**3rd Grade Unit 6 Mathematics**

Dear Parents,

The Common Core State Standards (CCSS), also known in Georgia as the Common Core Georgia Performance Standards (CCGPS), present a balanced approach to mathematics that stresses understanding, fluency, and real world application equally. Know that your child is not learning math the way many of us did in school, so hopefully being more informed about this curriculum will assist you when you help your child at home.

Below you will find the standards from Unit Six in bold print and underlined. Following each standard is an explanation with student examples. Please contact your child’s teacher if you have any questions.

**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. They learn that a quadrilateral must be a closed figure with four straight sides, and they begin to notice characteristics of the angles of these shapes 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 example below) and identify squares, rectangles, and rhombuses as quadrilaterals.

quadrilaterals

all sides equal length

Students should classify shapes by attributes and draw shapes that fit specific categories.

Example:

Draw a picture of a square. Draw a picture of a rhombus that is not a square. How are they alike? How are they different? Is a square a rhombus? Is a rhombus a square? Justify your thinking.

**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 ¼ 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.

