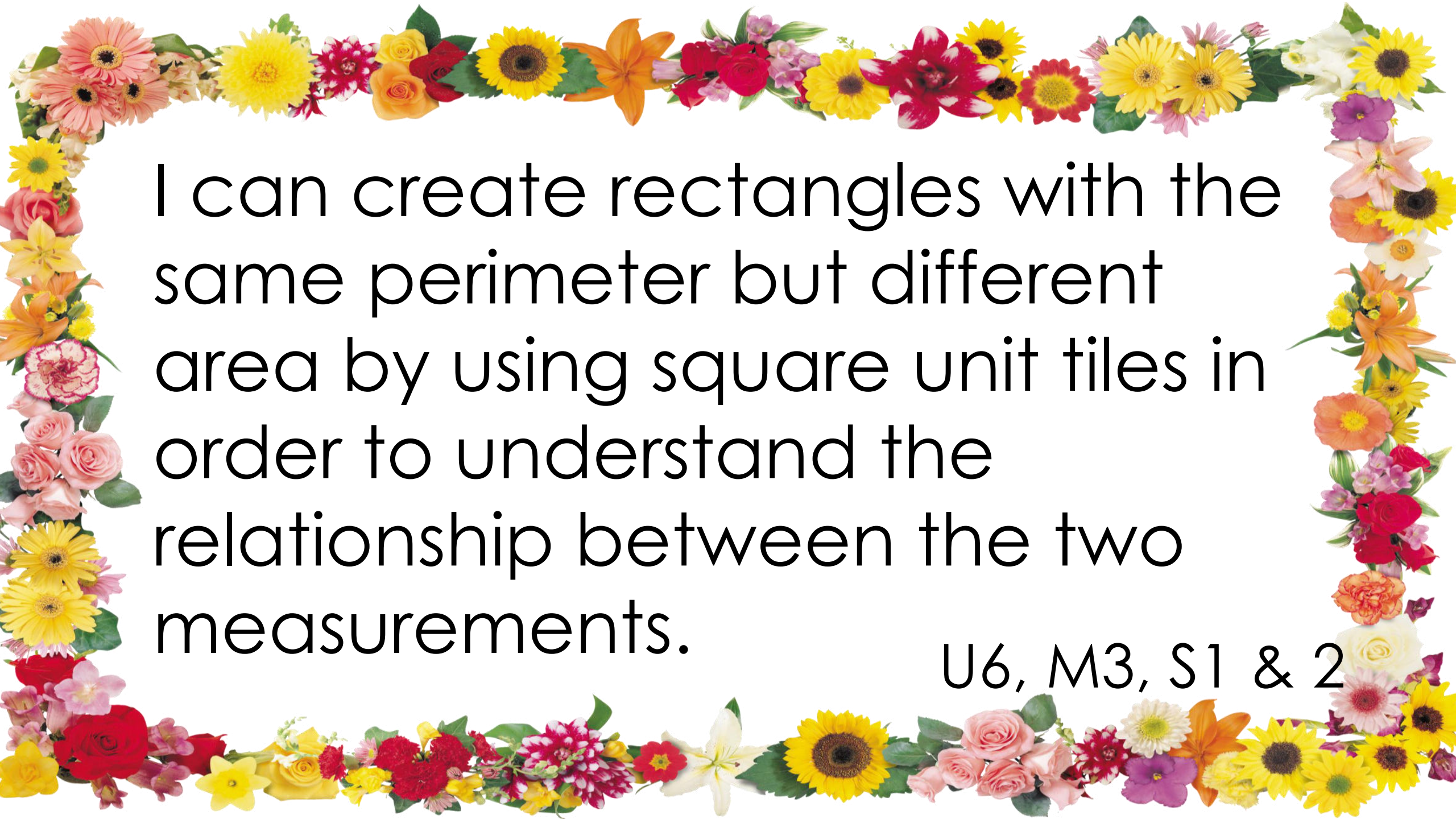
Write a riddle about
quadrilaterals by using a
variety of attributes in order to
demonstrate an
understanding of quadrilaterals

