

## Unit Plan by Prioritized Standards

<b>Content Area</b>	Math
<b>Grade/Course</b>	3rd
<b>Unit of Study</b>	Module 4
<b>Duration of Unit</b>	12 days - Unit 4

Insert priority standards below (include code). **CIRCLE or Highlight** the **SKILLS** that students need to be able to do and **UNDERLINE** the **CONCEPTS** that students need to know. **(address “supporting” standards in daily lesson plans)**

MGSE3.MD.7 **Relate** area to the operations of multiplication and addition.

b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

<b>Skills</b> (what must be able to do)	<b>Concepts</b> (what students need to know)	<b>DOK Level / Bloom's</b>
<ol style="list-style-type: none"> <li>1. Understand area as an attribute of plane figures</li> <li>2. Interpreting Area models to form rectangular arrays</li> <li>3. Analyze and reason about area</li> <li>4. Solve word problems involving area</li> <li>5. Finding area by decomposing</li> <li>6. Apply knowledge to find the area of a room</li> </ol>	<ol style="list-style-type: none"> <li>1. Use square tiles to find the area of a given space</li> <li>2. Understand that array also shows the area of a given space</li> <li>3. Understand that area is found by multiplying the 2 sides</li> <li>4. Understand how to find the unknown when only the area and 1 side is given</li> <li>5. Understand when being asked to find the area in a word problem</li> </ol>	3

**Step 5: Determine BIG Ideas** (enduring understandings students will remember long after the unit of study)

1. Know the formula for finding area ( $l \times w$ )
2. When appropriate tile the inside of a shape or object
3. Use problem solving strategies involving area
4. The space inside a rectangle or square can be measured in square units.

**Step 6: Write Essential Questions** (these guide instruction and assessment for all tasks. The big ideas are answers to the essential questions)

1. How is it possible for different shapes to have the same area?
2. What methods can I use to determine the area of an object?
3. How might you have you figured the area by only knowing the side lengths?
4. Why is there a connection between and rectangle side lengths and its area?
5. How can you find unknown measurements?

6. What strategy can be used to find the area of a room?

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**Essential Unit Vocabulary**

**Area, square unit, tile, geometric shape, distribute, length, rows, columns, whole number**

**Next step, create assessments and engaging learning experiences**