Third Grade I CANS

SPRINGS PUBLIC SCHOOLS | TN
EMPOWER ACADEMY

Student's Name: ______________________________

Math

Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
3.OA.A.1 I CAN interpret the factors and products in whole number multiplication equations (e.g., 4x 7 is 4 groups of 7 objects with a total of 28 objects or 4 strings measuring 7 inches with a total length of 28 inches.)				
3.OA.A.2 I CAN interpret the dividend, divisor, and quotient in whole number division equations (e.g., 28 ÷ 7 can be interpreted as 28 objects divided into7 equal groups with 4 objects in each group or 28 objects divided so there are7 objects in each of the 4 equal groups).				
3.OA.A.3 I CAN multiply and divide within 100 to solve contextual problems, with unknowns in any positions, in situations involving equal groups, arrays/ area, and measurement quantities using strategies based on place value, the properties of operations, and the relationship between multiplication and division (e.g., contexts including computations such as 3 x ? = 24, 6 x 16 = ?, ? ÷ 8 = 3, or 96 ÷ 6 = ?)				
3.OA.A.4 I CAN determine the unknown whole number in a multiplication or division equation relating three whole numbers within 100. For example, determine the unknown number that makes the equation true in each of the equations: 8 x ? = 48, 5 = ? ÷ 3, 6 x 6 =?				
3.OA.B.5 I CAN apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.)Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known(Commutative property of multiplication). 3 x 5 x 2 can be solved by (3 x 5) x 2 or 3 x (5 x 2) (Associative property of multiplication). One way to find 8 x 7 is by using 8 x (5 + 2) = (8 x 5)+ (8 x 2). By knowing that 8 x 5 = 40 and 8 x 2 = 16, then 8 x 7 = 40 + 16 = 56 (Distributive property of multiplication over addition).				
3.OA.B.6 I CAN understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8				
3.OA.C.7 I CAN fluently multiply and divide within 100, using strategies such as the properties of operations or the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) By the end of 3rd grade, know all products of two one-digit numbers and related division facts.				

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Operations and Algebraic Thinking	Q1	Q2	Q3	Q4
3.OA.D.8 I CAN solve two-step contextual problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.				
3.OA.D.9 I CAN identify patterns in a multiplication chart and explain them using properties of operations. For example, in the multiplication chart, observe that 4 times a number is always even (because 4 x 6 = (2 x 2) x 6 = 2 x (2 x 6), which uses the associative property of multiplication) or, for example, observe that 6 times 7 is one more group of 7 than 5 times 7 (because 6x7= (5 +1) x7= (5x7)+(1x7), which uses the distributive property of multiplication over addition.				
Numbers and Operations in Base Ten	Q1	Q2	Q3	Q4
3.NBT.A.1 I CAN round whole numbers to the nearest 10 or 100 using understanding of place value and use a number line to explain how the number was rounded.				
3.NBT.A.2 I CAN fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.				
3.NBT.A.3 I CAN multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.				
3.NBT.A.4 I CAN read and write multi-digit whole numbers(less than or equal to 100,000) using standard form, word form, and expanded form (e.g., 23,456 can be written as 20,000 + 3,000 + 400 + 50 + 6)				
Numbers and Operations: Fractions	Q1	Q2	Q3	Q4
3.NF.A.1 I CAN understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size $1/b$. For example, 3/ 4 represents a quantity formed by 3 parts of size 1/ 4 .				
3.NF.A.2 I CAN understand a fraction as a number on the number line. Represent fractions on a number line.				

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Numbers and Operations: Fractions continued..	Q1	Q2	Q3	Q4
a. I CAN represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/ *b* and that the endpoint locates the number 1/ *b* on the number line. For example, on a number line from 0 to 1, students can partition it into 4 equal parts and recognize that each part represents a length of 1/ 4 and the first part has an endpoint at 1/ 4 on the number line.				
b. I CAN represent a fraction n/ *b* on a number line diagram by marking off n lengths 1/ *b* from 0. Recognize that the resulting interval has size n/ *b* and that its endpoint locates the number n/ *b* on the number line. For example, 5/ 3 is the distance from 0 when there are 5 iterations of 1/ 3.				
3.NF.A.3 I CAN explain equivalence of fractions and compare fractions by reasoning about their size.				
a. I CAN understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.				
b. I CAN recognize and generate simple equivalent fractions (e.g., 1/ 2 = 2 /4 , 4/ 6 = 2/ 3) and explain why the fractions are equivalent using a visual fraction model.				
c. I CAN express whole numbers as fractions and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form 3 = 3/ 1 ; recognize that 6 /1 = 6; locate 4 /4 and 1 at the same point on a number line diagram.				
d. I CAN compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Use the symbols >,=, or < to show the relationship and justify the conclusions.				
Measurement and Data	Q1	Q2	Q3	Q4
3.MD.A.1 I CAN solve contextual problems in time and money.				
a. I CAN tell and write time to the nearest minute and measure time intervals in minutes. Solve contextual problems involving addition and subtraction of time intervals in minutes.				

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Measurement and Data	Q1	Q2	Q3	Q4
b. I CAN solve one-step contextual problems involving amounts less than one dollar including quarters, dimes, nickels, and pennies using the ¢ symbol appropriately. Solve contextual problems involving whole number dollar amounts up to $1000 using the $ symbol appropriately.				
3.MD.A.2 I CAN measure the mass of objects and liquid volume using standard units of grams (g), kilograms (kg), milliliters (ml), and liters (l). Estimate the mass of objects and liquid volume using benchmarks. For example, a large paper clip is about one gram, so a box of about 100 large clips is about 100 grams. Therefore, ten boxes would be about 1 kilogram.				
3.MD.B.3 I CAN draw a pictograph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step" how many more" and "how many less" problems using information presented in graphs.				
3.MD.B.4 I CAN generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units: whole numbers, halves, or quarters.				
3.MD.C.5 I CAN recognize that plane figures have an area and understand concepts of area measurement.				
a. I CAN understand that 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. I CAN understand that 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.C.6 I CAN measure areas by counting unit squares (square centimeters, square meters, square inches, square feet, and improvised units).				
3.MD.C.7 I CAN relate area of rectangles to the operations of multiplication and addition.				
a. I CAN find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.				
b. I CAN multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent whole-number products as rectangular areas in mathematical reasoning.				

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c. I CAN use tiling to show in a concrete case that the area of a rectangle with=whole-number side lengths a and b + c is the sum of a x b and a x c. Use area=models to represent the distributive property in mathematical reasoning. For=example, in a rectangle with dimensions 4 by 6, students can decompose the=rectangle into 4 x 3 and 4 x 3 to find the total area of 4 x 6				
d. I CAN recognize area as additive. Find areas of rectilinear figure by decomposing them into non-overlapping rectangles & adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.				
3.MD.D.8 I CAN 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 areas or with the same area and different perimeters.				
Geometry	Q1	Q2	Q3	Q4
3.G.A.1 I CAN understand that shapes in different categories may share attributes=and that the shared attributes can define a larger category. Recognize=rhombuses, rectangles, and squares as examples of quadrilaterals and=recognize examples of quadrilaterals that do not belong to any of these=subcategories.				
3.G.A.2 I CAN partition shapes into parts with equal areas. Recognize that equal=shares of identical wholes need not have the same shape. Express the area=of each part as a unit fraction of the whole.				
3.G.A.3 I CAN determine if a figure is a polygon.				

Comments: