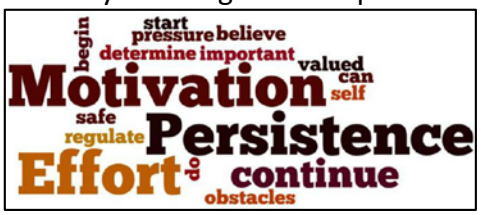
Third Grade Mathematics Newsletter

Marking Period 4, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Measurement and Data	• use the four operations to solve one-step word problems involving mass or volume without converting units. • solve real world and mathematical problems involving perimeters of polygons. • represent a data set with several categories in a pictograph and scaled bar graph • solve problems using information presented in various graphs.
Geometry	• use reasoning to recognize, categorize, and draw quadrilaterals (rhombuses, squares, and rectangles) based on attributes of shapes.

Thinking and Academic Success Skills (TASS)

	It is . . .	In mathematics, students will . . .
Elaboration	adding details that expand, enrich, or embellish.	• enhance ideas by adding details when explaining the classification of quadrilaterals. • add labels to drawings to clarify representations of a measurement problem. • communicate in a variety of ways when representing data.
Effort/Motivation/Persistence	working diligently and applying effective strategies to achieve a goal or solve a problem; continuing in the face of obstacles and competing pressures.	• develop and demonstrate a sequenced program of action to achieve a goal or solve multiple step problems. • use a variety of strategies to create an appropriate scale for bar graphs and pictographs. • identify and describe the outcome of working to achieve the end of year goal of fluently knowing the multiplication facts within 100. 

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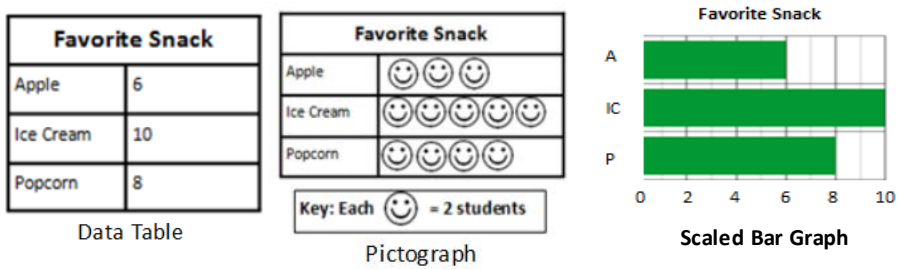
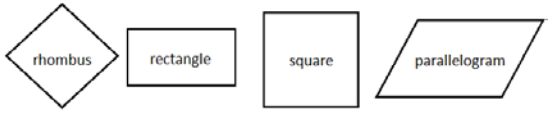
Marking Period 4, Part 2

Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Measurement and Data	• apply effective strategies to solve story problems involving volume (liters) and mass (grams and kilograms). • find the perimeter (distance around a figure) of quadrilaterals when side lengths are known or unknown. • create rectangles with the same perimeter and different areas or the same area and different perimeters. Example: How many different rectangles can you create with an area of 16 square units? Identify the perimeter of each rectangle. • create bar graphs and pictographs using a scale. Example: Draw a bar graph in which each square represents 5 pets. • use the data presented on a scaled graph to answer questions.	• use the grams of a given product, such as jelly, to determine what the total mass would be for several containers. Example: If one jar of jelly is 150 grams, how many grams of jelly would 5 jars be? How many bottles of jelly would there be if there were 750 total grams? • determine the area and perimeter of windows in the home. Illustrate and label findings to determine if any windows have the same perimeter and different areas or the same area and different perimeters. • create a data table showing the color and amount of socks in a sock drawer. Show the data in a different way such as a pictograph or a bar graph. Evaluate whether or not the scale should change based on the type of graph used. 
Geometry	• compare and sort quadrilaterals according to the similarities and differences of known shape attributes. • recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	• set a goal to find a certain amount of quadrilateral shapes around the home to sort into the categories of rhombus, rectangles, and squares. Explain why some quadrilaterals can be sorted into multiple categories. **Quadrilateral: 4 sided polygon**