

Mini-Map for M.EE.3.G.2

Subject: Mathematics

Geometry (G)

Grade: 3

Learning Outcome

DLM Essential Element	Grade-Level Standard
M.EE.3.G.2 Recognize that shapes can be partitioned into equal areas.	M.3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.

Linkage Level Descriptions

Initial Precursor	Distal Precursor	Proximal Precursor	Target	Successor
Communicate understanding of a unit by recognizing a group of countable objects. Communicate understanding of "wholeness" by recognizing an object that has all the parts joined together. Recognize parts of an object and the whole object.	Divide familiar shapes, such as circles, triangles, squares, and/or rectangles, into two or more distinct parts. These parts may or may not be equal.	Recognize two glasses with an equal amount of liquid. Demonstrate an ability to partition a circle and rectangle into two, three, and four equal parts. Recognize that a rectangle divided into equal parts can have rows and columns.	Divide familiar shapes, such as circles, squares, and/or rectangles, into two or more equal parts.	Recognize an area model representing the fractions one half, one third, one fourth, or one tenth when presented with three different area models.

Initial Precursor and Distal Precursor Linkage Level Relationships to the Target

How is the Initial Precursor related to the Target?

Being able to partition shapes requires a student to recognize a unit and recognize when basic objects are in whole and part forms. Work on this understanding by giving students an opportunity to observe, feel, or otherwise interact with objects and shapes in their whole and part forms. The general goal is to explore the differences between whole units or objects and parts of units or objects. As students explore shapes, label them and describe them as whole or part.

NOTE: Educators can work on the Initial Precursor skills using everyday objects and/or using the shapes that students working at the Target level are partitioning into equal parts.

How is the Distal Precursor related to the Target?

As students begin to recognize whole objects or shapes and parts of objects or shapes, they can move toward building and taking apart shapes.

NOTE: Educators can work on the Distal Precursor skills using everyday objects and/or using the shapes that students working at the Target level are partitioning into equal parts.

Instructional Resources

Released Testlets
See the Guide to Practice Activities and Released Testlets .
Using Untested (UN) Nodes
See the document Using Mini-Maps to Plan Instruction .

M.EE.3.G.2 Recognize that shapes can be partitioned into equal areas

