



I CAN DO THIS!



Third Grade Mathematics

Name _____

	#	 <h2>Number Sense</h2>	<h3>Problems or Examples</h3> 				
	1.1	I can count, read, and write whole numbers to 10,000.	What is the smallest whole number you can make using the digits 4, 3, 9, and 1? Use each digit exactly once.				
	1.2	I can compare and order numbers to 10,000.					
	1.3	I can identify place value for each digit to 10,000.					
	1.4	I can round off numbers to 10,000 to the nearest 10,100 and 1,000.					
	1.5	I can use expanded notation to represent numbers.	True or false? $3,105 \times 3 = 9,000 + 300 + 10 + 5$				
	2.1	I can add and subtract whole number 0 through 10,000.	1. $591 + 87 = ?$ 2. $1,283 + 6,074 = ?$ 3. $3,215 - 2,876 = ?$				
	2.2	I have memorized the multiplication tables from 1 to 10.					
	2.3	I know that multiplication and division are opposites and I use this to solve problems and check my answers.					
	2.4	I can multiply a 4-digit number by a 1-digit number.	There are 54 marbles. They are put into 6 bags so that the same number of marbles is in each. How many marbles would 2 bags contain? (Adapted from TIMSS).				

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#	 Number Sense	Problems or Examples 				
2.5	I can divide a 3-digit number by a 1-digit number.	$40 \div 4 = \underline{\quad}$				
2.6	I understand the meaning of 0 (zero) and 1 in both multiplication and division.	True or false? 1. $24 \times 0 = 24$ 2. $19 \div 1 = 19$ 3. $63 \times 1 = 63$ 4. $0 \div 0 = 1$				
2.7	I can solve money word problems where I need to figure out how much one item costs when I know the total amount paid and how many items were bought.					
2.8	I can solve problems that require two or more of the skills written above.	A class of 73 students goes on a field trip. The school hires vans, each of which can seat a maximum of 10 students. The school policy is to seat as many students as possible in a van before using the next one. How many vans are needed?				
3.2	I can add and subtract fractions with common denominators.	Find the value: 1. $\frac{1}{4} + \frac{3}{4} = ?$ 2. $\frac{5}{8} - \frac{1}{8} = ?$				

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	#	 Number Sense	Problems or Examples 				
	3.3	I can solve money word problems involving addition, subtraction, multiplication, and division using decimals.	Pedro bought 5 pens, 2 erasers and 2 boxes of crayons. The pens cost 65 cents each, the erasers 25 cents each, and a box of crayons \$1.10. The prices include tax, and Pedro paid with a ten-dollar bill. How much change did he get back?				
	3.4	I can explain the connection between whole numbers, fractions and decimals, like 50 cents is $\frac{1}{2}$ of \$1.00 and 75 cents is $\frac{3}{4}$ of \$1.00.					

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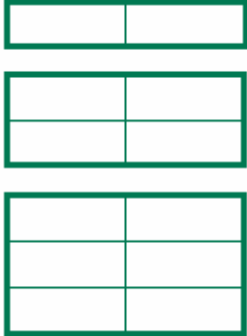
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#	 Algebra and Functions	Problems or Examples 				
1.1	I can write math expressions and equations using symbols to show how numbers relate to each other.	$45 < 65$ $\$5.00 = 500 \text{ pennies}$				
1.2	I can solve problems with number equations or inequalities.					
1.4	I can write measurement equations.	If a number of feet = number of yards x 3, and number of inches = number of feet x 12, how many inches are there in 4 yards?				
1.5	I know that in multiplication problems the factors can be in any order and the product will be the same.	When temperature is measured in both Celsius (C) and Fahrenheit (F), it is known that they are related by the following formula: $9 \times C = (F - 32) \times 5$. What is 50 degrees Fahrenheit in Celsius?				
2.1	I can figure out how much an item costs if I know the total cost and how many items there are.	John wants to buy a dozen pencils. One store offers pencils at 6 for \$1. Another offers them at 4 for 65 cents. Yet another sells pencils at 15 cents each. Where should John purchase his pencils in order to save the most money?				