U6, M2, S5



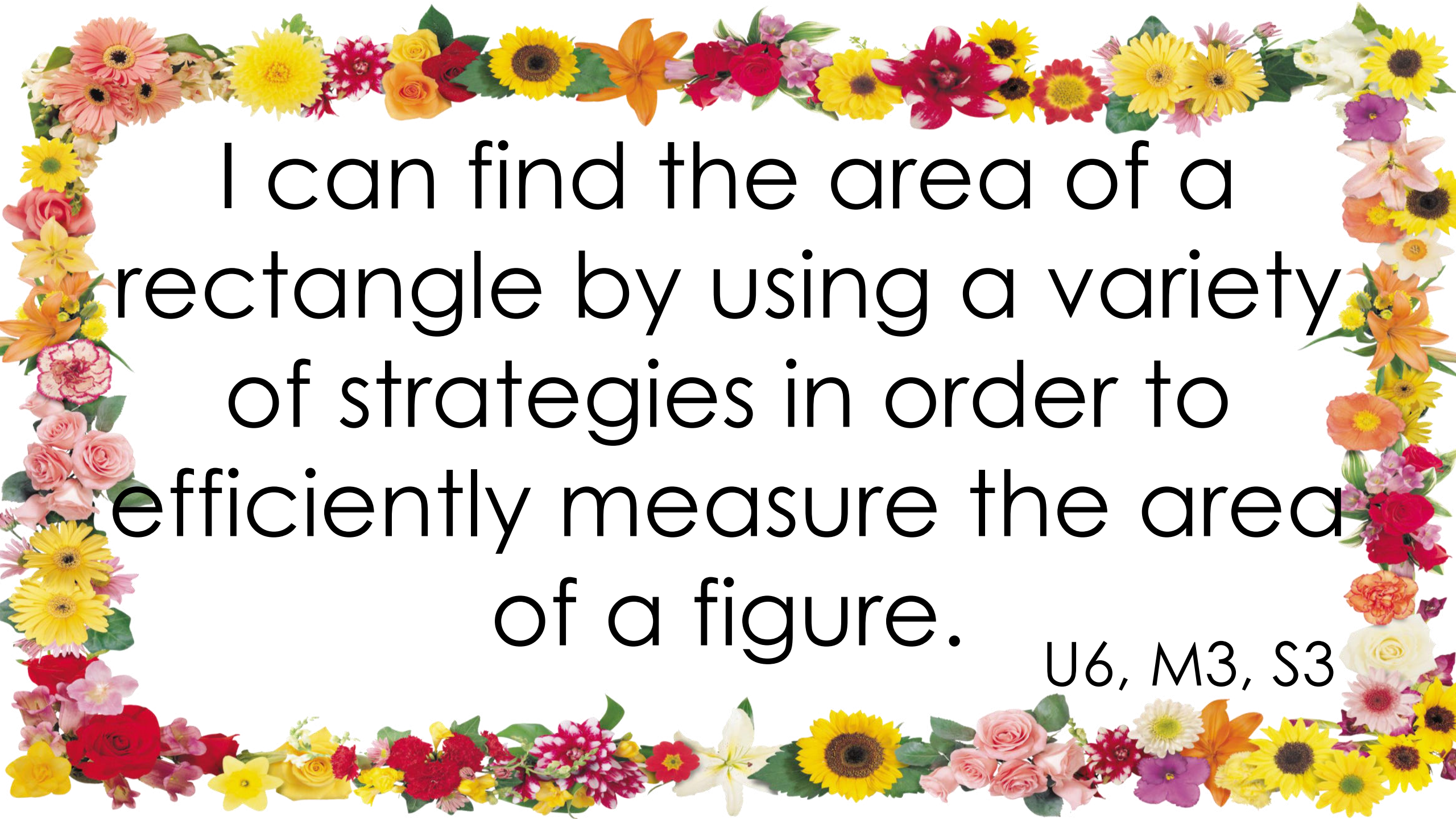
I can find the perimeter of a polygon by estimating and measuring in order to compare different quadrilaterals.

