

# UNIT 5 MATH DATA: 3rd GRADE

Put \* after teacher name once you've given the CFA.

Put # after teacher name once you've given the post assessment.

**Target: 3.G.1.1 Classify and recognize that shapes in different categories may share attributes. That the shared attributes can define a larger category and recognize rhombuses, rectangles, trapezoids, parallelograms and squares as quadrangles/quadrilaterals.**

	Abramowicz*#	Lamkin*	Kelly*#	Weede*#
E	Student 1 Student 2 Student 3 Student 4	Student 5 Student 6 Student 7 Student 8 Student 9 Student 10 Student 11 Student 12 Student 13	Student 14 Student 15 Student 16 Student 17 Student 18 Student 19 Student 20 Student 21 Student 22	Student 23 Student 24 Student 25 Student 26 Student 27 Student 28 Student 29 Student 30 Student 31 Student 32 Student 33 Student 34 Student 35
M	Student 36 Student 37 Student 38 Student 39 Student 40 Student 41 Student 42	Student 43 Student 44 Student 45	Student 46 Student 47 Student 48 Student 49 Student 50 Student 51 Student 52 Student 53 Student 54	Student 55
D	Student 56 Student 57 Student 58 Student 59 Student 60 Student 61	Student 62 Student 63 Student 64 Student 65 Student 66 Student 67 Student 68	Student 69	Student 70  Student 71 Student 72 Student 73 Student 74
N	Student 75 (Will			Student 78

	take next week)			
	Student 76 Student 77			

<p style="text-align: center;"><b>Extends / Extends +</b></p> <p>Use index cards or angle measurers from Everyday Math. Talk about acute, obtuse, etc... angles.</p>	<p style="text-align: center;"><b>Mastery to Extends</b></p> <p>Articulate the attributes required of each category of shape and use vocabulary to explain why a shape does or does not fall within a given category.</p>
<p style="text-align: center;"><b>Developing to Mastery</b></p> <p>Strengths: Know names of some shapes as well as attributes</p> <p>Work on: vocabulary (shape names, right angles, parallel lines, equal size, pair of parallel lines or set of parallel lines) Understanding what attributes each shape MUST have Meaning of parallel-exploration of what parallel lines are (describe as pairs/sets) category vs. attribute same/different vs. similar/difference Strategy of writing ALL the names of a shape How to complete a Venn Diagram</p>	<p style="text-align: center;"><b>Stations</b></p> <p>Tree map could be used to gather attributes. Put name of shape and underneath it 's attributes. After practice reverse the tree map and put an attribute, then have them name the shape. Game Idea-name an attribute, then have them eliminate those shapes that don't belong. Provide attributes to the developing kids first. Double bubble with two random shapes-compare. Brace Map Bubble map- describe attributes of a shape Quizlet Scootpad Wixie vocabulary Flow map-start with all shapes, remove shapes as each descriptor is shared until you end up with only a square. (Popplet could be used to do this too).</p>

