3rd GRADE PRIORITY MATH GOALS

Building Number Sense!

I
CAN
MULTIPLY
AND
DIVIDE

I can tell a story about a multiplication expression.

5 x 7

There were 5 baskets and they had 7 strawberries in each one.
There were 35 in all.

I can tell a story about a division expression.

40 ÷ 8

Grandma had $40. She split it between her 8 grandchildren. How much money did each child get?
$5

I can model and solve multiplication word problems within 100.

The bakery had 5 boxes with 10 cookies in each. How many cookies did they have altogether?

I can model and solve division word problems within 100.

The bakery split up 100 cookies into 10 boxes. How many cookies did they put in each box?

I can find the missing number IN A MULTIPLICATION EQUATION WITH **3 WHOLE NUMBERS.**

5 x ? = 45

I CAN FIND THE MISSING NUMBER IN A DIVISION EQUATION WITH 3 WHOLE NUMBERS.

40 ÷ ? = 8

I CAN USE THE COMMUTATIVE PROPERTY.

3 X 2 = 6

2 X 3 = 6

I CAN USE THE ASSOCIATIVE PROPERTY.

2 x 5 x 8 = 10 x 8

I can use the DISTRIBUTIVE property.

7 x 4 =
(7 x 2) + (7 x 2)

I can use multiplication to find the missing number in a division problem.

45 ÷ ? = 9 think 9 x ? = 45

I can fluently multiply within 100 using strategies.

I can fluently divide within 100 USING STRATEGIES.

÷	1	2	3	4	5	6	7	8	9	10
= 1	1	2	3	4	5	6	7	8	9	10
= 2	2	4	6	8	10	12	14	16	18	20
= 3	3	6	9	12	15	18	21	24	27	30
= 4	4	8	12	16	20	24	29	32	36	40
= 5	5	10	15	20	25	30	38	40	45	50
= 6	6	12	18	24	30	36	36	48	54	60
= 7	7	14	21	28	35	42	42	56	63	70
= 8	8	16	24	32	40	48	49	64	72	80
= 9	9	18	27	36	45	54	63	72	81	90
= 10	10	20	30	40	50	60	70	80	90	100

I can solve two-step problems using the 4 operations

THE BAKERY HAD 5 BOXES with 8 cookies. They sold 3 boxes.
How many cookies are left?
I can think about if the answer makes sense.

5 x 8 = 40 **40 - 24 = 16**

I can tell a story about a multiplication expression.

5 x 7

There were 5 baskets and they had 7 strawberries in each one.
There were 35 in all.

I can tell a story about a division expression.

40 ÷ 8

Grandma had $40. She split it between her 8 grandchildren. How much money did each child get?
$5

I can model and solve multiplication word problems within 100.

The bakery had 5 boxes with 10 cookies in each. How many cookies did they have altogether?

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1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

I can fluently divide within 100 USING STRATEGIES.

÷	1	2	3	4	5	6	7	8	9	10
= 1	1	2	3	4	5	6	7	8	9	10
= 2	2	4	6	8	10	12	14	16	18	20
= 3	3	6	9	12	15	18	21	24	27	30
= 4	4	8	12	16	20	24	29	32	36	40
= 5	5	10	15	20	25	30	38	40	45	50
= 6	6	12	18	24	30	36	36	48	54	60
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I can sölve twö-step pröblems using the 4 öperatiöns

THE BAKERY HAD 5 BOXES with 8 cookies

They sold 3 boxes. How many cookies are left?

I can think about if the answer makes sense.

5 x 8 = 40 **40 - 24 = 16**

I CAN REPRESENT

2 STEP WORD PROBLEMS

using equations with a

letter standing

FOR THE UNKNOWN QUANTITY.

5 x 8 = C **C+7 =47**

I CAN IDENTIFY

arithmetic patterns

in the addition table

and explain them using properties.

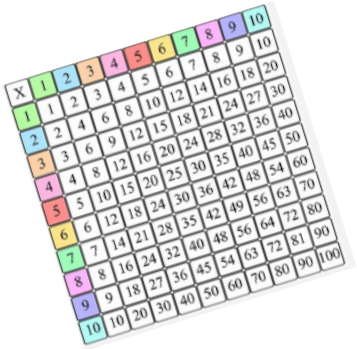
I CAN IDENTIFY

arithmetic patterns

in the multiplication table

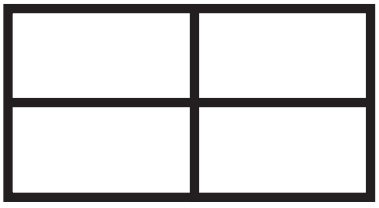
and explain them

using properties.

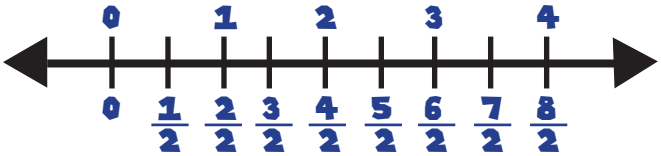


I UNDERSTAND

a fraction has to have equal PARTS.



I CAN REPRESENT FRACTIONS on a NUMBER LINE diagram.

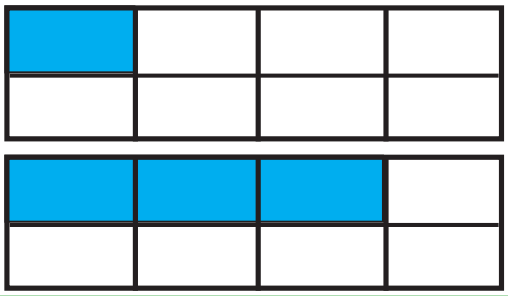


I CAN EXPLAIN, RECOGNIZE AND GENERATE SIMPLE EQUIVALENT FRACTIONS.

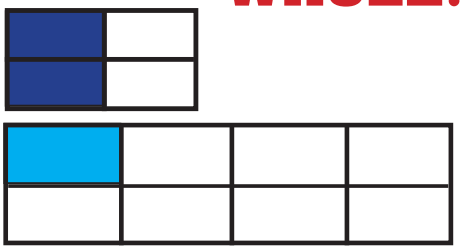
$\frac{1}{2} = \frac{2}{4}$

I can compare 2 fractions with the same numerator or the same denominator by reasoning about their size.

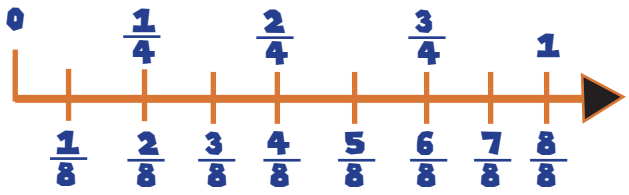
I CAN RECORD THE RESULTS OF THE COMPARISON.



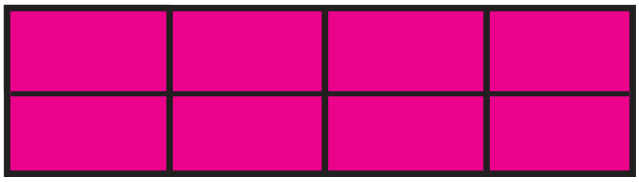
I recognize that comparisons **are valid only when the two fractions refer to the same WHOLE.**



I understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.



I can explain that a fraction with the same numerator and denominator equal one whole.



I can recognize fractions that are equivalent to whole numbers

I can express whöLe numbers as fractiöns.

$$\frac{8}{1} = 8$$

I UNDERSTAND PLACE VALUE.

356 = 300 + 50 + 6

Three hundred fifty six

I CAN RÖUND A NUMBER TÖ THE NEAREST TEN ÖR NEAREST HUNDRED.

85 ROUNDS TO 90

95 ROUNDS TO 100

I CAN MULTIPLY A SINGLE DIGIT *by a* MULTIPLE OF 10.

3 x 40

I CAN ADD MULTIDIGIT NUMBERS.

235 + 185 = 420

200 + 100 = 300

30 + 80 = 110

5 + 5 = 10

300 + 110 + 10 = 420

GREAT MATH WORK!

CAN MULTIPLY AND DIVIDE

2 x 7	3 ÷ 1	0 ÷ 5	4 x 4

GREAT MATH WORK!

CAN TELL A STORY ABOUT A MULTIPLICATION EXPRESSION

There were 5 baskets and they had 7 strawberries in each one. There were 35 in all.

5 X 7

GREAT MATH WORK!

CAN TELL A STORY ABOUT A DIVISION EXPRESSION

Grandma had $40. She split it between her 8 grandchildren. How much money did each get? $5

40 ÷ 8

GREAT MATH WORK!

CAN MODEL AND SOLVE MULTIPLICATION WORD PROBLEMS WITHIN 100

The bakery had 5 boxes with 10 cookies in each. How many cookies did they have altogether?

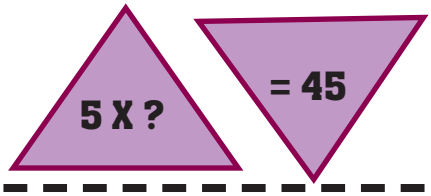
GREAT MATH WORK!

CAN MODEL AND SOLVE DIVISION WORD PROBLEMS WITHIN 100

The bakery split up 100 cookies into 10 boxes. How many cookies did they put in each box?

GREAT MATH WORK!

CAN FIND A MISSING NUMBER IN A MULTIPLICATION EQUATION WITH 3 WHOLE NUMBERS



GREAT MATH WORK!

CAN FIND A MISSING NUMBER IN A DIVISION EQUATION WITH 3 WHOLE NUMBERS

40 ÷ ? = 8

GREAT MATH WORK!

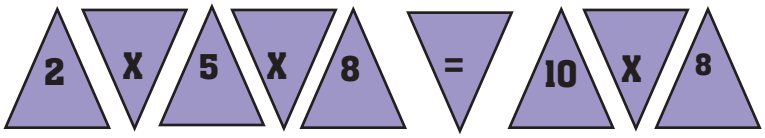
CAN USE THE COMMUTATIVE PROPERTY

3 X 2 = 6

2 X 3 = 6

GREAT MATH WORK!

_____ CAN USE THE ASSOCIATIVE PROPERTY



GREAT MATH WORK!

_____ CAN USE THE DISTRIBUTIVE PROPERTY

7 X 4 =
(7 X 2) + (7 X 2)

GREAT MATH WORK!

CAN USE MULTIPLICATION TO FIND THE MISSING NUMBER IN A DIVISION PROBLEM

40 ÷ ? = 9 think 9 x ? = 45

GREAT MATH WORK!

CAN FLUENTLY MULTIPLY WITHIN 100 USING STRATEGIES

GREAT MATH WORK!

CAN FLUENTLY DIVIDE WITHIN 100 USING STRATEGIES

÷	1									
= 1	1	2	3	4	5	6	7	8	9	10
= 2	2	4	6	8	10	12	14	16	18	20
= 3	3	6	9	12	15	18	21	24	27	30
= 4	4	8	12	16	20	24	29	32	36	40
= 5	5	10	15	20	25	30	38	40	45	50
= 6	6	12	18	24	30	36	36	48	54	60
= 7	7	14	21	28	35	42	42	56	63	70
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= 9	9	18	27	36	45	54	63	72	81	90
= 10	10	20	30	40	50	60	70	80	90	100

÷	1									
= 1	1	2	3	4	5	6	7	8	9	10
= 2	2	4	6	8	10	12	14	16	18	20
= 3	3	6	9	12	15	18	21	24	27	30
= 4	4	8	12	16	20	24	29	32	36	40
= 5	5	10	15	20	25	30	38	40	45	50
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= 9	9	18	27	36	45	54	63	72	81	90
= 10	10	20	30	40	50	60	70	80	90	100

GREAT MATH WORK!

CAN SOLVE TWO - STEP PROBLEMS USING THE FOUR OPERATIONS

5 x 8 = 40

40 - 24 = 16

GREAT MATH WORK!

