# SD Common Core State Standards Disaggregated Math Template

| **Domain:** | Geometry | **Cluster:** | Reason with shapes and their attributes. | **Grade level:** | 3 |
|---|---|---|---|---|---|

| **Correlating Standard in Previous Year** | **Number Sequence & Standard** | **Correlating Standard in Following Year** |
|---|---|---|
| 2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.5 Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | 3.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. | 4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. |

| **Student Friendly Language:** |
|---|
| I can identify common attributes between shapes.<br>I can use common attributes among shapes to define a larger group.<br>I can identify rhombuses, rectangles, and squares as quadrilaterals.<br>I can draw a quadrilateral that is NOT a rhombus, rectangle, or a square. |

| **Know (Factual)** | **Understand (Conceptual) The students will understand that:** | **Do (Procedural, Application, Extended Thinking)** |
|---|---|---|
| • rhombus<br>• rectangle<br>• quadrilateral<br>• square<br>• attributes<br>• category<br>• subcategory | Shapes get their names based on their common attributes.<br><br>Shapes share some attributes.<br><br>A shape's attributes determine which category they belong to.<br><br>All closed shapes with four straight sides and four vertices are part of a large category called quadrilaterals.<br><br>Even though shapes have different names, they may have attributes that are the same. | Recognize shapes by name including rhombus, rectangle, square.<br><br>Name attributes found in quadrilateral shapes.<br><br>Categorize shapes based on names and/or attributes.<br><br>Compare and contrast quadrilaterals based on attributes.<br><br>Draw quadrilaterals, including rhombuses, rectangles, squares.<br><br>Draw a quadrilateral that is not a rhombus, rectangle or a square. |

| **Key Vocabulary:** |
|---|
| quadrilateral rectangle rhombus square category subcategory attribute |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question "why do I have to learn this"? |
| Find a shape with attributes that make it strong enough to build a bridge.<br><br>Design a better student desk using attributes of quadrilaterals.<br><br>Mathematicians and scientists sort and classify things based on attributes. |

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| 2.G.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | 3.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. | 4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as ½. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols, >,<,= and justify the conclusions, e.g., by using a visual fraction model. |

| **Student Friendly Language:** |
|---|
| I can partition shapes into parts with equal areas.<br><br>I can express the area of each part as a fraction. |

| **Know (Factual)** | **Understand (Conceptual) The students will understand that:** | **Do (Procedural, Application, Extended Thinking)** |
|---|---|---|
| • Area<br>• Partition<br>• Unit Fraction | Shapes can be partitioned into equal areas.<br><br>A unit fraction is the area of one of the equal areas. | Partition a shape into parts with equal areas.<br><br>Determine the area of each part using a fraction.<br><br>Determine the unit fraction of a given area. |

| **Key Vocabulary:** |
|---|
| partitionunit fraction area |
| **Relevance and Applications:** How might the grade level expectation be applied at home, on the job or in a real-world, relevant context? Include at least one example stem for the conversation with students to answer the question “why do I have to learn this”? |
| Sharing food among friends.<br><br>Designing a bedroom space or classroom space. |