U6, M2, S6



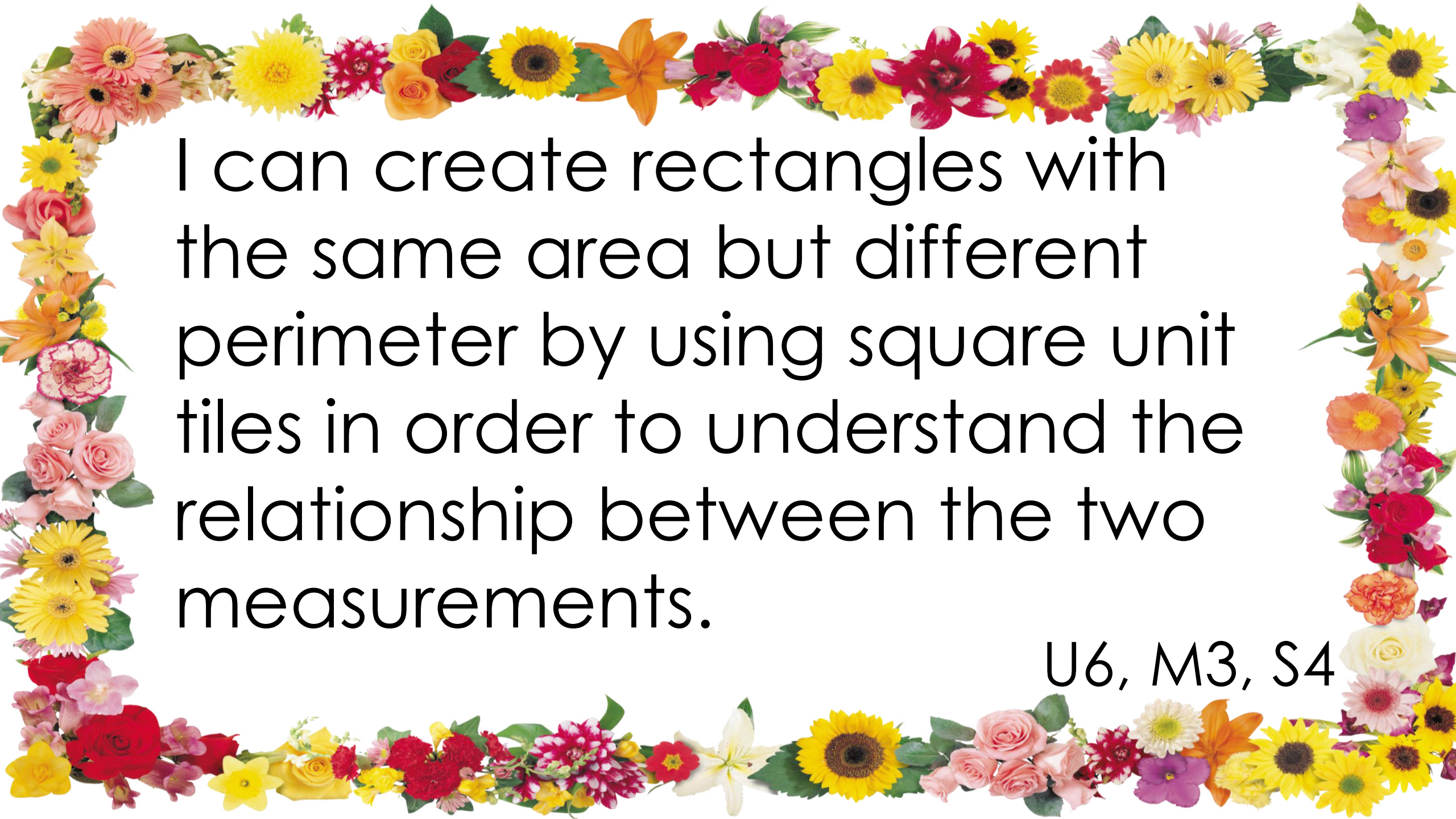
I can create rectangles with the same perimeter but different area by using square unit tiles in order to understand the relationship between the two measurements.