CAN REPRESENT 2 STEP WORD PROBLEMS USING EQUATIONS WITH A LETTER STANDING FOR THE UNKNOWN QUANTITY

5 X 8 = C

C + 7 = 47

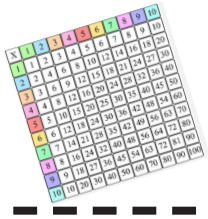
T

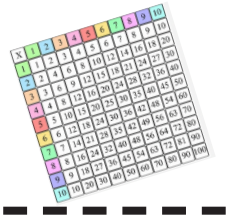
GREAT MATH WORK!

CAN IDENTIFY ARITHMETIC PATTERNS IN THE ADDITION TABLE AND EXPLAIN THEM USING PROPERTIES

GREAT MATH WORK!

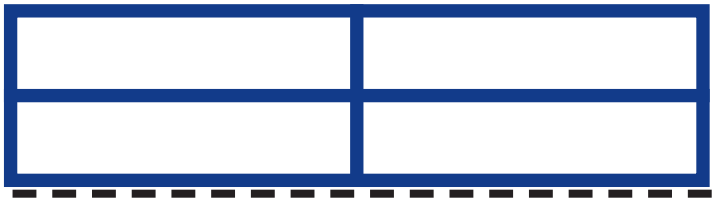
CAN IDENTIFY ARITHMETIC PATTERNS IN THE MULTIPLICATION TABLE AND EXPLAIN THEM USING PROPERTIES





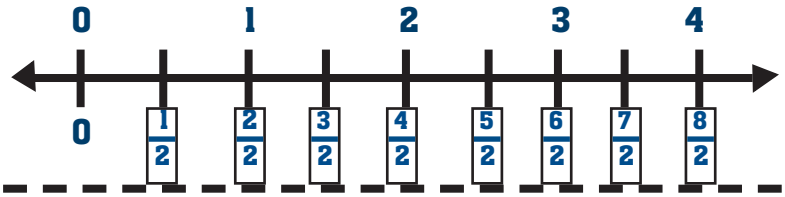
GREAT MATH WORK!

UNDERSTANDS A FRACTION HAS TO HAVE EQUAL PARTS



GREAT MATH WORK!

CAN REPRESENT FRACTIONS ON A NUMBER LINE DIAGRAM



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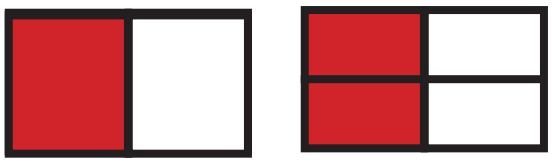
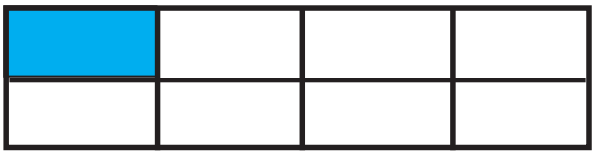
CAN EXPLAIN, RECOGNIZE AND GENERATE SIMPLE EQUIVALENT FRACTIONS

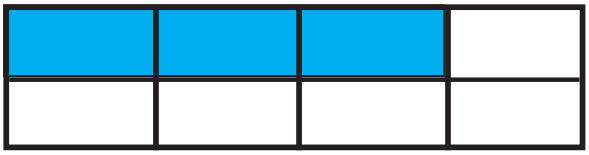
$\frac{1}{2} = \frac{2}{4}$



GREAT MATH WORK!

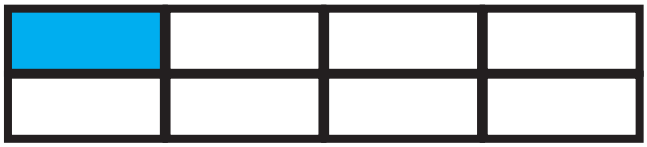
CAN COMPARE 2 FRACTIONS WITH THE SAME NUMERATOR OR THE SAME DENOMINATOR BY REASONING ABOUT THEIR SIZE





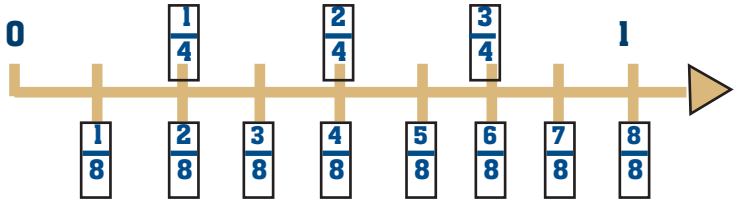
GREAT MATH WORK!

CAN RECOGNIZE THAT COMPARISONS ARE VALID ONLY WHEN THE TWO FRACTIONS REFER TO THE SAME WHOLE



GREAT MATH WORK!

UNDERSTANDS TWÖ FRACTIÖNS AS EQUIVALENT (EQUAL) IF THEY ARE THE SAME SIZE, ÖR THE SAME PÖINT ÖN A NUMBER LINE



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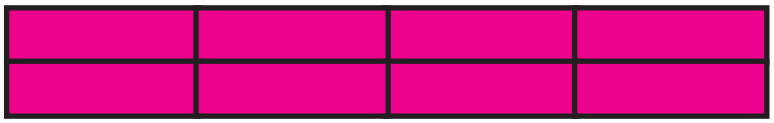


GREAT MATH WORK!

CAN RECOGNIZE FRACTIONS THAT ARE EQUIVALENT TO WHOLE NUMBERS

$\frac{8}{1} = 8$

GREAT MATH WORK!

CAN UNDERSTAND PLACE VALUE

356 = 300 + 50 + 6

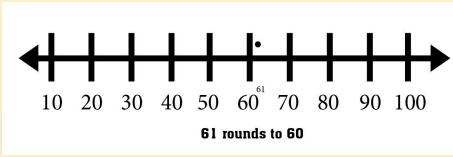
Three hundred fifty six

GREAT MATH WORK!

CAN RÖUND A NUMBER TÖ THE NEAREST TEN ÖR NEAREST HUNDRED

85 rounds to 90

95 rounds to 100



GREAT MATH WORK!

CAN MULTIPLY A SINGLE DIGIT BY A MULTIPLE ÖF 10

3 X 40

GREAT MATH WORK!

_____ CAN ADD MULTIDIGIT NUMBERS

300 + 110 + 10 = 420

I can tell a story about a multiplication expression.

5 x 7

There were 5 baskets and they had 7 strawberries in each one.
There were 35 in all.

I CAN TELL A STORY ABOUT A DIVISION EXPRESSION.

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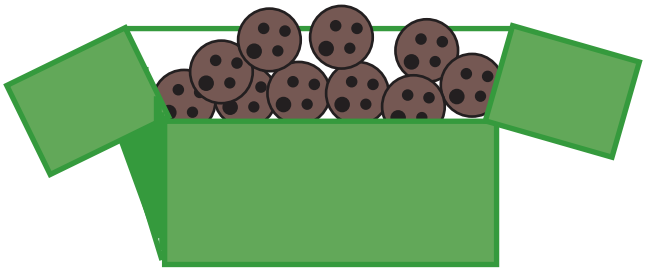


The bakery had 5 boxes with 10 cookies in each. How many cookies did they have altogether?

I CAN MODEL AND SOLVE DIVISION WORD PROBLEMS WITHIN 100.

THE BAKERY SPLIT UP 100 COOKIES INTO 10 BOXES. HOW MANY COOKIES DID THEY PUT IN EACH BOX?

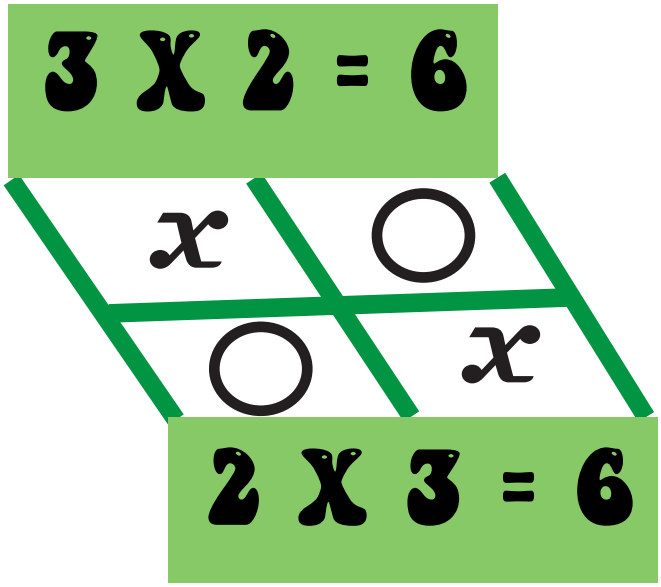
I CAN FIND THE MISSING NUMBER IN A MULTIPLICATION EQUATION WITH 3 WHOLE NUMBERS

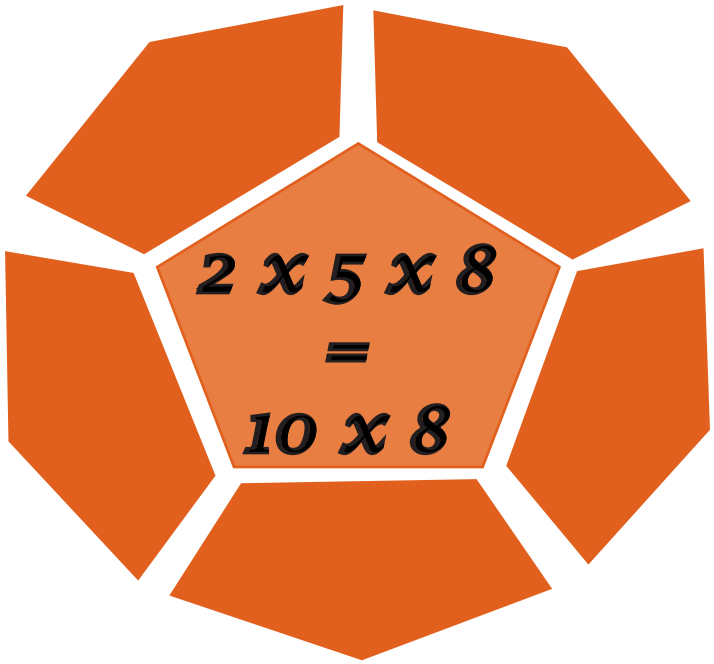
$5 \times ? = 45$

I CAN FIND THE MISSING NUMBER IN A DIVISION EQUATION WITH 3 WHOLE NUMBERS.

$40 \div ? = 8$

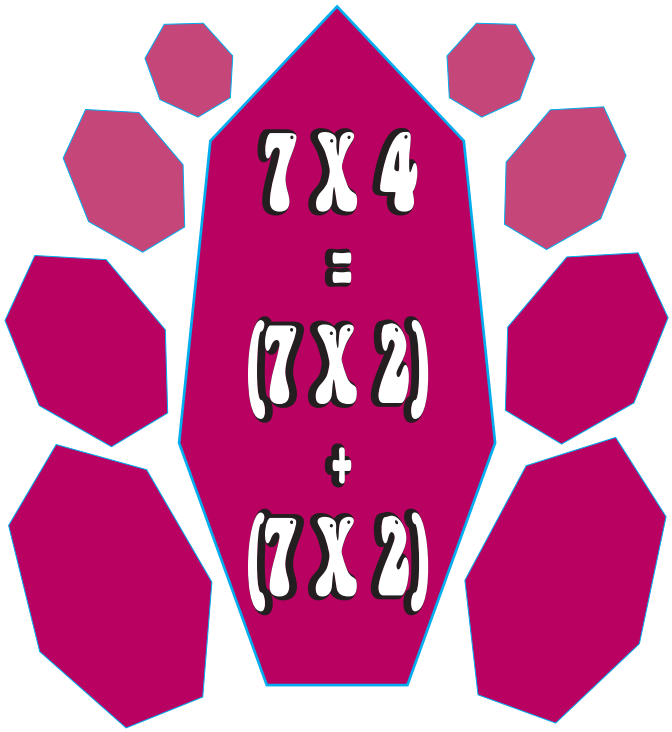
I can use the commutative property





I can use the ASSOCIATIVE PROPERTY

I can use the **DISTRIBUTIVE PROPERTY**



I can use multiplication to find t he missing number in a division pr oblem.

