

SPRING-FORD

C O R E

WORKING TOGETHER TO UNDERSTAND PA CORE STANDARDS IN SPRING-FORD:

Math Core Standards - Parent Guide, 3

NUMBERS AND OPERATIONS (NBT & NF)

- Applies place-value understanding and properties of operations to perform multi-digit arithmetic
 - I can round two and three digit numbers to the nearest ten or hundred.
 - I can add and subtract two and three digit numbers (100 through 1,000).
 - I can multiply one digit whole numbers by multiples of ten.
 - I can order a set of up to four whole numbers (through 9,999).
- Explores and develops an understanding of fractions as numbers
 - I can show my understanding of unit fractions $1/b$ in relation to the whole or a fraction a/b .
 - I can label and create a number line using fractions.
 - I can recognize and show simple equivalent fractions (limited numerators and denominators).
 - I can express whole numbers as fractions and fractions as whole numbers.
 - I can compare two fractions with the same denominator using symbols $>$, $=$, $<$.



ALGEBRAIC CONCEPTS (OA)

- Represent and solve problems involving multiplication and division
 - I can solve multiplication and division problems up to 100.
 - I can determine unknown whole number in a multiplication or division equation.
- Understand properties of multiplication and the relationship between multiplication and division
 - I can apply commutative and associative property of multiplication.
 - I can interpret and/or model division as a multiplication equation with an unknown factor.
- Fluently multiply and divide within 1,000 using strategies
- Solve problems involving the four operations, identify and explain patterns in arithmetic
 - I can solve two step word problems using four operations using equations and symbols.
 - I can determine the reasonableness of answers and solve two-step equations using order of operations.

GEOMETRY (G)

- Reason with shapes and their attributes
 - I can explain that shapes in different categories may share attributes.
 - I can partition shapes into parts with equal areas.

MEASUREMENT, DATA AND PROBABILITY (MD)

- Solves problems involving measurement and estimation of intervals of temperature, liquid volumes, masses, and lengths of objects- measure to nearest quarter inch or centimeter.
- Tells and writes time to the nearest minute and solves problems by calculating elapsed time.
- Solves problems and makes change involving money using a combination of coins and bills.
- Represent and interpret data using tally charts, tables, pictographs, line plots, and bar graphs
 - I can complete scaled pictograph or bar graph to show data and solve problems (multi-step).
 - I can generate measurement data (nearest half or fourth inch) and create line plot using data.
- Understands and uses multiplication and addition to determine the area of a rectangle
 - I can solve area problems by counting unit squares or multiplying sides of rectangle.
 - I can solve problem involving perimeters of polygons.
- Solves problems involving perimeters of polygons and distinguish between linear and area measures.

By the end of grade 3, know from memory all products of two one-digit numbers

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WORKING TOGETHER TO UNDERSTAND
PA CORE STANDARDS IN SPRING-FORD:
Standards for Mathematical Practice

You can help your student develop mathematical thinking skills with these Math Practice Standards.

Standards for Mathematical Practice 1: Make sense of problems and persevere in solving them.

- I can make sense of the problem.
- I can reflect on my thinking as I solve the problem.
- I can keep trying when my problem is hard.
- I can check whether my answer makes sense.
- I can compare the strategies I use with strategies that others use.

Standards for Mathematical Practice 2: Reason abstractly and quantitatively.

- I can create mathematical representations using numbers, words, pictures, symbols, gestures, tables, graphs, and concrete objects.
- I can make sense of my representations and those of others.
- I can make connections between representations.

Standards for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

- I can tell what my answer means.
- I can explain how I know my answer is correct or defend my thinking.
- I can make sense of others' mathematical thinking.

Standards for Mathematical Practice 4: Model with mathematics.

- I can model real-world situations using graphs, drawings, tables, symbols, numbers, diagrams, and other representations.
- I can use mathematical models to solve problems and answer questions.

Standards for Mathematical Practice 5: Use appropriate tools strategically.

- I can choose appropriate tools.
- I can use tools effectively and make sense of my results.

Standards for Mathematical Practice 6: Attend to precision.

- I can explain my mathematical thinking clearly and precisely.
- I can use an appropriate level of precision for my problem.
- I can use clear labels, units, and mathematical language.
- I can think about accuracy and efficiency when I count, measure, and calculate.

Standards for Mathematical Practice 7: Look for and make use of structure.

- I can look for mathematical structures such as categories, patterns, and properties.
- I can use structures to solve problems and answer questions.

Standards for Mathematical Practice 8: Look for and express regularity in repeated reasoning.

- I can create and justify rules, shortcuts, and generalizations.

For more information: www.corestandards.org/Math/Practice