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	#	 Algebra and Functions	Problems or Examples 				
	2.2	I can recognize and continue a pattern to solve a problem.	Here is the beginning of a pattern of tiles. Assuming that the pattern continues linearly, how many tiles will be in the sixth figure? (Adapted from TIMSS). 				

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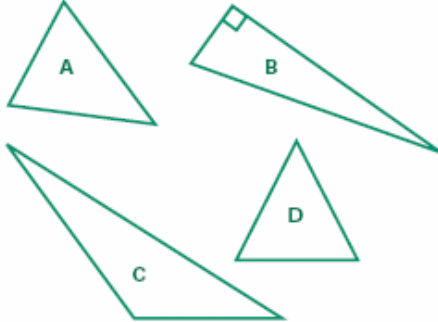
Name _____

	#	 Measurement and Geometry	Problems or Examples 				
	1.1	I can estimate and accurately measure the length, liquid volume, and weight of objects. I can choose which measurement tools and units I need to use.					
	1.2	I can use squares or cubes to figure out the area and volume of solid figures.	Make an outline of your hand with your fingers together on a piece of grid paper. Assuming that each grid is 1 cm^2 , what is roughly the area of your hand?				
	1.3	I can find the perimeter of a polygon.					
	1.4	I can calculate measurement answers in more than one way, changing inches to feet, centimeters to meters, minutes to hours, weeks to months, and so on.	$24'' = 2'$ $24 \text{ inches} = 2 \text{ feet}$				
	2.1	I can identify, describe, and classify polygons.					
	2.2	I can name and describe different kinds of triangles.					
	2.3	I can name and describe different kinds of quadrilaterals.					

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Name _____

	#	 Measurement and Geometry	Problems or Examples 				
	2.4	I can identify right angles and explain whether any angle is greater or less than 90 degrees.	Which of the following triangles include an angle that is greater than a right angle? 				
	2.5	I can identify, describe and classify common 3-dimensional geometric objects, and the shapes that can be seen in more complex solid objects.	Cube Rectangular Sphere Prism Cone Solid Cylinder Pyramid				

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Third Grade Mathematics

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	#	 Data Analysis and Patterns of Information	Problems or Examples 				
	1.1	I can tell whether something is certain, likely, unlikely, or impossible.	Is the following challenge certain, likely, unlikely, or impossible? Pick any two one-digit numbers so their sum is 17.				
	1.2	I can record the possible outcomes for a simple repeated event.					
	1.3	I can make a bar graph or line plot to show results of a probability experiment.					
	1.4	I can make good predictions as a result of a probability experiment.					

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#	 Mathematical Reasoning	Problems or Examples 				
1.1	I can identify when a word problem doesn't have enough information to solve it, or has unimportant information. I can also explain which information in the word problem is the most important.	To prepare for recycling on Monday, Michael collected all the bottles in the house. He found 5 dark green ones, 8 clear ones with liquid still in them, 11 brown ones that used to hold root beer, 2 still with the cap on from his parents' cooking needs, and 4 more that were oversized. How many bottles did Michael collect?				
1.2	I can decide when and how to break a problem into simpler parts.					
2.1	I can use estimation to prove if an answer is reasonable.	Prove or disprove a classmate's claim that 49 is more than 21 because 9 is more than 1.				
2.2	I can use strategies from simple problems to help solve more difficult problems.					
2.3	I can communicate my math thinking in different ways, using models, diagrams, tables, charts, graphs, symbols, numbers, and words.					
2.4	I can clearly explain and justify my solutions using mathematical vocabulary and symbols, both written and oral.					
2.5	I know when an exact answer is needed and when it is better to estimate.					

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	#	 Mathematical Reasoning	Problems or Examples 				
	2.6	I can calculate accurately and check the accuracy of my answer by rereading the original problem.					
	3.1	I can check if my problem solution makes any sense.					
	3.2	I can tell how I came up with my answer and explain how can I solve similar problems.					
	3.3	I can develop generalizations of the results obtained and apply them in other circumstances.					