



SAMPLES OF STANDARDS STUDENTS ARE LEARNING THIS NINE WEEKS:

3rd Grade Math

STANDARDS: 3.OA.4, 3.OA.5, 3.OA.7, 3.NBT.2, 3.MD.8, 3.G.1.

3.OA.4

Which multiplication fact can you use to solve $7 = 63 \div \square$?

- A** $6 \times 6 = 36$
- B** $3 \times 21 = 63$
- C** $9 \times 7 = 63$
- D** $7 \times 7 = 49$

Correct Answer: C

3.OA.5

Which multiplication problems have the same product as $9 \times 7 \times 4$ or $7 \times 4 \times 8$?

Choose from the multiplication problems in the box below. Write the problem in the correct column. Not all problems will be used.

4×56	7×36	7×48	28×8	54×4	28×9	63×4
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$9 \times 7 \times 4$	$7 \times 4 \times 8$

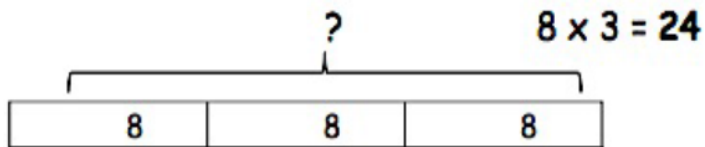
Correct Answer:

$9 \times 7 \times 4$	$7 \times 4 \times 8$
7×36 28×9 63×4	4×56 28×8

3.0A.7

Multiplication

Jack has 3 boxes of cars. There are 8 cars in each box. How many cars does Jack have?



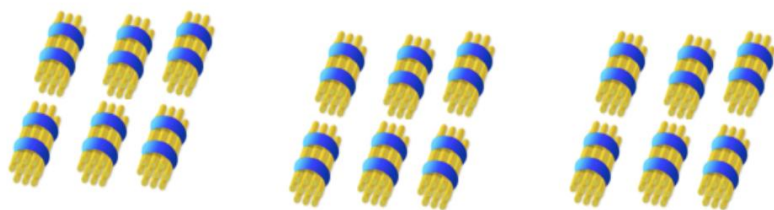
Use concrete examples to illustrate multiples of 10

$$3 \times 10 = 3 \text{ bundles of } 10 = 30$$



$$10 + 10 + 10 = 30$$

$3 \times 60 = 6 \text{ bundles of } 10, 3 \text{ times} = 180$



60 + 60 + 60 = 180

3.NBT.2



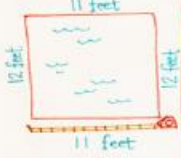
Strategies for Addition and Subtraction	
Fact Families	<p>Four number sentences are in each fact family. Use fact families to show relationships between addition and subtraction. When adding, the greatest number is always the sum. When subtracting, the greatest number is always the minuend.</p> <div style="border: 1px dashed black; padding: 5px; display: flex; justify-content: space-around; align-items: center;"> $15 + 8 = 23$ $8 + 15 = 23$ $23 - 15 = 8$ $23 - 8 = 15$ </div>
Base Ten Models - Used to model place value of the numbers.	
Addition	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> $\begin{array}{r} 34 = 30 + 4 \\ + 27 = 20 + 7 \\ \hline 50 + 11 = 61 \end{array}$ </div> </div>
Subtraction	<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> $\begin{array}{r} 56 \\ - 29 \\ \hline \end{array}$ </div> </div> <p style="font-size: small; margin-top: 5px;"> Represent 56. Can not take away 29 from this representation. Trade one ten for ten ones. Take away 29. Represent answer as 27. </p>

3.MD.8

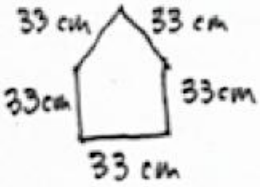
Perimeter

Perimeter is the total distance around the outside of a two-dimensional shape. Students will solve problems to determine perimeter with given side lengths.

perimeter

is	can	looks like
<ul style="list-style-type: none"> * a measurement of length * the length AROUND a shape 	<ul style="list-style-type: none"> * measure a  fence * tell how many feet of  lights will fit on your house 	<ul style="list-style-type: none"> *  $12 + 11 + 12 + 11 = 46$ The perimeter of the pool is 46 feet.

Example: Jason built a model of a pentagon. He made each outside wall 33 cm long. What is the perimeter of Jason's model?



The perimeter is 165 cm.

$$\begin{aligned}
 P &= 33\text{ cm} + 33\text{ cm} + 33\text{ cm} + 33\text{ cm} + 33\text{ cm} \\
 &= 66\text{ cm} + 66\text{ cm} + 33\text{ cm} \\
 &= 66\text{ cm} + 99\text{ cm} \\
 &= 65 + 100 \\
 &= 165\text{ cm}
 \end{aligned}$$

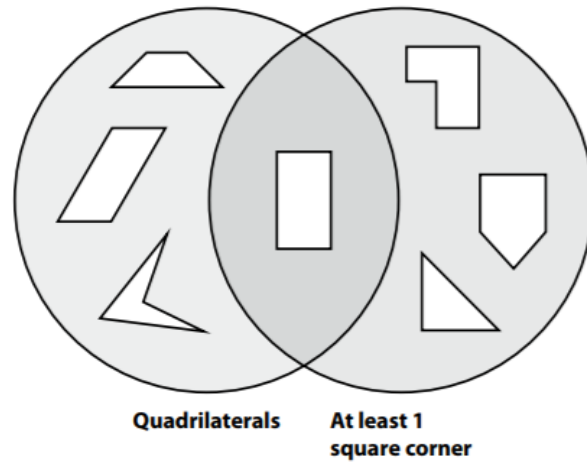
3.G.1.

Pablo sorted these shapes using a Venn diagram as shown.

He says a trapezoid can **never** go in the middle part of the Venn diagram where the two circles overlap.

Which sentence best explains why Pablo is correct or not correct?

- A Pablo is correct because trapezoids are not quadrilaterals.
- B Pablo is not correct because trapezoids are quadrilaterals that can have square corners.
- C Pablo is not correct because some trapezoids are quadrilaterals with no square corners.
- D Pablo is correct because trapezoids are quadrilaterals with no square corners.



Correct Answer: B