

Clarification of Standards for Parents
Grade 3 Mathematics Unit 5

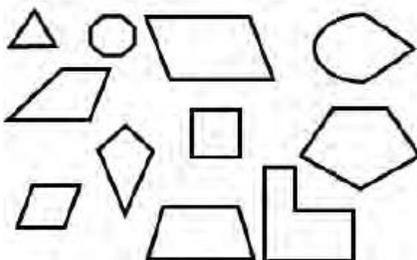
Dear Parents,

We want to make sure that you have an understanding of the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit Five. Each standard is in bold print and underlined and below it is an explanation with student examples. Your child is not learning math the way we did when we were in school, so hopefully this will assist you when you help your child at home. Please let your teacher know if you have any questions.



MGSE3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

In second grade, students identify and draw triangles, quadrilaterals, pentagons, and hexagons. Third graders build on this experience and further investigate quadrilaterals. Students recognize shapes that are and are not quadrilaterals (four sided) by examining the properties of the geometric figures. A quadrilateral must be a closed figure with four straight sides and they begin to notice characteristics of the angles and the relationship between opposite sides. Students should be encouraged to provide details and use proper vocabulary when describing the properties of quadrilaterals. They sort geometric figures (see examples below) and identify squares, rectangles, and rhombuses as quadrilaterals.



Students should classify shapes by attributes and drawing shapes that fit specific categories. For example, parallelograms include: squares, rectangles, rhombi, or other shapes that have two pairs of parallel sides. Also, the broad category quadrilaterals include all types of parallelograms, trapezoids and other four-sided figures.

Example:

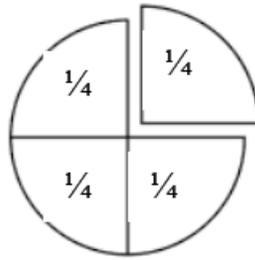
Draw a picture of a quadrilateral. Draw a picture of a rhombus. How are they alike? How are they different? Is a quadrilateral a rhombus? Is a rhombus a quadrilateral? Justify your thinking.

MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

This standard builds on students' work with fractions and area. Students are responsible for partitioning (splitting) shapes into halves, thirds, fourths, sixths and eighths.

Example:

This figure was partitioned/divided into four equal parts. Each part is $\frac{1}{4}$ of the total area of the figure.



Given a shape, students partition it into equal parts, recognizing that these parts all have the same area. They identify the fractional name of each part and are able to partition a shape into parts with equal areas in several different ways.

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$

$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$	$\frac{1}{4}$
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(Adapted from Henry County Schools)