45 ÷ ? = 9 think 9 x ? = 45

I can fluently multiply within 100 using strategies.

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

I can fluently divide within 100 USING STRATEGIES

÷	1	2	3	4	5	6	7	8	9	10
= 1	1	2	3	4	5	6	7	8	9	10
= 2	2	4	6	8	10	12	14	16	18	20
= 3	3	6	9	12	15	18	21	24	27	30
= 4	4	8	12	16	20	24	29	32	36	40
= 5	5	10	15	20	25	30	38	40	45	50
= 6	6	12	18	24	30	36	36	48	54	60
= 7	7	14	21	28	35	42	42	56	63	70
= 8	8	16	24	32	40	48	49	64	72	80
= 9	9	18	27	36	45	54	63	72	81	90
= 10	10	20	30	40	50	60	70	80	90	100

I can solve two-step problems using the 4 operations

THE BAKERY HAD 5 BOXES WITH 8 COOKIES. THEY SOLD 3 BOXES. HOW MANY COOKIES ARE LEFT? I CAN THINK ABOUT IF THE ANSWER MAKES SENSE.

$5 \times 8 = 40$

$40 - 24 = 16$

I can represent 2 step word problems using equations with a letter standing for the unknown quantity.

$5 \times 8 = C$

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I CAN IDENTIFY ARITHMETIC PATTERNS IN THE ADDITION TABLE AND EXPLAIN THEM USING PROPERTIES

1	2	3	4	5	6	7	8	9	10	11
2	3	4	5	6	7	8	9	10	11	12
3	4	5	6	7	8	9	10	11	12	13
4	5	6	7	8	9	10	11	12	13	14
5	6	7	8	9	10	11	12	13	14	15
6	7	8	9	10	11	12	13	14	15	16
7	8	9	10	11	12	13	14	15	16	17
8	9	10	11	12	13	14	15	16	17	18
9	10	11	12	13	14	15	16	17	18	19
10	11	12	13	14	15	16	17	18	19	20

I can identify arithmetic patterns in the multiplication table and explain them using properties

X	1	2	3	4	5	6	7	8	9	10
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4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
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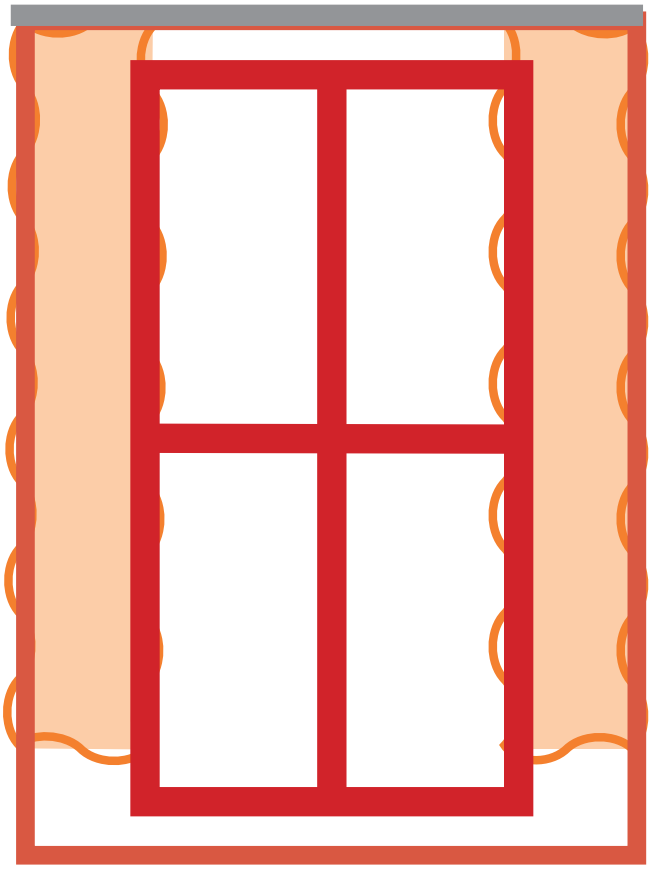
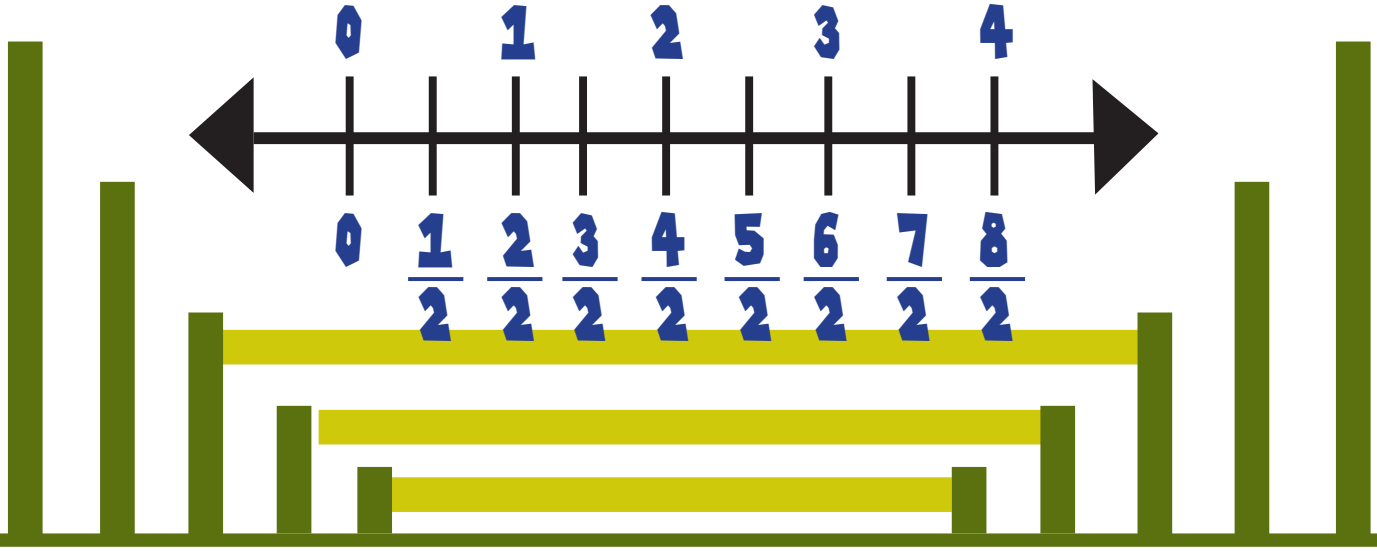


I CAN REPRESENT FRACTIONS ON A NUMBER LINE DIAGRAM



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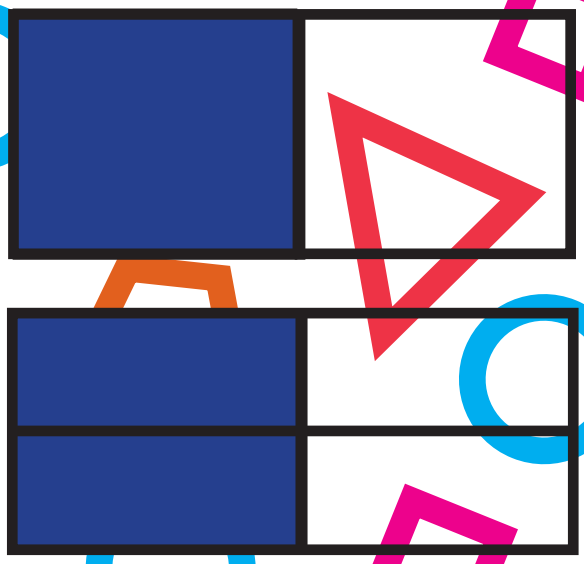

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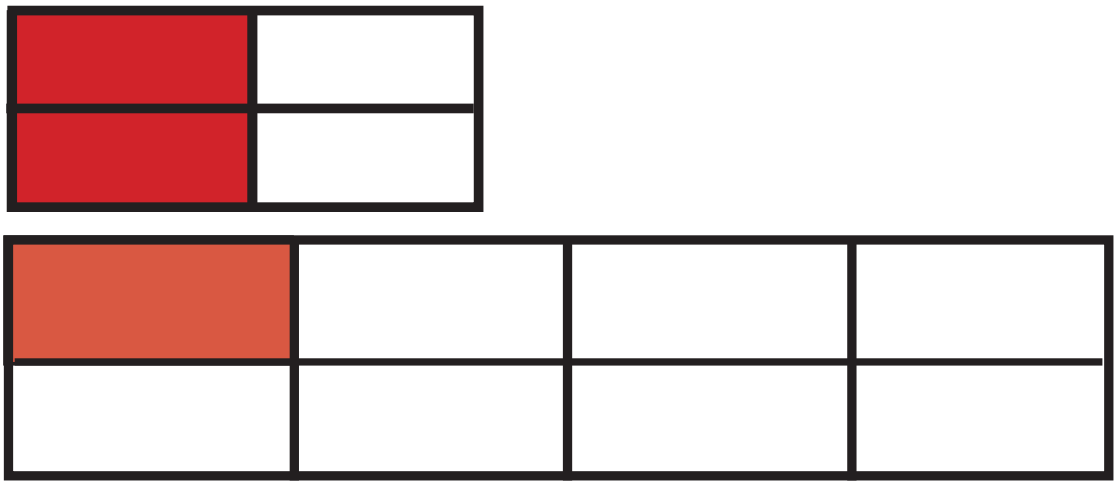

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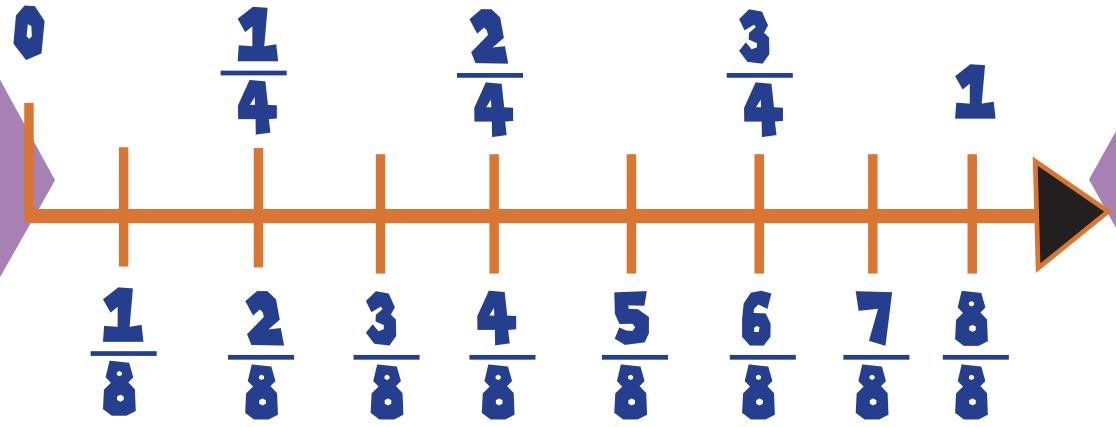
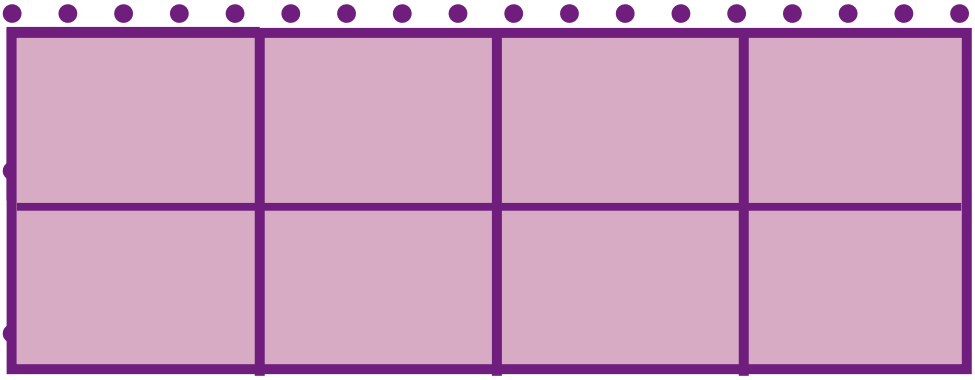


I CAN EXPLAIN THAT A FRACTION WITH THE SAME DENOMINATOR AND NUMERATOR EQUAL ONE WHOLE



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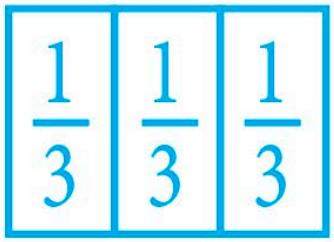

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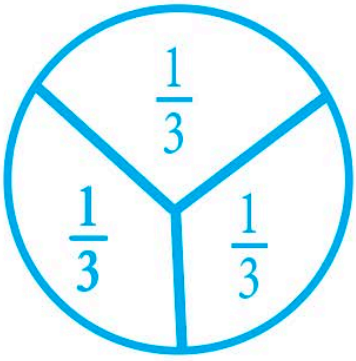
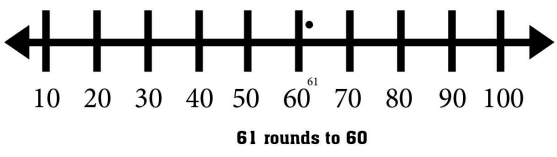


I UNDERSTAND PLACE VALUE.

