

I Can... Grade 3 Math

Major Content

Supporting Content

Additional Content

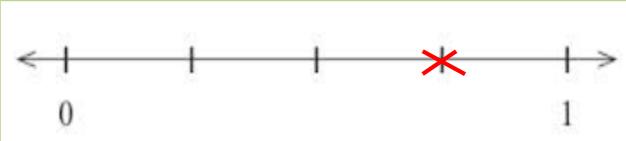


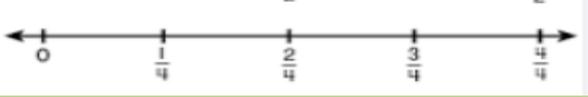
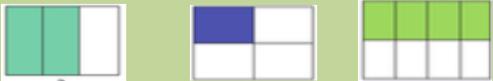
ANNE ARUNDEL
COUNTY PUBLIC SCHOOLS



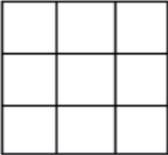
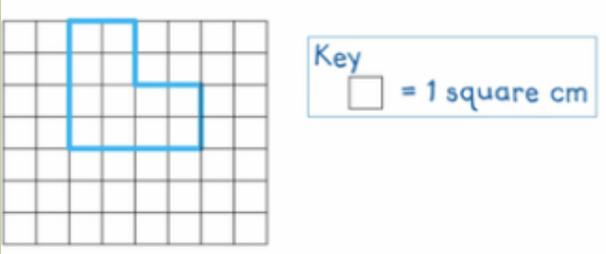
I Can...		Example					
Operations & Algebraic Thinking	<p>3.OA.A.1 I can explain the meaning of products of whole numbers by using groups of objects.</p>	<p>Create 3 different multiplication arrays that represent 24. Describe a context for one of the arrays. For example, describe a context when 24 can be expressed as _____ (one of the expressions from above).</p>					
	<p>3.OA.A.2 I can partition whole numbers into equal groups to determine the quotient of whole numbers.</p>	<p>I have 36 total cookies divided into more than one bag. Each bag has the same amount. How many bags could I have? How many would be in each bag?</p>					
	<p>3.OA.A.3 I can solve multiplication and division word problems by using drawings and equations.</p>	<p>Sam cuts 12 feet of fabric into 4 equal pieces to make pillows. How long is each piece? How does the number line below support your answer?</p> <p style="text-align: center; font-size: small;">Number Line</p>					
	<p>3.OA.A.4 I can find the unknown number in a multiplication or division equation.</p>	<p>Find the missing number to make each equation true.</p> <p style="text-align: center;">$15 \div \underline{\quad} = 3$ $6 \times 6 = \underline{\quad}$ $7 \times \underline{\quad} = 21$</p>					

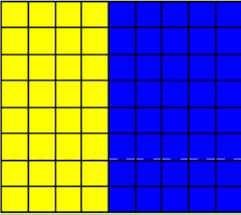
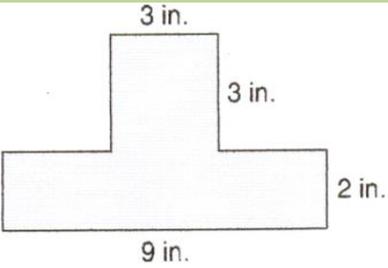
Unit	I Can...	Example					
Operations & Algebraic Thinking	3.OA.B.5 I can use properties of multiplication to multiply and divide.	How can knowing $8 \times 5 = 40$ and $8 \times 2 = 16$ help you find the product of 8×7 ? Malcolm multiplied 3 factors together and got a product of 24. What 3 factors could he have multiplied? What strategy did you use to determine the numbers?					
	3.OA.B.6 I can use what I know about multiplication and factors to solve division problems.	Explain how solving $8 \times \underline{\quad} = 32$ helps you find the quotient of $32 \div 8$.					
	3.OA.C.7 I can apply what I know about multiplication and division in order to solve related multiplication and division problems.	What number would make both equations true? $40 = \underline{\quad} \times 5$ $40 \div \underline{\quad} = 5$					
	3.OA.D.8 I can solve two-step word problems that involve addition, subtraction, multiplication and division, and determine if the answer is reasonable using estimation strategies.	There are 20 cookies baked for a school bake sale. Half of the cookies were placed in bags and three cookies were eaten. How many cookies still need to be placed in packages for the bake sale?	+				
			-				
x							
÷							
3.OA.D.9 I can find patterns in addition and multiplication tables and explain them using properties of operations.	Henry said that 4 times a number is always even. Do you agree? Decompose 4 into equal addends to justify your reasoning.						

