

Dear Parents,

We will begin our next unit of study in math soon. The information below will serve as an overview of the unit as you work to support your child at home. If you have any questions, please feel free to contact me. I appreciate your on-going support.

Sincerely,

Your Child's Teacher

## Unit Name: 2D Shapes

### Common Core State Standards:

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.

### Essential Vocabulary:

- Properties
- Attributes
- Features
- Quadrilateral
- Open figure
- Closed figure
- Three-sided
- 2 dimensional
- Rhombi/Rhombus
- Rectangles
- Squares
- Polygon
- Square
- Kite
- Parallelogram
- Parallel Lines
- Perpendicular Lines
- Line Segments
- Endpoint
- Line/Line Segment
- Opposite
- Adjacent

### Unit Overview:

In second grade the students were able to identify and draw triangles, quadrilaterals, pentagons and hexagons. In third grade the students will continue to work with quadrilaterals. The students will discuss the sides and angles found on a quadrilateral. Other shapes like squares, rectangles and rhombus will be sorted according to attributes, properties and features. The vocabulary similar and congruent may be part of the classroom conversation, but is not a standard taught until middle school. This unit is heavy with vocabulary. Students should have lots of experiences with working with shapes and using the vocabulary to discuss the shapes attributes, properties, and features.

### Strategies/Skills:

The 2D geometry unit is heavy with vocabulary. It is important that the students make written and spoken connections between the visual representations of geometric shapes and the vocabulary word. The students should also be able to represent the shapes in a drawing that they create. Students are expected to sort the different shapes that are part of the unit. They should also be able to identify the shapes that do not belong in the sort of group. The shapes that do not fit are considered non-examples.

### Video Support:

Video support can be found on The WCPSS Academics YouTube Channel.

- <http://tinyurl.com/WCPSSAcademicsYouTube>

LearnZillion Videos About 2D Shapes

- <https://learnzillion.com/lessons/3307-recognize-shape-attributes>
- <https://learnzillion.com/lessons/3376-identifying-trapezoids-and-parallelograms>
- <https://learnzillion.com/lessons/3308-identify-rhombuses-rectangles-and-squares>
- <https://learnzillion.com/lessons/3479-sort-quadrilaterals-by-their-attributes>

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**Additional Resources:**

If you have limited/no internet access, please contact your child's teacher for hard copies of the resources listed in this document.

- NCDPI Unpacking Document: [3<sup>rd</sup> Grade Unpacking Document](#)