U6, M3, S1 & 2



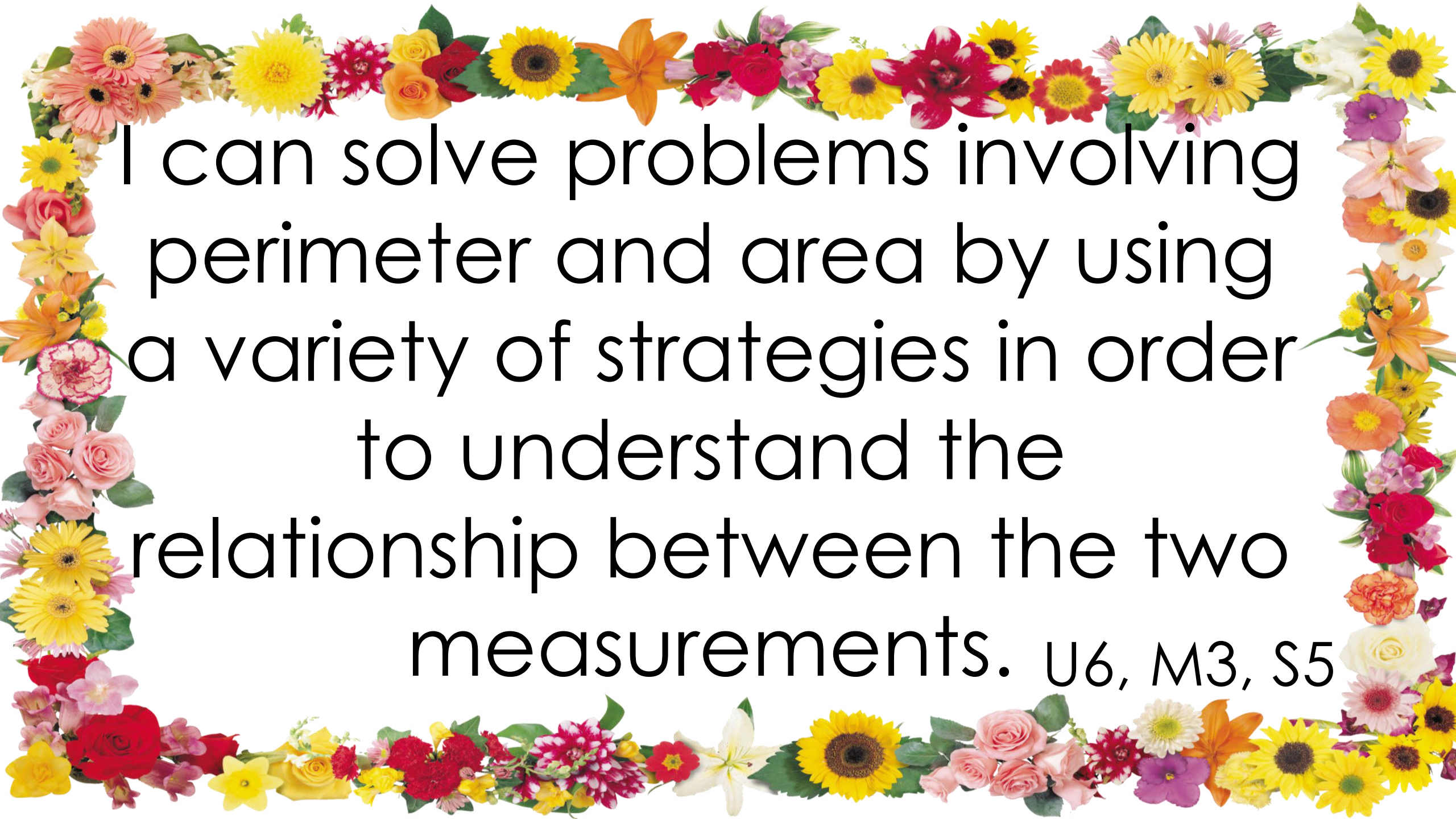
I can find the area of a rectangle by using a variety of strategies in order to efficiently measure the area of a figure.