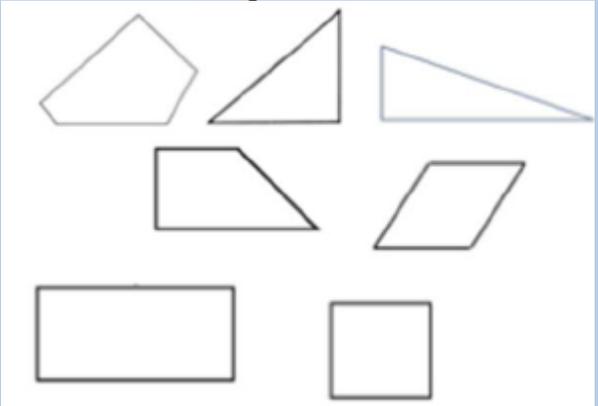
Unit		I Can...	Example					
Number & Operations		3.NBT.A.1 I can use place value to help me round numbers to the nearest 10 or 100.	Jessica is thinking of a number that rounds to 120. What is the largest number she could be thinking of? What is the smallest number she could be thinking of?					
		3.NBT.A.2 I can add and subtract numbers within 1000 using strategies based on place value, the properties of operations and/or how addition and subtraction are related.	Solve the following problem using any strategy. $395 + 640 = ?$ $987 - ? = 456$					
		3.NBT.A.3 I can multiply any one digit whole number by a multiple of 10 (in the range 10 - 90).	A notebook has 70 sheets of paper. How many sheets of paper do 6 notebooks have?					
Numbers & Operations - Fractions		3.NF.A.1 I can show that fractions represent equal parts of a whole.	A pizza was divided into 8 equal pieces. Jason ate 3 of the pieces. What fraction of the pizza did Jason eat? Draw a model to justify your reasoning.					
		3.NF.A.2 I can understand a fraction as a number on the number line by showing fractions on a number line diagram.						
		3.NF.A.2a I can label fractions on a number line because I know the interval between 0 and 1 is the whole and the whole is partitioned into equal parts.	What fraction does the X on the number line represent? 					

Unit	I Can...	Example					
Numbers & Operations - Fractions	<p>3.NF.A.2b I can show a fraction on a number line by partitioning the whole into equal parts.</p>	<p>Use the number line below to show the fraction $\frac{5}{6}$. Explain how you knew where to put $\frac{5}{6}$.</p> 					
	<p>3.NF.A.3 I can understand how fractions can be equivalent and can compare fractions by reasoning about their size.</p>						
	<p>3.NF.A.3.a I can understand two fractions as equivalent if they are the same size, or at the same point on a number line.</p>	<p>Using the number line below, label the fraction $\frac{1}{2}$.</p>  <p>Using the number line below, find the fraction that is equivalent to $\frac{1}{2}$.</p> 					
	<p>3.NF.A.3.b I can recognize and write simple equivalent fractions and explain why they are equal using words or models.</p>	<p>Which fraction shown is equivalent to $\frac{4}{6}$?</p>  <p>Explain how you know they are equal.</p>					
	<p>3.NF.A.3.c I can show whole numbers as fractions and recognize fractions that are equal to whole numbers.</p>	<p>Draw a model to show that $2 = \frac{12}{6}$.</p>					