356 = 300 + 50 + 6
Three hundred fifty six

I CAN ROUND A NUMBER TO THE NEAREST TEN OR NEAREST HUNDRED.

85 ROUNDS TO 90
95 ROUNDS TO 100



3 x 40

I CAN MULTIPLY A SINGLE DIGIT BY A MULTIPLE OF 10

I CAN ADD MULTIDIGIT NUMBERS.

235 + 185 = 420

200 + 100 = 300

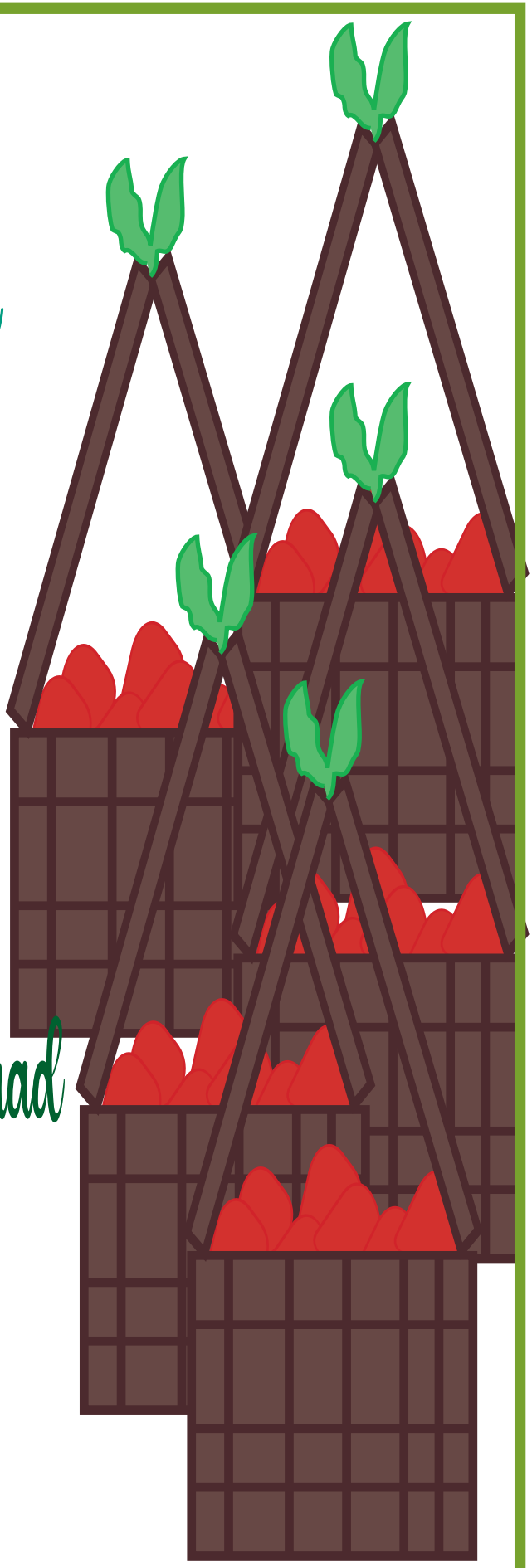
30 + 80 = 110

5 + 5 = 10

300 + 110 + 10 = 420

I can tell a story about a multiplication expression.

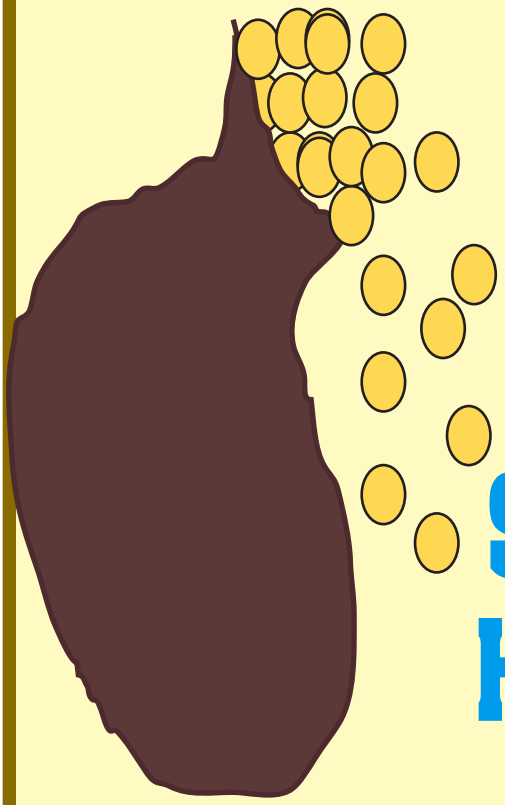
5 x 7



There were 5 baskets and they had 7 strawberries in each one. There were 35 in all.

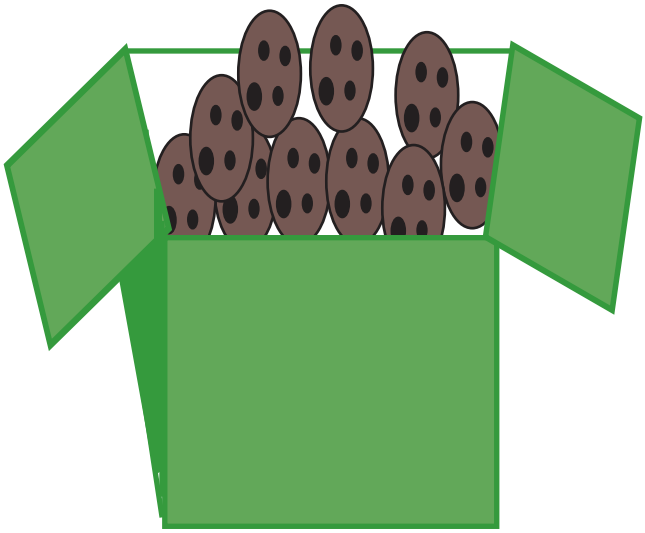
I CAN TELL A STORY ABOUT A DIVISION EXPRESSION.

$40 \div 8$



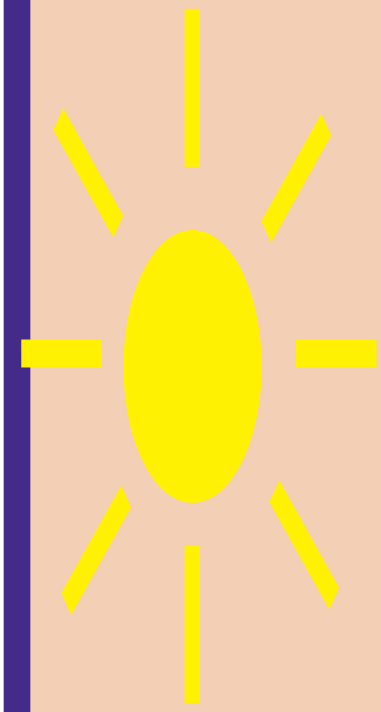
GRANDMA HAD $40. SHE SPLIT IT BETWEEN HER 8 GRANDCHILDREN. HOW MUCH MONEY DID EACH CHILD GET?

I can model and solve multiplication word problems within 100.



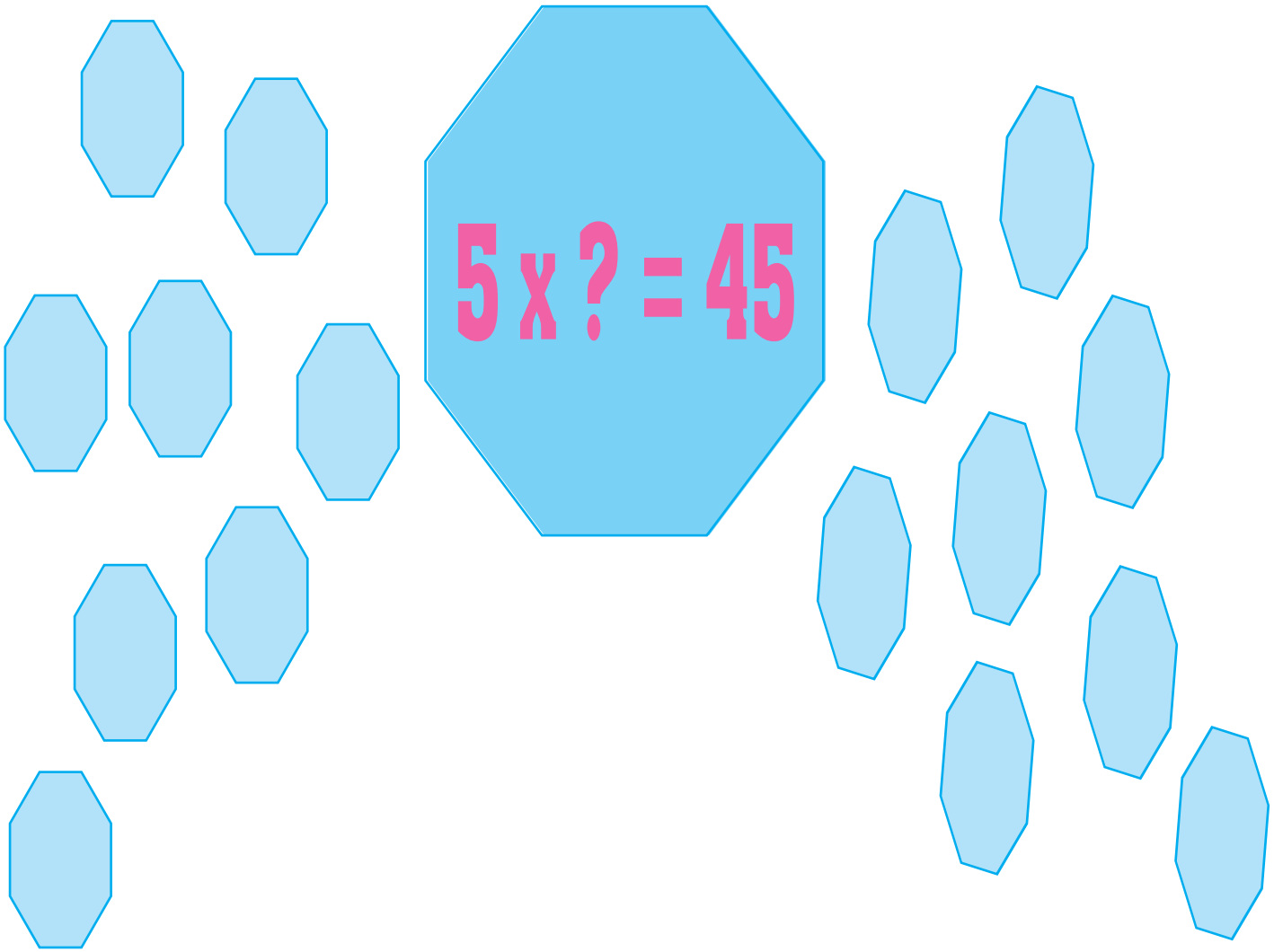
The bakery had 5 boxes with 10 cookies in each. How many cookies did they have altogether?