U6, M3, S3

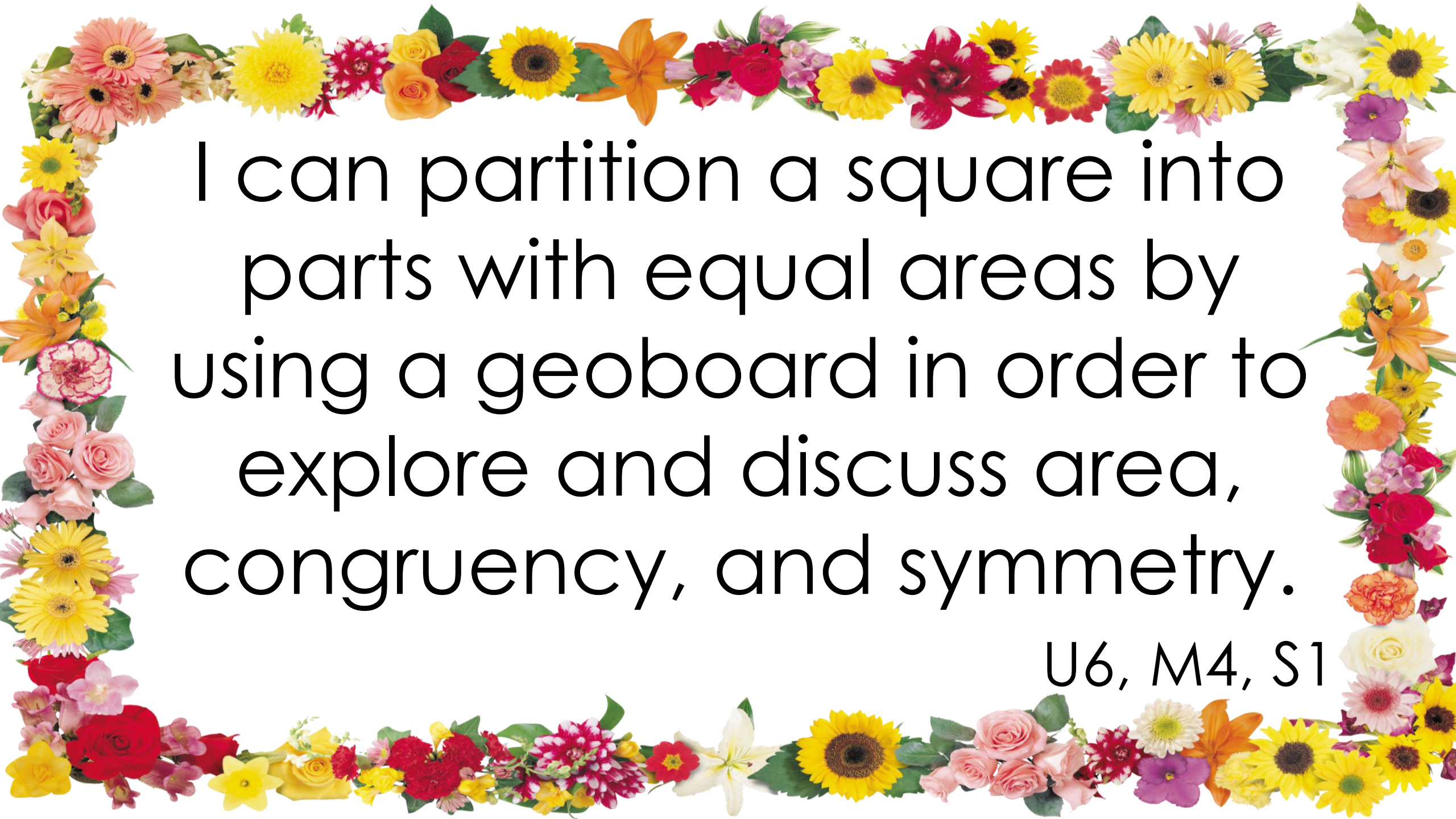


I can create rectangles with the same area but different perimeter by using square unit tiles in order to understand the relationship between the two measurements.

