

## **GRADE THREE MATH I can**

- I can use place value to round number to nearest 10.
- I can use place value to round number to nearest 100.
- I can fluently add numbers to 1000.
- I can fluently subtract numbers to 1000.
- I can measure elapsed time to the nearest minute.
- I can solve word problems involving addition of time.
- I can solve word problems involving subtraction of time.
- I can tell time to the nearest minute.
- I can write time to the nearest minute.
- I can solve one-step how many more problems using information from a scaled bar graph.
- I can solve one-step how many less problems using information from a scaled bar graph.
- I can solve two-step how many more problems using information from a scaled bar graph.
- I can solve one-step how many less problems using information from a scaled bar graph.
- I can draw a scaled picture graph to represent a data set with several categories.

- I can draw a scaled bar graph to represent a data set with several categories.
- I can generate measurement data by measuring lengths using rulers marked with halves of an inch.
- I can generate measurement data by measuring lengths using rulers marked with fourths of an inch.
- I can create a line plot that represents gathered measurement data in appropriate units. (whole numbers, halves, quarters)
- I can find the perimeter of a polygon given the side lengths.
- I can find the perimeter of a polygon with an unknown side length.
- I can construct rectangles with the same perimeter and different areas.
- I can construct rectangles with the same area and different perimeters.
- I can identify arithmetic patterns in addition tables.
- I can identify arithmetic patterns in multiplication tables.
- I can explain the arithmetic patterns in addition.
- I can explain the arithmetic patterns in multiplication.
- I can solve multiplication word problems by using equations. (within 100)
- I can solve division word problems by using equations. (within 100)
- I can solve multiplication word problems by using drawings. (within 100)

- I can interpret products of whole numbers. This means I can model multiplication facts by forming groups to represent the factors.
- I can recognize that addition can be used to find the total area of rectilinear figures, also by multiplying length times width.
- I can understand division as an unknown factor problem.
- I can solve a division problem with multiplication.
- I can use strategies to multiply one-digit whole numbers by multiples of 10.
- I can interpret quotients of whole numbers. This means I can model division facts by separating objects into equal shares.
- I can fluently recall multiplication facts. This means I know from memory all products of two one-digit numbers
- I can determine the unknown whole number in a multiplication problem. (missing value)
- I can determine the unknown whole number in a division problem.
- I can measure area by counting square centimeters, square meters, square inches, and square feet.
- I can measure area by counting units that I created.
- I can multiply to find area of rectangles using whole numbers to solve real world problems.
- I can identify that a square unit is used to measure the area of a plane figure.

- I can use the distributive property of multiplication to find the area of a rectangle that I have tiled.
- I can use square units, without gaps or overlaps, to measure the area of a plane figure.
- I can identify a rhombus as a quadrilateral.
- I can identify a rectangle as a quadrilateral.
- I can identify a square as a quadrilateral.
- I can compare shapes to show that they share attributes.
- I can identify a fraction on a number line.
- I can identify a fractional part on a number line.
- I can explain why fractions are equivalent.
- I can recognize when two fractions are equivalent when they are the same size or the same point on a number line.
- I can recognize simple equivalent fractions.
- I can express whole numbers as fractions. (ex.  $3/1 = 3$  and using a number line to show that  $3/3 = 1$ )
- I can partition shapes into parts with equal area.
- I can express that area of each equal part as a fraction of the whole shape.
- I can recognize that to correctly compare two fractions they must have the same whole.

- I can define fractions as parts of a whole.
- I can determine the individual parts within a fraction. (numerator)
- I can determine the number of equal parts with in a fraction. (denominator)
- I can compare fractions using  $>$ ,  $<$  or  $=$ .
- I can explain why my comparison of fractions is accurate.