I CAN MODEL AND SOLVE DIVISION WORD PROBLEMS WITHIN 100.



THE BAKERY SPLIT UP 100 COOKIES INTO 10 BOXES. HOW MANY COOKIES DID THEY PUT IN EACH BOX?

I CAN FIND THE MISSING NUMBER IN A MULTIPLICATION EQUATION WITH 3 WHOLE NUMBERS



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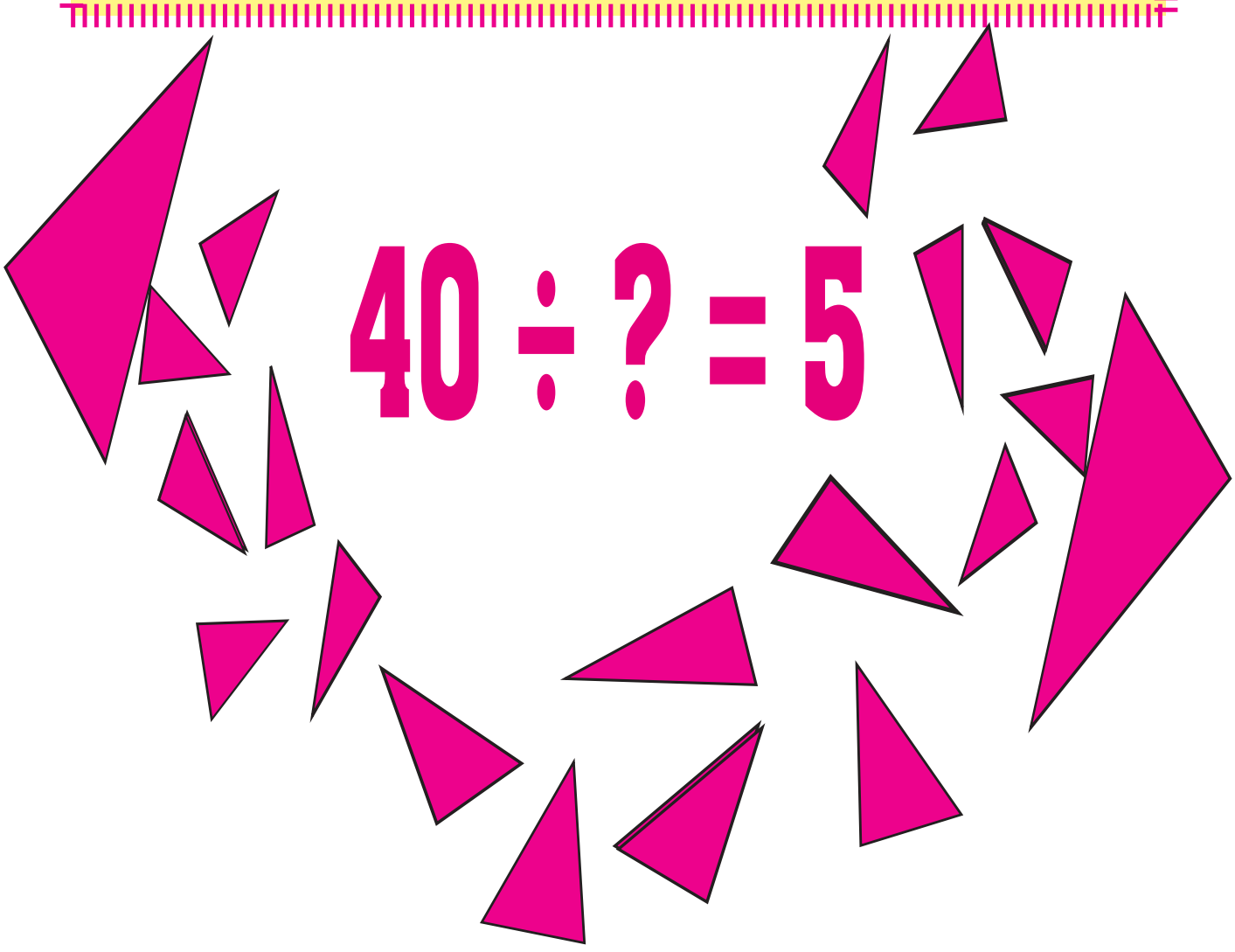
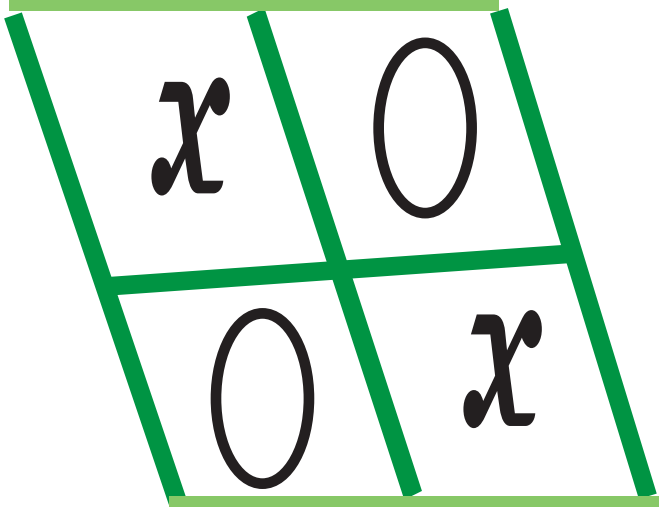
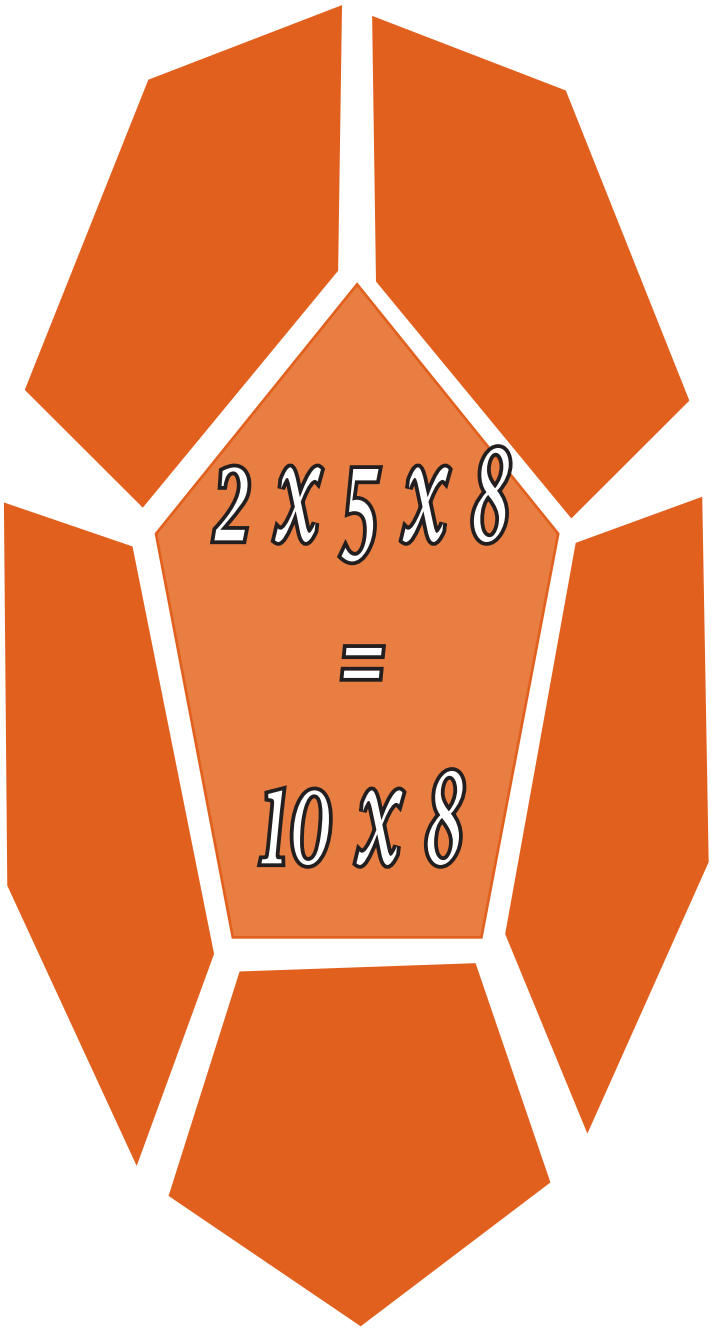


I can use the commutative property

3 X 2 = 6



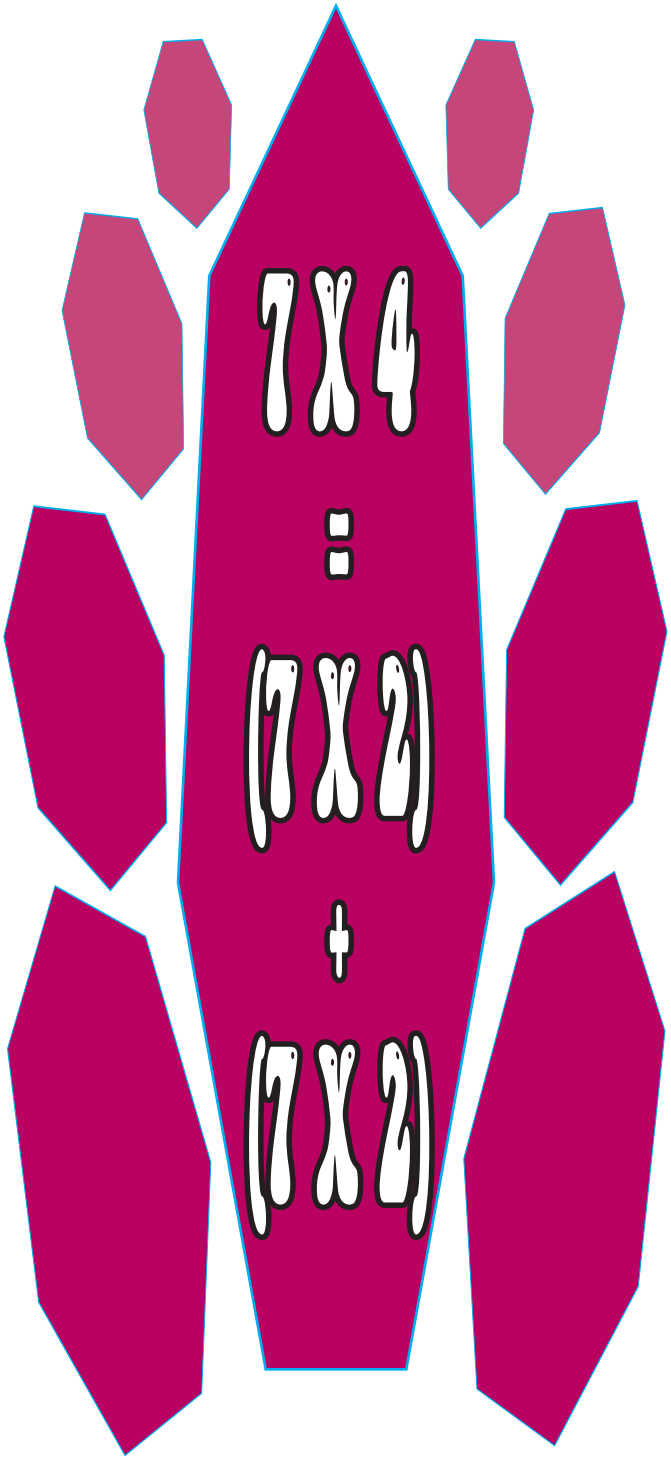
2 X 3 = 6



I can use the

ASSOCIATIVE PROPERTY

I can use the DISTRIBUTIVE PROPERTY



I can use multiplication to find the missing number in a division problem.