U6, M3, S4

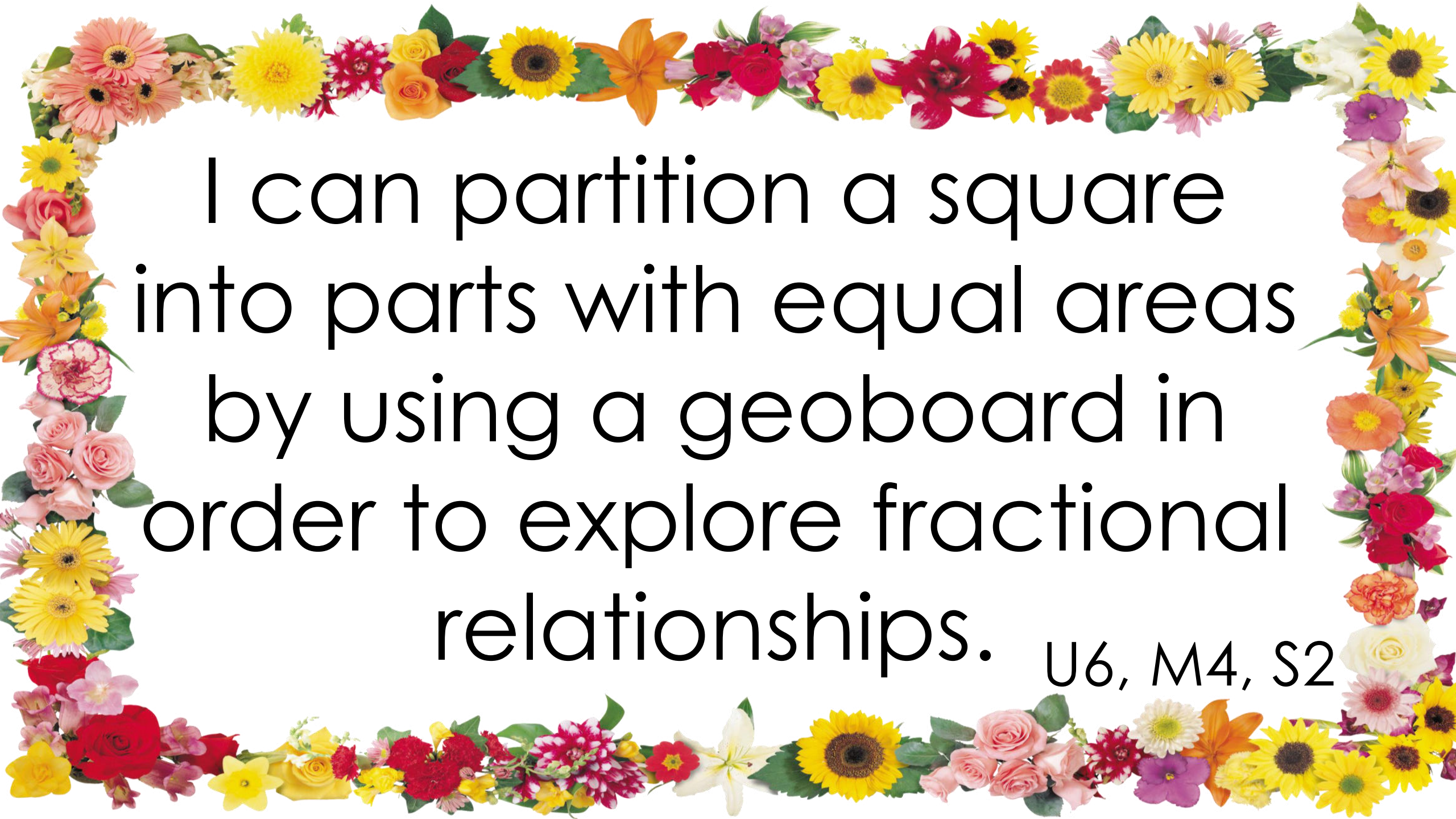


I can solve problems involving perimeter and area by using a variety of strategies in order to understand the relationship between the two measurements. U6, M3, S5

