



Third Grade Mathematics Newsletter




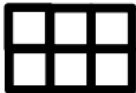
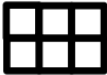
Marking Period 1, Part 2

MT	Learning Goals by Measurement Topic (MT) <u>Students will be able to . . .</u>
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> model, interpret, and represent multiplication and division situations.
Measurement and Data	<ul style="list-style-type: none"> measure areas of two-dimensional figures by counting square units and relate to addition.
Operations and Algebraic Thinking	<ul style="list-style-type: none"> use multiple strategies to represent and solve problems involving multiplication and division. understand and apply the commutative property of multiplication as a strategy to multiply. fluently multiply within 100 focusing on the foundational facts of 2, 5, 10, 1, 0.

Thinking and Academic Success Skills (TASS)		
	<u>It is . . .</u>	<u>In mathematics, students will . . .</u>
Analysis	breaking down a whole into parts that may not be immediately obvious and examining the parts so that the structure of the whole is understood.	<ul style="list-style-type: none"> identify relationships among parts of a whole as related to multiplication and division explain the area of rectangles by evaluating the relationships between rows and columns. 
Collaboration	working effectively and respectfully to reach a group goal.	<ul style="list-style-type: none"> work together to identify and explain patterns in a multiplication table. work with others to develop strategies for interpreting products. 

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Marking Period 1, Part 2

Learning Experiences by Measurement Topic		
MT	 In school, your child will . . .	 At home, your child can . . .
Numbers and Operations in Base Ten	<ul style="list-style-type: none"> identify and explain patterns in a multiplication table. use models to represent equal share situations. <u>Example:</u> $20 \div 5 = 4$  write division equations to represent equal share situations. 	<ul style="list-style-type: none"> find and explain patterns in 2's, 5's, and 10's, 0's, 1's multiplication facts. discuss and identify scenarios during meals when you can separate objects in equal groups or shares. collaborate with a friend or sibling to generate division equations that represent a scene outside a window or in a store.
Measurement and Data	<ul style="list-style-type: none"> describe and represent area as a measurement of square units. <u>Example:</u>  = 6 sq. units measure the area of rectangles by counting and adding square units. <u>Example:</u>  $2+2+2 = 6 \text{ sq. units}$ 	<ul style="list-style-type: none"> discuss situations for when and why it would be important to measure area. find, measure, and compare examples of area in your home or around your community. <u>Example:</u> Use square sticky notes to measure the area of various rectangular table tops or book surfaces. analyze and explain whether the area of a rectangular figure changes based on horizontal or vertical positioning using plane figures.
Operations and Algebraic Thinking	<ul style="list-style-type: none"> add and subtract to solve one and two step word problems. apply the commutative property of multiplication to the area of a rectangle. <u>Example:</u> $3 \times 7 = 21$ and $7 \times 3 = 21$ represent equal shares with single-digit factors using concrete models (blocks, cubes, other objects) and numbers. 	<ul style="list-style-type: none"> solve and explain one- and two-step addition and subtraction word problems that represent scenarios in their everyday life. use tiles as square units to form rectangular figures and identify equations to find the area using the number of rows and columns. identify and write equations for real-life situations when things must be shared (divided) into equal groups.
Glossary	<p>area: the number of square units needed to cover a region</p> <p>factors: numbers that when multiplied equal a product.</p> <p>product: the result when numbers are multiplied</p>	