45 ÷ ? = 9 think 9 x ? = 45

I can fluently multiply within 100 using strategies

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
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9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

I can fluently divide within 100

USING STRATEGIES

÷	1	2	3	4	5	6	7	8	9	10
= 1	1	2	3	4	5	6	7	8	9	10
= 2	2	4	6	8	10	12	14	16	18	20
= 3	3	6	9	12	15	18	21	24	27	30
= 4	4	8	12	16	20	24	29	32	36	40
= 5	5	10	15	20	25	30	38	40	45	50
= 6	6	12	18	24	30	36	36	48	54	60
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I can solve two-step problems using the 4 operations

THE BAKERY HAD 5 BOXES WITH 8 COOKIES. THEY SOLD 3 BOXES. HOW MANY COOKIES ARE LEFT? I CAN THINK ABOUT IF THE ANSWER MAKES SENSE.

$5 \times 8 = 40$

$40 - 24 = 16$

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8	9	10	11	12	13	14	15	16	17	18
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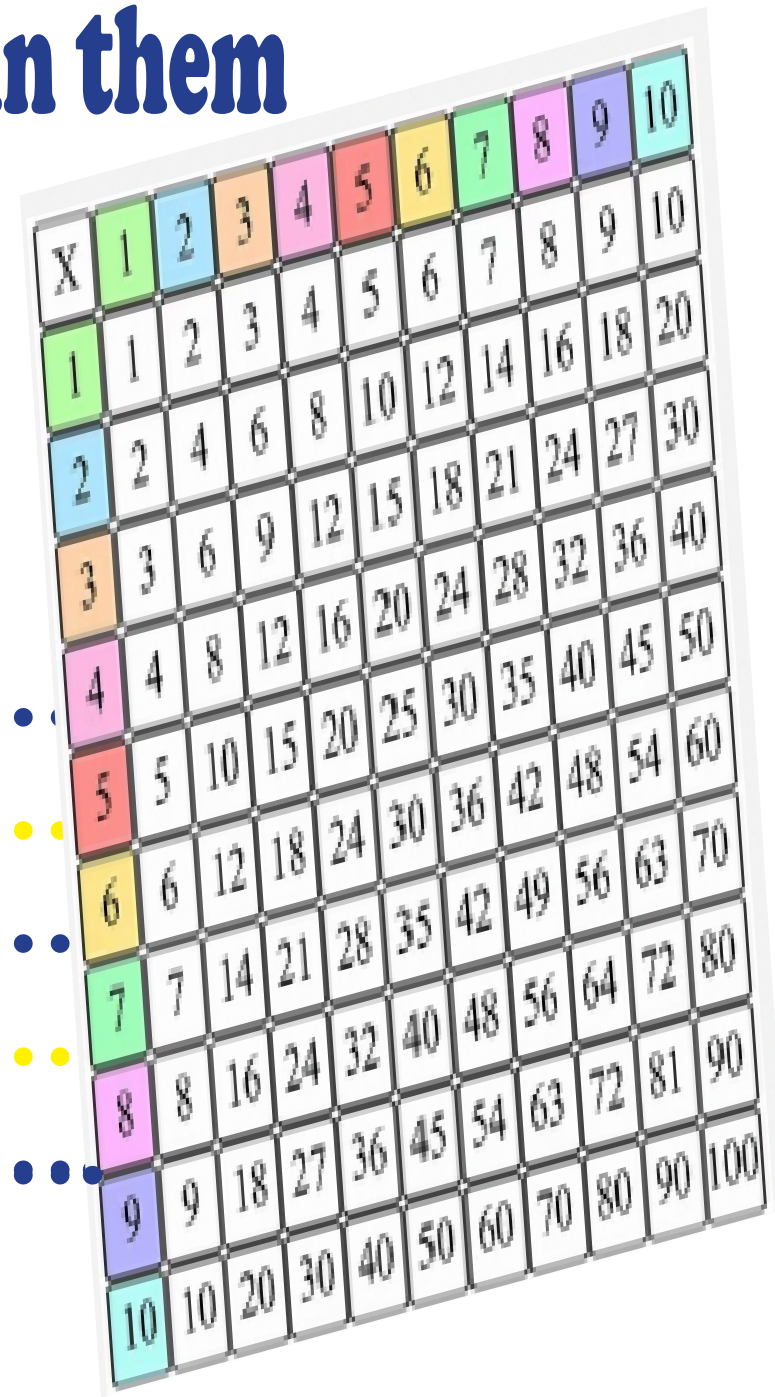

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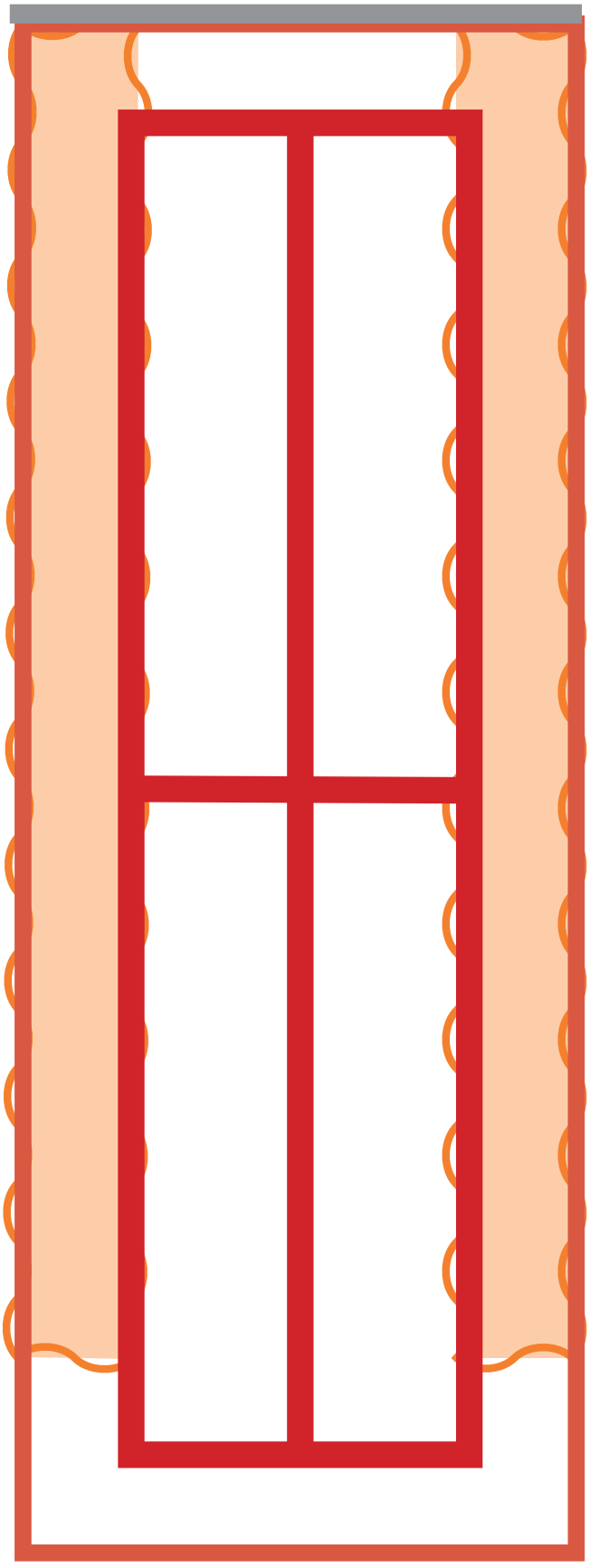
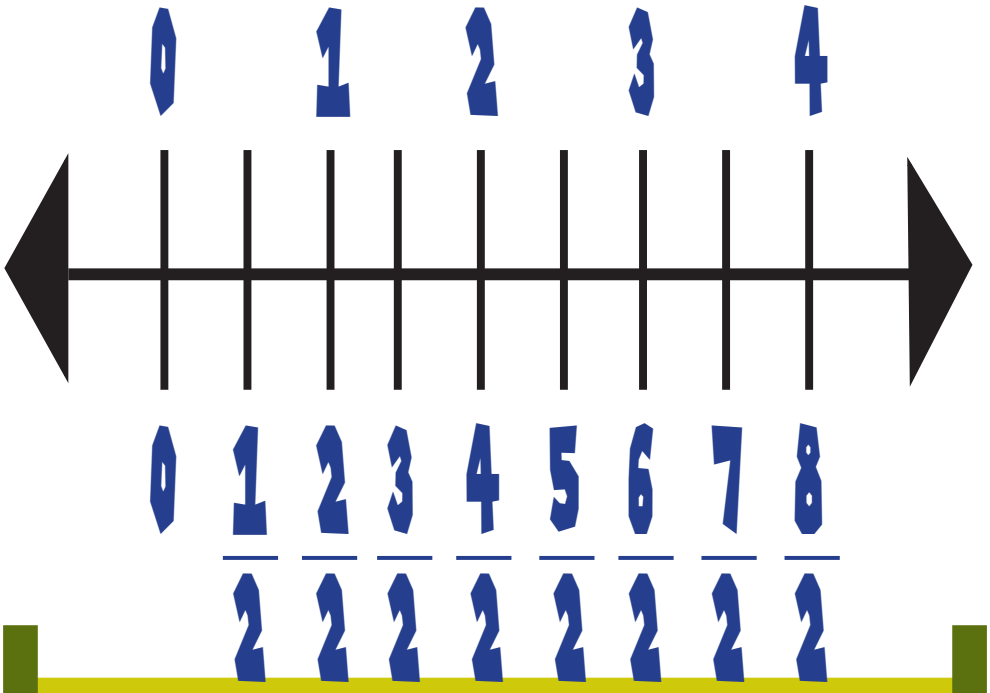


I can represent fractions on a number line diagram



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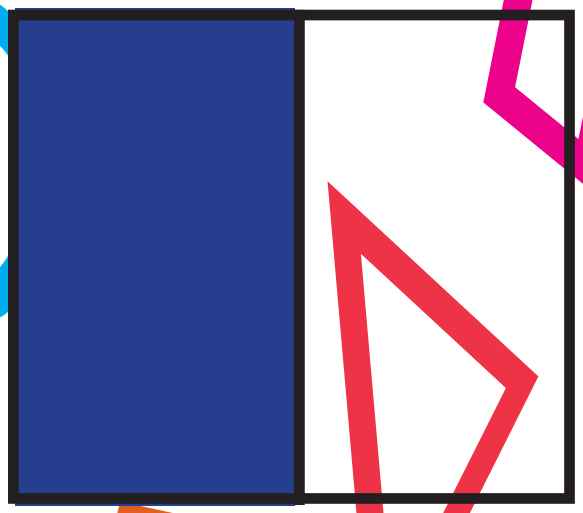

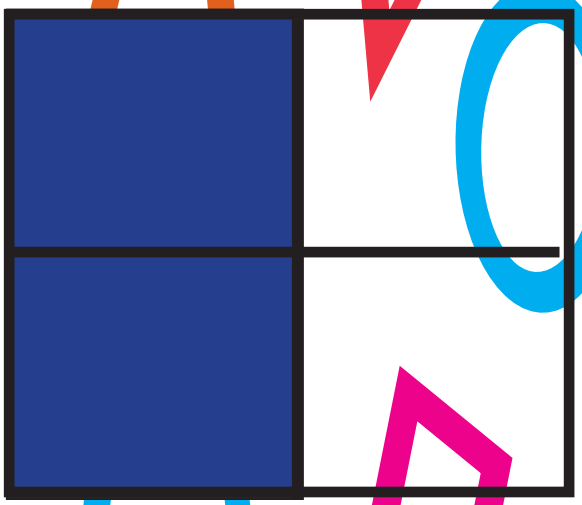

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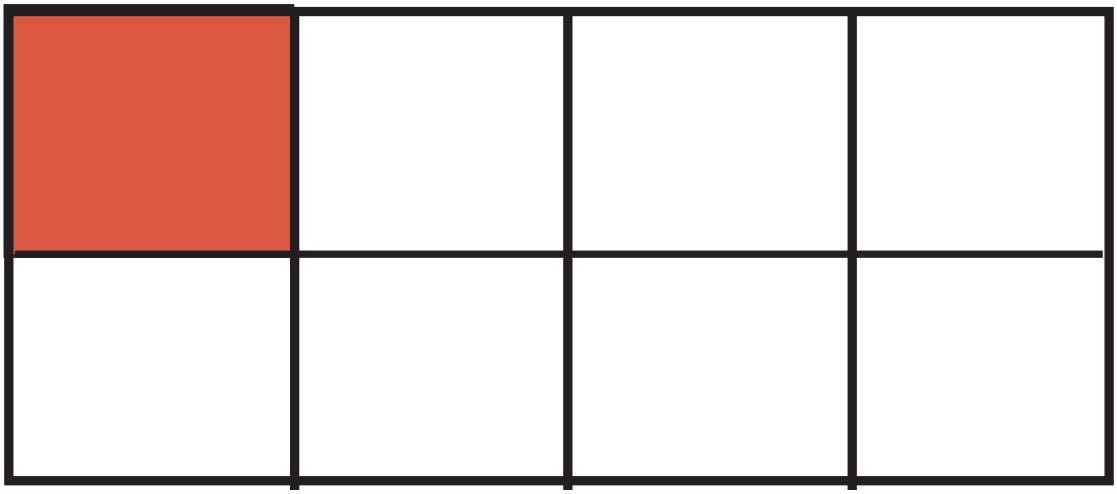