Unit		I Can...	Example															
		<p>3.NF.A.3.d I can compare two fractions by reasoning about their size and using models and the symbols >, =, < to prove my comparison.</p>	<p>What fraction could go in the blank to make the comparison true? $\frac{6}{8} < \underline{\hspace{2cm}}$</p> <p>Explain your reasoning.</p>															
Measurement & Data		<p>3.MD.A.1 I can tell time to the nearest minute and solve word problems involving addition and subtraction of time intervals.</p>	<p>Mark started his homework at 4:30 and finished 48 minutes later. What time did Mark finish his homework?</p>															
		<p>3.MD.A.2 I can measure and estimate liquids and solids with grams (g), kilograms (kg) and liters (l) and solve one-step problems involving masses and volumes.</p>	<p>Choose all the containers that hold less than a liter.</p> <p style="text-align: center;">kitchen sink jelly jar baby food jar</p> <p style="text-align: center;">bathtub paper cup</p> <p>There are 3 jugs of water. Each jug contains 4 liters. How much water is there altogether?</p>															
		<p>3.MD.B.3 I can make a picture or bar graph to show data and solve problems using the information from the graphs.</p>	<p>Draw bar graph to represent the laps completed in the walkathon using the data in the table.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Students</th> <th>Number of Laps</th> </tr> </thead> <tbody> <tr> <td>John</td> <td>6</td> </tr> <tr> <td>Sue</td> <td>10</td> </tr> <tr> <td>Bill</td> <td>16</td> </tr> <tr> <td>Mary</td> <td>19</td> </tr> </tbody> </table> <p>How many more laps did Mary walk than Sue and John?</p>	Students	Number of Laps	John	6	Sue	10	Bill	16	Mary	19					
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	<p>3.MD.B.4 I can create a line plot from measurement data, where the length has been measured to the nearest half-inch or quarter-inch.</p>	<p>Measure 10 pencils in your pencil box to the nearest half-inch. Record your data using a line plot.</p>																

Unit		I Can...	Example						
Measurement & Data	3.MD.C.5		I can measure geometric shapes using area.						
		3. MD.C.5 a I can measure the area of plane shapes using “unit squares”.	The area of the square is ____ square units.						
		3.MD.C.5.b I can cover a plane shape with square units to measure its area.	Using inch tiles, find the area of an index card.						
		3.MD.C.6 I can measure areas by counting unit squares.	Find the area of the shape below.						
	3.MD.C.7		I can understand area by thinking about multiplication and addition.						
		3.MD.C.7.a I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.	A rectangle has a length of 5 centimeters and a width of 3 centimeters. What is the area of the rectangle? Use tiles to make a model and write an equation to represent the model.						

Unit	I Can...	Example					
Measurement & Data	<p>3.MD.C.7.b I can solve real world problems about area using multiplication.</p>	<p>Christie is putting tile in her bathroom. Her bathroom is 8 feet wide by 10 feet long. What is the area of her bathroom?</p>					
	<p>3.MD.C.7.c I can use models to show that the area of a rectangle can be found by using the distributive property.</p>	<div style="text-align: center;">  </div> <p>Complete the equation to find the area of the figure above. (___ x ___) + (___ x ___) = ___ square units</p>					
	<p>3.MD.C.7.d I can find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.</p>	<p>What is the area of the figure?</p> <div style="text-align: center;">  </div>					
	<p>3.MD.D.8 I can solve real world math problems involving the perimeter of polygons.</p>	<p>Ryan's dad built a square deck in his backyard. One side of the deck is 10 feet long. What is the perimeter of the deck?</p>					

Unit		I Can...	Example					
Geometry		<p>3.G.A.1 I can recognize shapes by looking at their attributes.</p>	<p>Circle all of the quadrilaterals that have 2 pairs of sides the same length.</p> 					
		<p>G.A.2 I can divide shapes into parts with equal areas and show those areas as fractions.</p>	<p>A rectangle is divided into 12 equal squares. How many squares make up $\frac{1}{3}$ of the rectangle?</p>					