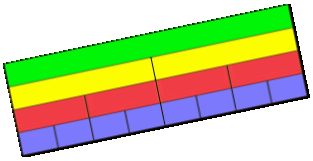
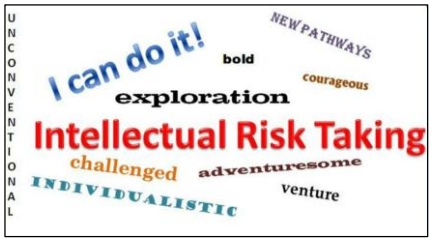
Third Grade Mathematics Newsletter

Marking Period 3, Part 1

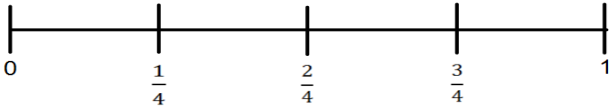
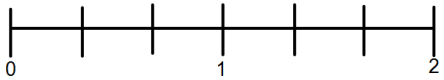
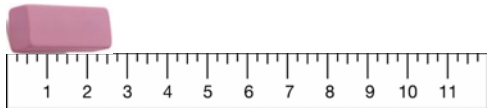
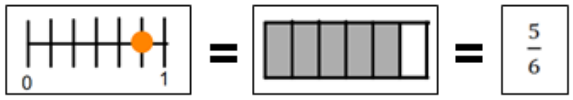
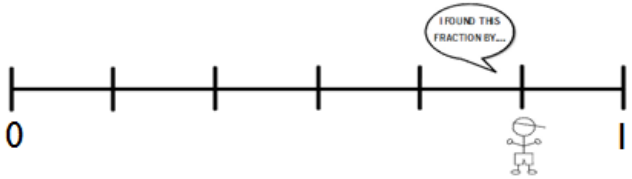
MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Number and Operations - Fractions	• understand fractions as numbers that represent equal parts of a whole. • understand and represent fractions on a number line. 

Thinking and Academic Success Skills (TASS)		
MT	It is . . .	In mathematics, students will . . .
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	• formulate a unique plan to represent real life situations on a number line (for example, the amount of bread needed for three sandwiches). • transform a standard number line to label the whole in a new way.
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• adapt new strategies to adjust thinking about fractions as a number. • think about **partitioning** number lines and shapes into equal parts to adjust understanding of fractions. • ask questions about the markings on a ruler to understand the fractional units used to measure (i.e.: halves, fourths, etc.). 

Third Grade Mathematics Newsletter

Marking Period 3, Part 1

Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Number and Operations - Fractions	• locate and count fractional lengths (partitions) of a whole on a number line (halves, fourths, eighths, thirds, and sixths).  • represent and label fractional lengths (partitions) of a whole and beyond a whole on a number line (**denominators** of 2, 3, 4, 6, 8).  • measure lengths of objects using a ruler marked with halves and fourths of an inch.  • match number lines, area models, and numeric representations that represent the same fractional value (**denominators** of 2, 3, 4, 6, 8).  	• take a walk around the neighborhood and justify whether objects are split into equal or unequal parts. If an object does have an equal number of parts, identify the number of parts and the **unit fraction.** Example: equal parts = window panes (6 panes makes 6 parts so the unit fraction is $\frac{1}{6}$); unequal parts = garden • draw a number line from 0 to 1 on the ground using chalk, sidewalk paint, etc. and split each whole into an equal number of parts without labeling each part. As a friend or family member calls out a fraction (for example, $\frac{5}{6}$), stand on the mark that represents the given fraction and explain how the fraction on the number line.  • use a ruler to measure three different sized straight edged magnets, crayons, or envelopes to the nearest $\frac{1}{2}$ inch and $\frac{1}{4}$ inch. Then compare the lengths and explain how fractions helped to measure the objects. • create a new and original fraction number line game. Website to support learning: http://www.dreambox.com/third-grade-math-lessons (click on "Placing Fractions on a Number Line")

Glossary	
	partition: to divide the whole into equal parts **denominator**: the bottom number in a fraction that indicates the number of equal parts into which the unit is divided **unit fraction**: a fraction with a numerator of one (i.e: $\frac{1}{2}, \frac{1}{4}$)