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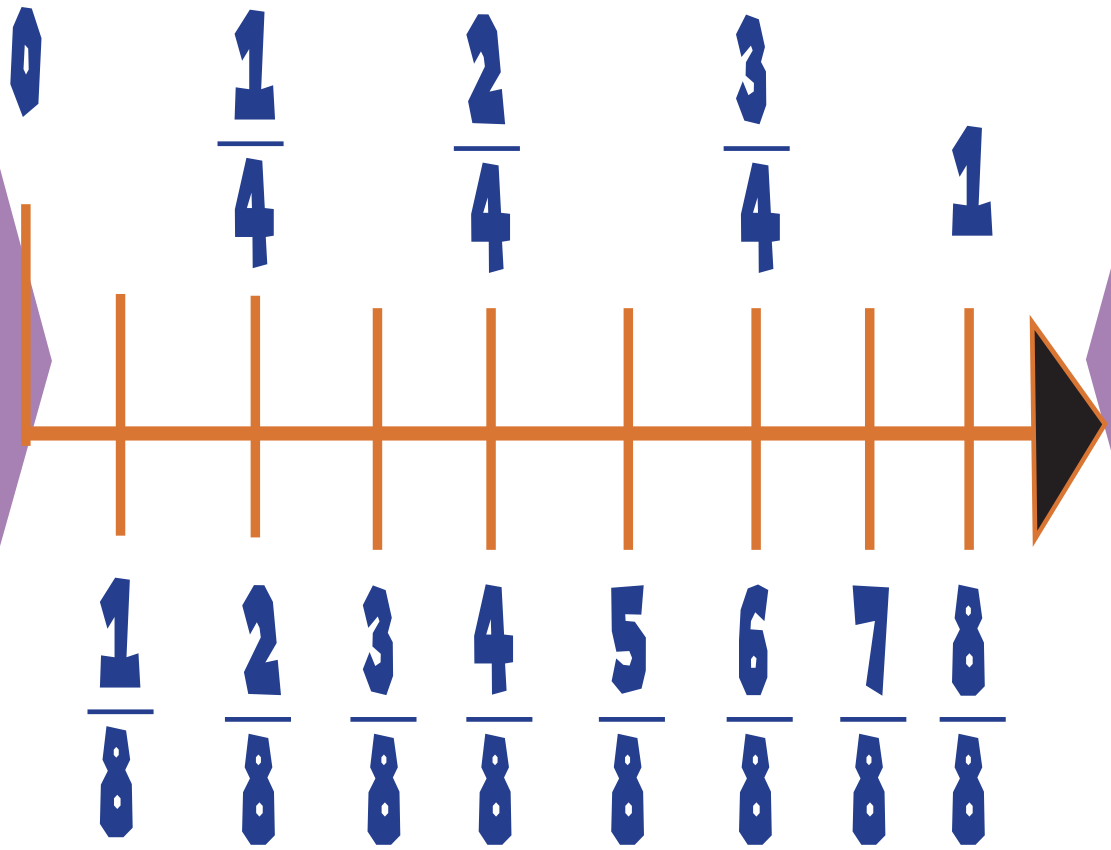
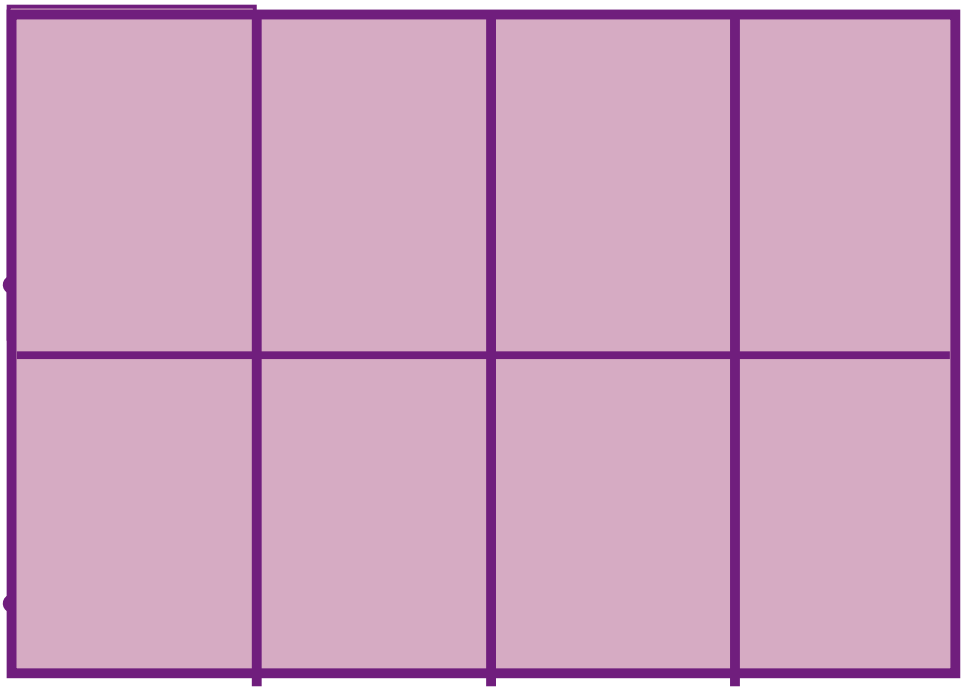


I can explain that a fraction with the same numerator and denominator equal one whole



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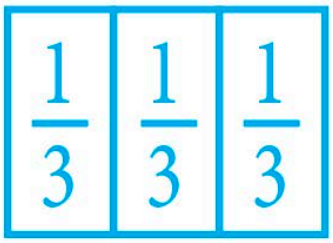

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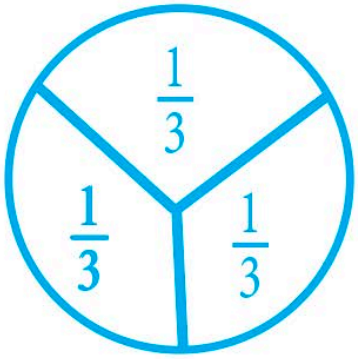

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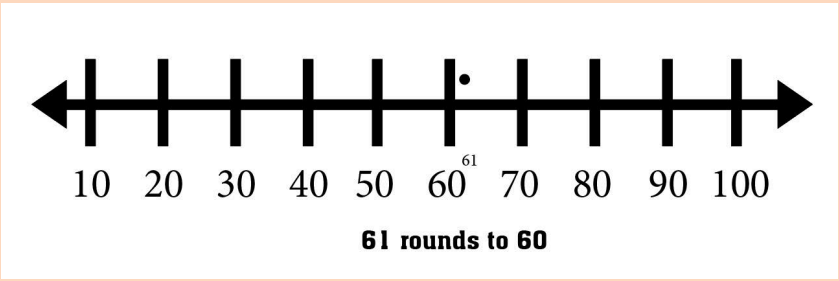

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About the Dr. Nicki Newton

Dr. Nicki Newton is an education consultant who works with schools and districts around the country and Canada on k-8 math curriculum. She has taught elementary school, middle school, and graduate school. Dr Nicki has an Ed.M. and an Ed.D from Teachers, College Columbia University. She is greatly interested in teaching and learning practices around the world and has researched education in Denmark, Guatemala and India. She has written several books, including being a part of the curriculum team for the new McGraw Hill Reveal Math series. She is currently working on a book about counting.

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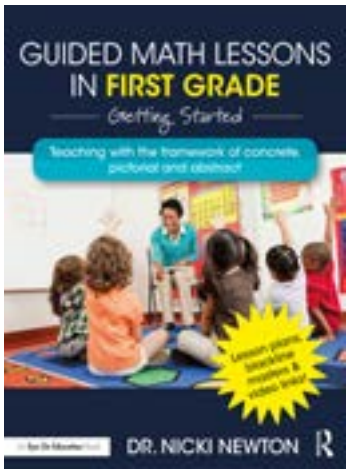