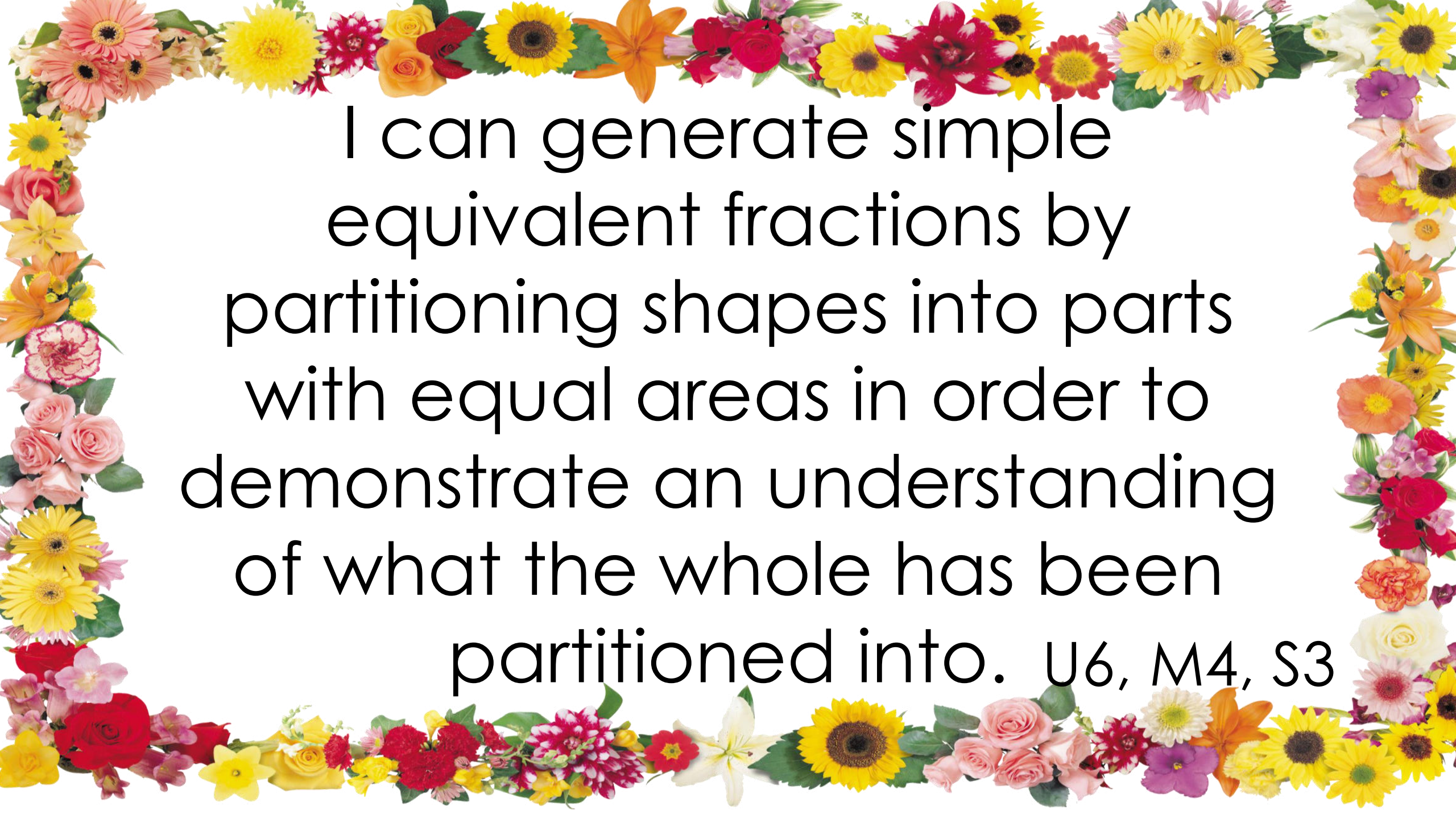


I can partition a square into parts with equal areas by using a geoboard in order to explore and discuss area, congruency, and symmetry.

