3rd Grade Math

Operations & Algebraic Thinking

"I Can" Statements

I can write and solve problems using multiplication and division.

I can understand multiplication by thinking about groups of objects.

I can understand division by thinking about how one group can be divided into smaller groups.

I can use what I know about multiplication and division to solve word problems.

I can find the missing number in a multiplication or division equation.

I can use the Commutative property of multiplication.
(If 6 x 4 = 24, then 4 x 6 = 24.)

I can use the Associative property of multiplication.

(To figure out 3 x 5 x 2, I can multiply 3 x 5 = 15, then 15 x 2 = 30 OR I can multiply 5 x 2 = 10, then 3 x 10 = 30.)

I can use the Distributive property of multiplication.

(To figure out 8 x 7, I can think of 8 x (5 + 2) which means (8 x 5) + (8 x 2) = 40 + 16 = 56.)

I can find the answer to a division problem by thinking of the missing factor in a multiplication problem.

(I can figure out 32 ÷ 8 because I know that 8 x 4 = 32.)

I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.

(If I know that 6 x 8 = 48, then I also know that 48 ÷ 8 = 6.)

I can solve two-step word problems that involve addition, subtraction, multiplication and division.

I can solve two-step word problems by writing an equation with a letter in place of the number I don't know.

I can use mental math to figure out if the answers to two-step word problems are reasonable.

I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

3rd Grade Math

Number & Operations in Base Ten

"I Can" Statements

I can use what I know about place value and operations (+,-,x,÷) to solve problems with larger numbers.

I can use place value to help me round numbers to the nearest 10 or 100.

I can quickly and easily add and subtract numbers within 1000.

I can multiply any one digit whole number by a multiple of 10. (ex: 6 x 90 and 4 x 30)

3rd Grade Math

Number & Operations - Fractions

"I Can" Statements

I can understand fractions.

I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.

I can understand fractions as numbers on a number line by showing them on a number line diagram.

I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole.

I can show a fraction on a number line by marking off equal parts between two whole numbers.

I can understand how fractions with different numerators (top numbers) and denominators (bottom numbers) can actually be equal.

I can compare fractions by reasoning about their size.

I can understand two fractions as equivalent (equal) if they are the same size or at the same point on a number line.

I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.

I can show whole numbers as fractions.
(ex: 3 = 3/1)

I can recognize fractions that are equal to one whole.
(ex: 1 = 4/4)

I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.

I can understand that comparing two fractions is only reasonable if they refer to the same whole.

I can compare fractions with the symbols >, =, < and prove my comparison using models.

3rd Grade Math

Measurement & Data

"I Can" Statements

I can solve problems that involve measurement and estimation.

I can tell and write time to the nearest minute.

I can measure time in minutes.

I can solve telling time word problems by adding and subtracting minutes.

I can measure liquids and solids with grams (g), kilograms (kg) and liters (l).

I can use addition, subtraction, multiplication and division to solve word problems about mass or volume.

I can understand how information is shared using numbers.

I can make a picture or bar graph to show data and solve problems using the information from the graphs.

I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.

I can understand area.

I can understand that one way to measure plane shapes is by the area they cover.

I can understand that a "unit square" is a square with side lengths of 1 unit and that it is used to measure the area of plane shapes.

I can cover a plane shape with square units to measure its area.

I can measure area by counting unit squares (square cm, square m, square in, square ft).

I can understand area by thinking about multiplication and addition.

I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.

I can solve real world problems about area using multiplication.

*I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths **a** and **b+c** is the sum of **a x b** and **a x c**).*

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.

I can understand perimeter.

I can solve real world math problems using what I know about how to find the perimeter of shapes.

3rd Grade Math

Geometry

"I Can" Statements

I can understand shapes better by using what I notice about them.

I can place shapes into categories depending upon their attributes (parts).

I can name a category of many shapes by looking at their attributes (parts).

I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles and squares.

I can divide shapes into parts with equal areas and show those areas as fractions.