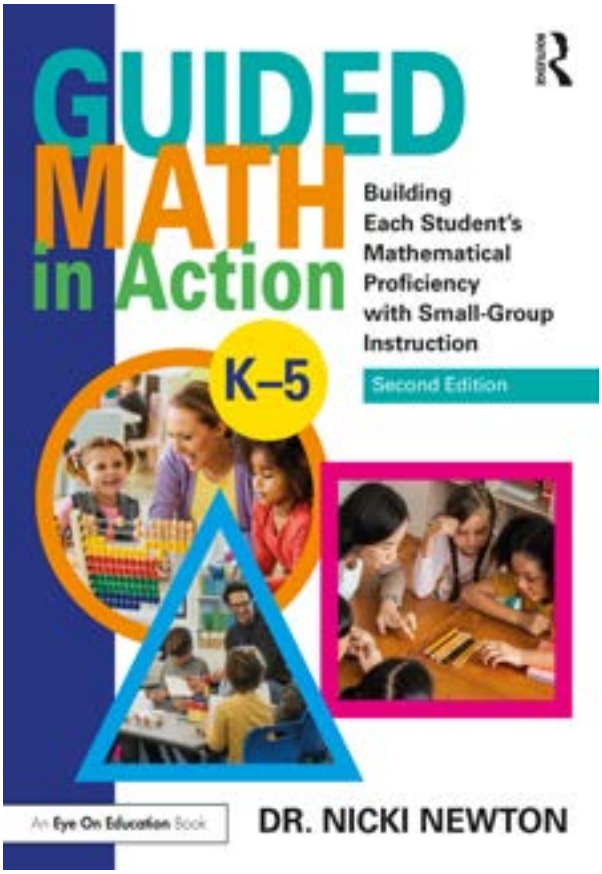

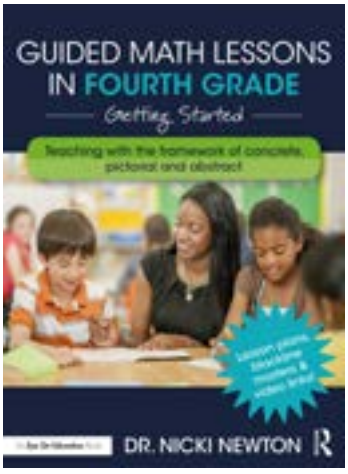

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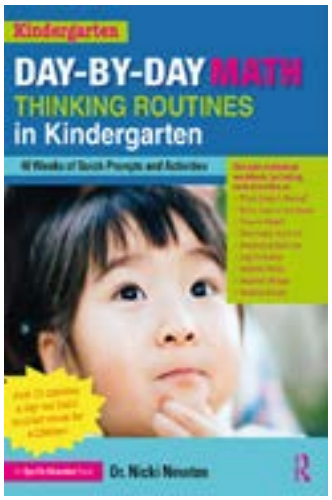
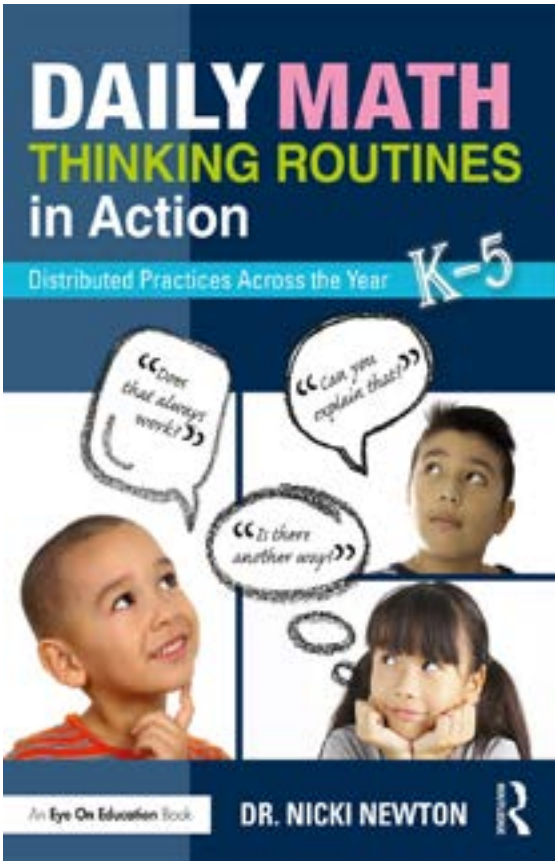
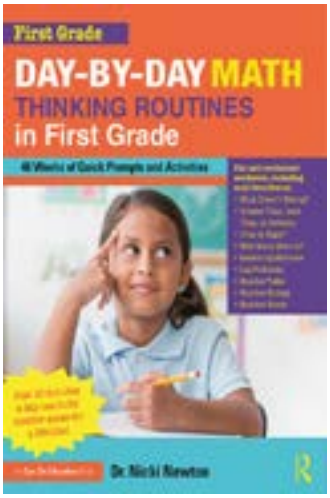
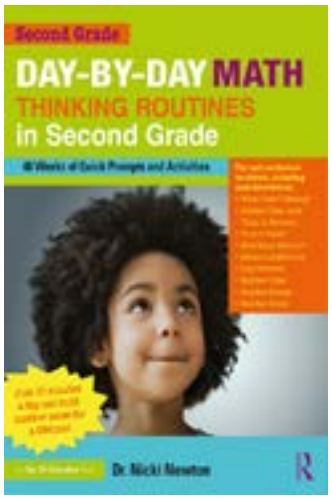
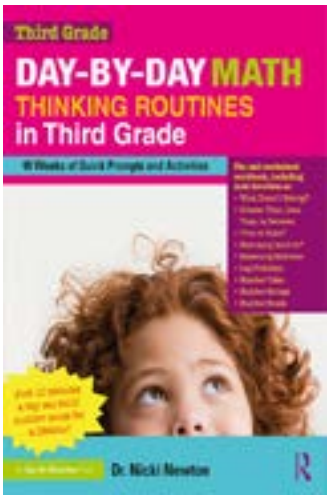
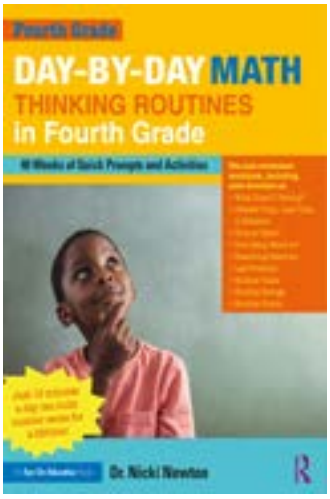


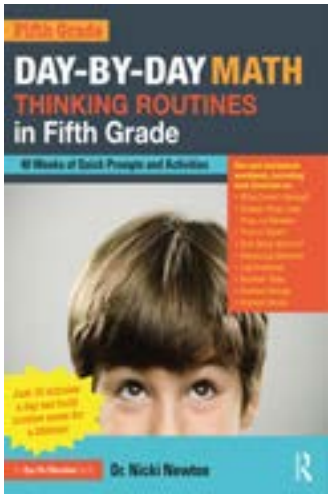




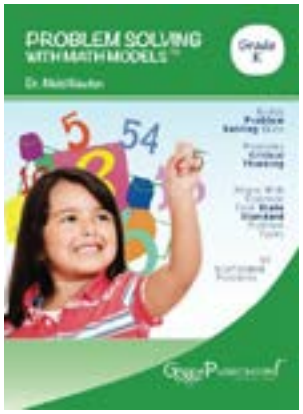


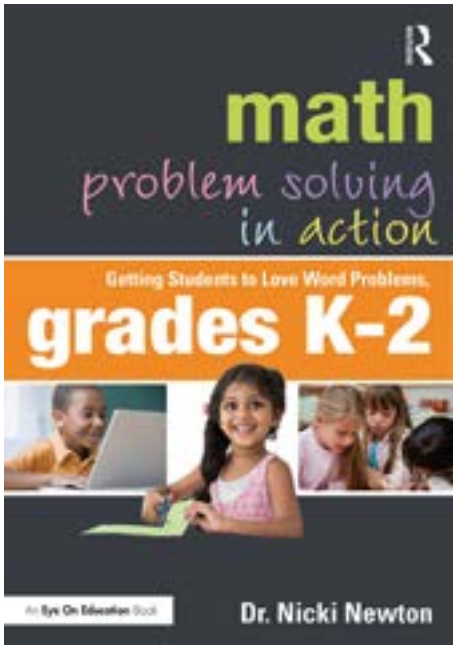


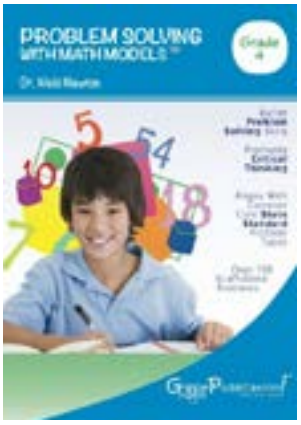


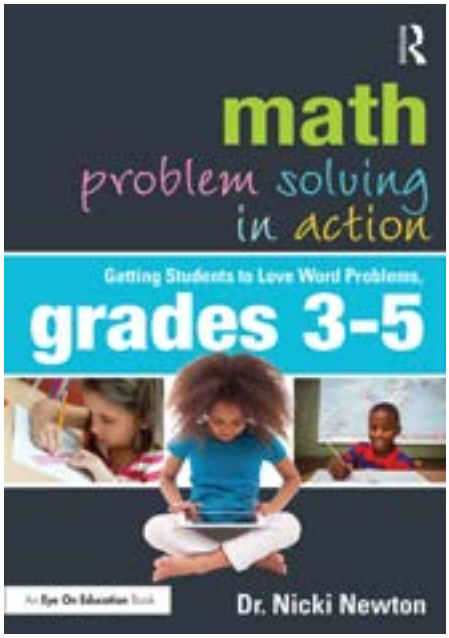


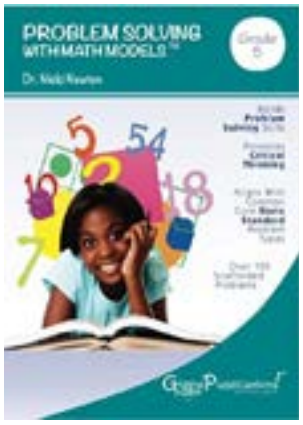
Jump Start Your Problem Solving!



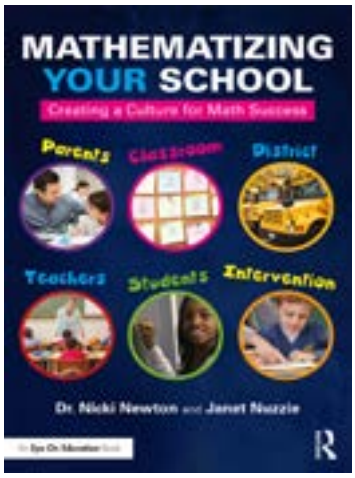


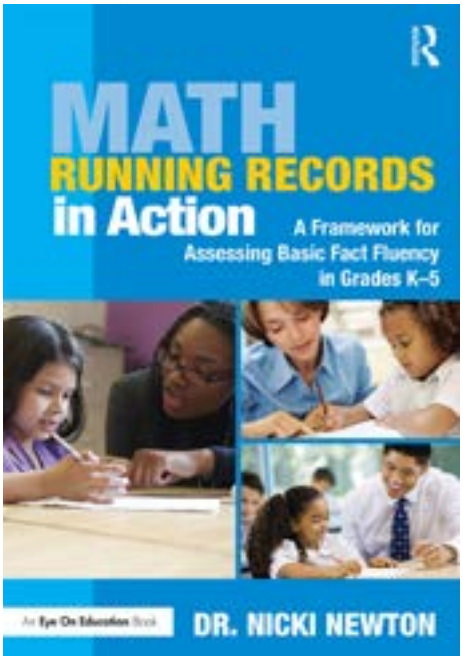


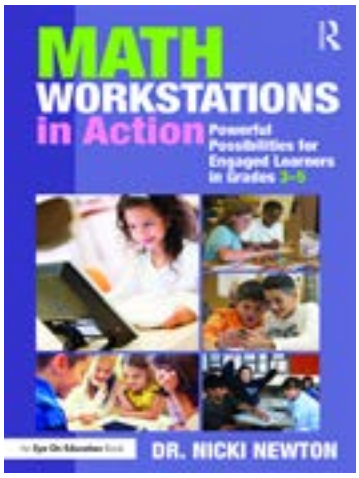


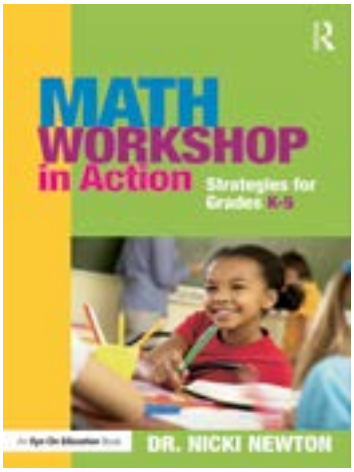


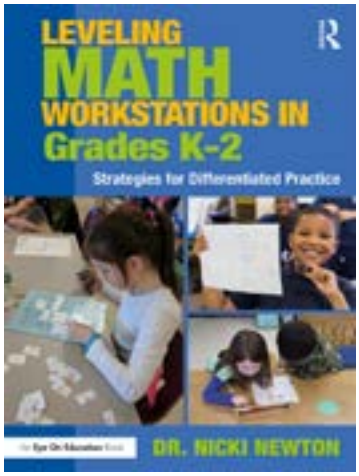
Jump Start Your Math Workshop!

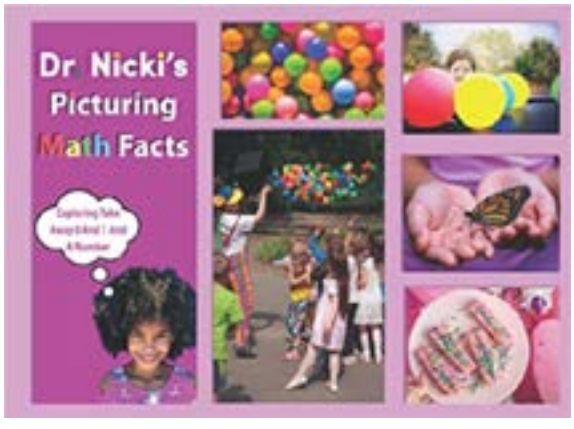


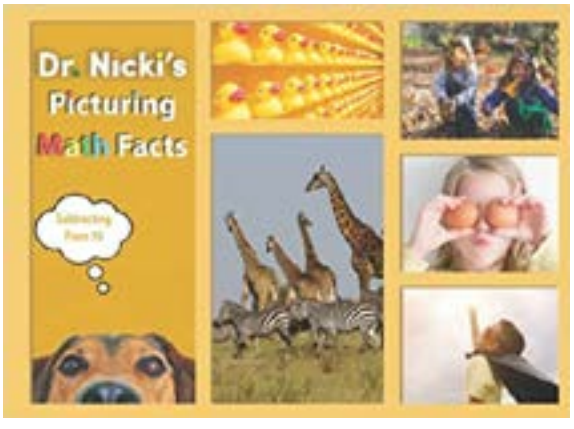












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