



Marietta City Schools District Topic Planner

Third Grade

Topic Title	<i>Topic 6: Connect Area to Multiplication and Addition</i>	Unit duration	<i>10 days</i>
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Big Idea: Measurement and Data - Area

[Georgia Standards of Excellence](#)

- **3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement.
 - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
 - b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- **3.MD.7** Relate area to the operations of multiplication and addition.

■ Major work of the grade □ Supporting standard ● Additional standard

Informational Links

- [GSE Unit 3 Frameworks: Patterns in Addition and Multiplication](#)
- [MCS Math Instructional Framework](#)
- [MCS Math Instructional Framework with Resource Guidance](#)

About the Math

- [GaDOE: Grade 3 Standards Overview Document](#)
- [GaDOE: What Do Standards Look Like in Third Grade?](#)

Topic 6: Learning Resources**3.MD.5, 3.MD.6, 3.MD.7**

Lesson Number/Task/Module	Lesson	Lesson Description	Standards Addressed
Savvas 6-1	Cover Regions Savvas pp. 209-212	Students use unit squares to find the area of a shape.	3.MD.5
Savvas 6-2	Area: Nonstandard Units Savvas pp. 213-216	Students use unit squares to find the area of a figure.	3.MD.5
Supplemental 6-2	Exploring the Area of Rectangles with Square Tiles MIP Module 14 pp. 294-296	Students work with a partner to determine an area using color tiles. They then create pictorial representations on grid paper and discuss their observations.	3.MD.5
Savvas 6-3	Area: Standard Units Savvas pp. 217-220	Students use standard units to measure the area of a shape.	3.MD.6
Supplemental 6-3	Finding the Area in Square Centimeters MIP Module 14 pp.296-297	Students work with a partner to determine the area of a rectangle measured in square centimeters and discuss the difference in size when the area is measured in square centimeters rather than square inches.	3.MD.6
Supplemental 6-5	Splitting Rectangles MIP Module 14 pp.299-300	Students are introduced to breaking rectangles into smaller rectangles to determine their area.	3.MD.7
Savvas 6-4	Area of Squares and Rectangles Savvas pp. 221-224	Students use unit squares and multiplication to find the areas of squares and rectangles.	3.MD.7
Supplemental 6-4	Connecting Area to Multiplication MIP Module 14 pp. 298-299	Students are introduced to the use of multiplication as a more efficient way to determine area.	3.MD.7
Savvas 6-5	Apply Properties: Area and the Distributive Property	Students use the areas of rectangles to model the Distributive Property of Multiplication.	3.MD.7

	Savvas pp. 225-228		
Supplemental 6-5	Splitting Rectangles MIP Module 14 pp.299-300	Students are introduced to breaking rectangles into smaller rectangles to determine their area.	3.MD.7

Additional Resources		
3.MD.5, 3.MD.6, 3.MD.7		
Standards Addressed	Lesson	Lesson Description
3.MD.5 3.MD.6	The Same but Different GaDOE Constructing Task	Students will create different area models for a given product.
3.MD.5 3.MD.6	Paper Cut GaDOE 3 Act Task	Students will watch a video and tell what they noticed. Next, they will be asked to discuss what they wonder about or are curious about. Students will then use mathematics to answer their own questions.
3.MD.7	Count Me In GaDOE Constructing Task	Students create area models and label them with appropriate dimensions.

Assessment Resources			
3.MD.5, 3.MD.6, 3.MD.7			
Type	Location	Assessment Description	Standards Addressed
Formative	MCS Mini	Students solve multiple choice problems involving areas.	3.MD.5 3.MD.6
Formative	MCS Mini	Students solve constructed response problems that show the relationship between multiplication and addition.	3.MD.7
Formative	MIP Module 14 p. 301	Students create 2 different rectangles with the same area.	3.MD.5 3.MD.6
Summative	Savvas Topic Assessment TE pp. 243-244	Students will demonstrate how area connects to multiplication and addition. Digital or print forms available through Savvas platform. Use MDIS to support student needs through data.	3.MD.5 3.MD.6 3.MD.7
Summative	Savvas Topic Performance Task TE pp. 247-248	Students will use a real-life scenario designing banners to find an area.	3.MD.5 3.MD.6 3.MD.7