Grade: 3 Subject: Mathematics	Unit 2: Lines, Line Segments, and Quadrilaterals
Big Idea/Rationale	• Builds upon the conceptual understanding of linear measurement and the properties of quadrilaterals students developed in previous grade levels. In this unit, students name, sort, and classify quadrilaterals using quadrilateral names and describe them using geometric terms. Students are expected to apply their understanding of attributes of quadrilaterals to find perimeters of squares and rectangles without measuring all four sides.
Enduring Understanding (Mastery Objective)	Students will understand that: • Triangles and quadrilaterals are determined based on number of corresponding sides and angles. • Lines and line segments are sets of points in space that can be used to describe parts of other geometric lines, shapes, and solids. • The distance around a figure is the perimeter. This is found by adding the lengths of all sides together. • Parallel sets of lines are lines that never cross; whereas, perpendicular sets of lines intersect at a 90 degree angle.
Essential Questions (Instructional Objective)	• How can you describe triangles and quadrilaterals? • What are the different types of quadrilaterals? • What is the difference between a line, a line segment, and a line? • How do you find the perimeter of a shape? • What is the main difference between parallel sets of lines and perpendicular sets of lines?
Content (Subject Matter)	• Measure lengths to the nearest centimeter. • Draw line segments of given lengths. • Find perimeters of triangles and quadrilaterals. • Identify and find examples to illustrate the terms line, line segment, parallel, and perpendicular. • Identify opposite and adjacent sides of quadrilaterals. • Develop definitions for parallelogram, rectangle, square, and rhombus. • Explore the relationships among parallelograms, rectangles, squares, and rhombuses. • Find the perimeters of rectangles and squares without measuring all four sides. • Draw parallelograms and rectangles. • Observe the relationship between the dimensions of a rectangle and its perimeter. • Review the features of quadrilaterals, parallelograms, rectangles, and squares.

	• Describe the relationships, among various types of quadrilaterals.
Skills/ Benchmarks (CCSS Standards)	• **3.MD.D.8:** Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length and exhibiting rectangles with the same perimeter and different area or with same area and different perimeter. • **3.G.A.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. • **Mathematical Practices**
Materials and Resources	• Math Expressions, Student Journals, Manipulatives, Math themed literature, BrainPop, IXL Mathematics