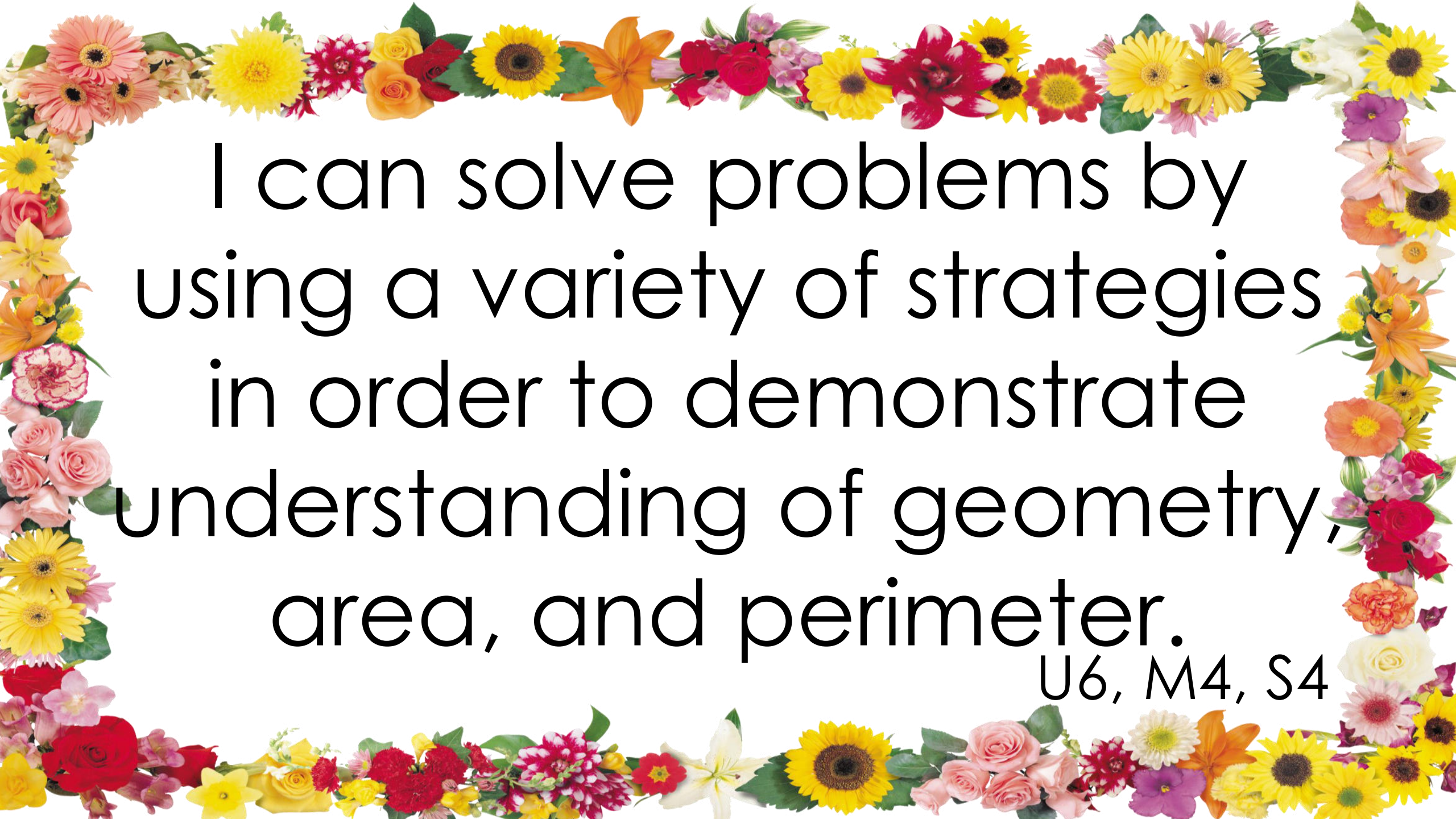
U6, M4, S1



I can partition a square
into parts with equal areas
by using a geoboard in
order to explore fractional
relationships. U6, M4, S2



I can generate simple equivalent fractions by partitioning shapes into parts with equal areas in order to demonstrate an understanding of what the whole has been partitioned into. U6, M4, S3



I can solve problems by
using a variety of strategies
in order to demonstrate
understanding of geometry,
area, and perimeter.

U6, M4, S4