

Student: _____

Year: _____

Teacher: _____

**Indicates not taught this 9 weeks*

Third Grade Math Checklist	1st 9 Weeks	2nd 9 Weeks	3rd 9 Weeks	4th 9 Weeks
Number and Operations				
<i>M3N1: Students will further develop their understanding of whole numbers and decimals and ways of representing them.</i>				
a. Identify place value from tenths through ten thousands.				
b. Understand the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and ways to represent them including word name, standard form, and expanded form.				
<i>M3N2: Students will understand and apply the concept of rounding numbers.</i>				
a. Use the properties of addition and subtraction to compute and verify the results of computation.				
b. Use mental math and estimation strategies to add and subtract.				
c. Solve problems requiring addition and subtraction.				
d. Model addition and subtraction by counting back change using the fewest number of coins.				
<i>M3N3: Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving.</i>				
a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition.	*			
b. Know the multiplication facts with understanding and fluency to 10 x 10.	*			
c. Use arrays and area models to develop understanding to develop understanding of the distributive property and to determine partial products for multiplication of 2- or 3-digit numbers by a 1- digit number.	*			
d. Understand the effect on the product when multiplying by multiples of 10.	*			
e. Apply the identity, commutative and associative properties of multiplication and verify the results.	*			
f. Use mental math and estimation strategies to multiply.	*			
g. Solve problems requiring multiplications.	*			
<i>M3N4: Students will understand the meaning of division and develop the ability to apply it in problem solving.</i>				
a. Understand the relationship between division and multiplication and between division and subtraction.	*			
b. Recognize that division may be two situations: the first is determining how many equal parts of a given size or amount may be taken away from the whole as in repeated subtraction, and the second is determining the size of the parts when the whole is se	*			
c. Recognize problem-solving situations in which division may be applied and write corresponding mathematical expressions.	*			
d. Explain the meaning of a remainder in division in different circumstances.	*	*		
e. Divide a 2 and 3-digit number by a 1-digit divisor.	*	*		
f. Solve problems requiring division.	*			
g. Use mental math strategies to divide.	*			
<i>M3N5: Students will understand the meaning of decimal fractions and common fractions in simple cases and apply them in problem-solving situations.</i>				
a. Identify fractions that are decimal fractions and/or common fractions.				
b. Understand that a decimal fraction (i.e. 3/10) can be written as a decimal (i.e. 0.3).				
c. Understand the fraction a/b represents a equal sized parts of a whole that is divided into b equal sized parts.				
d. Know and use decimal fractions and common fractions to represent the size of parts created by equal divisions of a whole.				
e. Understand the concept of addition and subtraction of decimal fractions and common fractions with like denominators.				
f. Model addition and subtraction of decimal fractions an common fractions with like denominators.				
g. Use mental math and estimation strategies to add and subtract decimal fractions and common fractions with like denominators.				
h. Solve problems involving decimal fractions and common fractions with like denominators.				

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Measurement					
<i>M3M1: Students will further develop their understanding of the concept of time by determining elapsed time of a full, half and quarter-hour.</i>					
		*	*		
<i>M3M2: Students will measure length choosing appropriate units and tools.</i>					
a. Use the units kilometer (km) and mile (mi.) to discuss the measure of long distances.					
		*	*		
b. Measure to the nearest 1/4 inch, 1/2 inch and millimeter (mm) in addition to the previously learned inch, foot, yard, centimeter, and meter.					
		*	*		
c. Estimate length and represent it using appropriate units.					
		*	*		
d. Compare one unit to another within a single system of measurement.					
		*	*		
<i>M3M3: Students will understand and measure the perimeter of geometric figures.</i>					
a. Understand the meaning of the linear unit and measurement in perimeter.					
		*	*		
b. Understand the concept of perimeter as being the length of the boundary of a geometric figure.					
		*	*		
c. Determine the perimeter of a geometric figure by measuring and summing the lengths of the sides.					
		*	*		
<i>M3M4: Students will understand and measure the area of simple geometric figures (squares and rectangles).</i>					
a. Understand the meaning of the square unit and measurement in area.					
		*	*		
b. Model (by tiling) the area of a simple geometric figure using square units (square inch, square foot, etc.).					
		*	*		
c. Determine the area of squares and rectangles by counting, addition, and multiplication with models.					
		*	*		
Geometry					
<i>M3G1: Students will further develop their understanding of geometric figures by drawing them. They will also state and explain their properties.</i>					
a. Draw and classify previously learned fundamental geometric figures and scalene, isosceles and equilateral triangles.					
		*	*	*	
b. Identify and compare the properties of fundamental geometric figures.					
		*	*	*	
c. Examine and compare angles of fundamental geometric figures.					
		*	*	*	
d. Identify the center, diameter, and radius of a circle.					
		*	*	*	
Algebra					
<i>M3A1: Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.</i>					
a. Describe and extend numeric and geometric patterns.					
		*			
b. Describe and explain a quantitative relationship represented by a formula (such as the perimeter of a geometric figure).					
		*	*		
c. Use a symbol, such as a \square and Δ , to represent an unknown and find the value of the unknown in a number sentence.					
Data Analysis and Probability					
<i>M3D1: Students will create and interpret simple tables and graphs.</i>					
a. Solve problems by organizing and displaying data in charts, tables, and graphs.					
b. Construct and interpret line plot graphs, pictographs, Venn diagrams, and bar graphs using scale increments of 1, 2, 5, and 10.					
Process Skills					
<i>M3P1: Students will solve problems (using appropriate technology).</i>					
a. Build new mathematical knowledge through problem solving.					
b. Solve problems that arise in mathematics and in other contexts.					
c. Apply and adapt a variety of appropriate strategies to solve problems.					
d. Monitor and reflect on the process of mathematical problem solving.					
<i>M3P2: Students will reason and evaluate mathematical arguments.</i>					
a. Recognize reasoning and proof as fundamental aspects of mathematics.					
b. Make and investigate mathematical conjectures.					
c. Develop and evaluate mathematical arguments and proofs.					
d. Select and use various types of reasoning and methods of proof.					
<i>M3P3: Students will communicate mathematically.</i>					
a. Organize and consolidate their mathematical thinking through communication.					
b. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.					
c. Analyze and evaluate the mathematical thinking and strategies of others.					
d. Use the language of mathematics to express mathematical ideas precisely.					
<i>M3P4: Students will make connections among mathematical ideas and to other disciplines.</i>					
a. Recognize and use connections among mathematical ideas.					
b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.					
c. Recognize and apply mathematics in contexts outside of mathematics.					
<i>M3P5: Students will represent mathematics in multiple ways.</i>					
<small>Revised April 2009</small>					
a. Create and use representations to organize, record, and communicate mathematical ideas.					
b. Select, apply, and translate among mathematical representations to solve problems.					

c. Use representations to model and interpret physical, social, and mathematical phenomena.