



SCOTT FORESMAN Investigations

IN NUMBER, DATA, AND SPACE®

As a way to become familiar with this unit:

- Read the selections
- Try/think through the Activities
- Review the Assessment opportunities
- Do the end-of-unit assessment tasks

Perimeter, Angles, and Area

This unit is the 4th of 9 units in third grade. It builds on the work of the previous units in the K-5 geometry and measurement strand. Before teaching this unit, perhaps after working through this *Where to Start*, read *Mathematics in This Unit*, p. 10.

Investigation 1: Linear Measurement

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 19)
- Investigation 1 Planner (p. 20)

The following activities and information support the key math ideas:

- Activity: Estimating and Measuring Lengths (p. 25)
- Discussion: Measurement Benchmarks (p. 26)
- Activity: An Ant's Path (p. 30) and Discussion: Comparing Strategies and Results (p. 32)
- Activity: Perimeter Problems (p. 40) and Discussion: Pilar's Yard (p. 46)
- Teacher Note: Making Careful Measurements (p. 138)

Investigation 2: Understanding and Finding Area

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 57)
- Investigation 2 Planner (pp. 58 & 60)

The following activities and information support the key math ideas:

- Teacher Note: What's an –Omino? (p. 143)
- Activity: Making Tetrominoes (p. 63) and Discussion: Flips and Turns (p. 64)
- Activities: Covering a Rectangle (p. 65) and The Perfect

Preparation

- Materials to Gather and Prepare (pp. 21, 59, 61, 101, 103)
- Review the logistics of making the Straw Building Kits (p. 101)

Assessment

- Assessment in This Unit (p. 14)
- Assessment Activities (pp. 41, 95) and Teacher Note (p. 145)
- End-of-Unit Assessment Activities (p. 135) and Teacher Note (p. 149)

Practice & Review

- Classroom Routines and Ten-Minute Math (p. 16)
- Practice and Review (p. 17)

Cover-Up (p. 70)

- Activities: Introducing Tetromino Puzzles (p. 75) and Tetromino Puzzles (p. 76)
- Teacher Note: Understanding the Area of Triangles (p. 144)
- Discussion: Area of Triangles (p. 77)
- Dialogue Box: The Space is the Same (p. 155)

Investigation 3: Triangles, Quadrilaterals, and Angles

These pages provide an overview of this Investigation:

- Mathematical Emphases (p. 99)
- Investigation 3 Planner (pp. 100 & 102)

The following activities and information support the key math ideas:

- Discussion: Attributes of Triangles (p. 108)
- Activity: Tricky Triangles (p. 111)
- Dialogue Box: Building a Definition of Triangles (p. 158)
- Activities: Introducing Building Quadrilaterals (p. 117)
- Math Workshop Activity 2A: Building Quadrilaterals (p. 118)
- Discussions: Squares and Rectangles (p. 120) and Right Angles and Not-Right Angles (p. 124)

Teacher Notes and **Dialogue Boxes** are important sources of information about mathematics content and about students' thinking about mathematical ideas. Each time you teach this unit, you can read more of this information.