Ocean Theme Kid Friendly Math Common Core "I Can…" for 3rd Grade
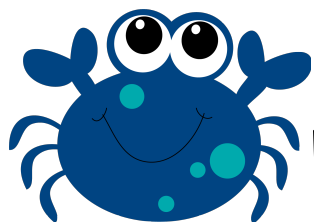
By Hope Newport

teachingwhope.blogspot.com

clipart by
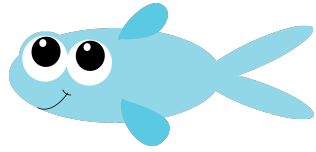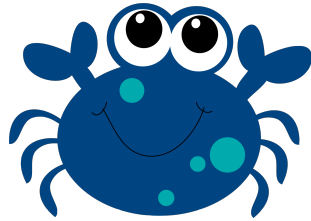
I can round numbers to the nearest 10.

I can round numbers to the nearest 100.
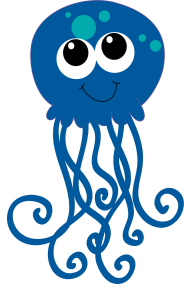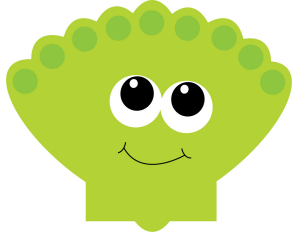
I can add within 1,000 using many strategies.

I can subtract within 1,000 using many strategies.

I understand that area measures the space within a plane figure.

I can measure the area of a shape or flat surface by covering it with unit squares, with no gaps or overlaps and counting the number of unit squares used.
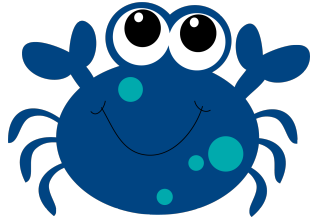
I can explain the relationship between tiling and multiplying side lengths to find the area of rectangles.
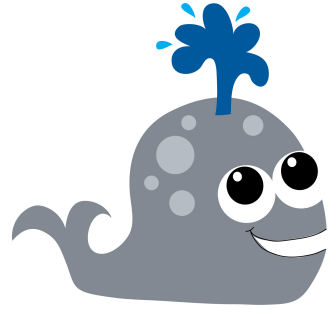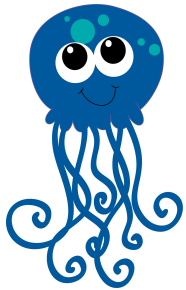
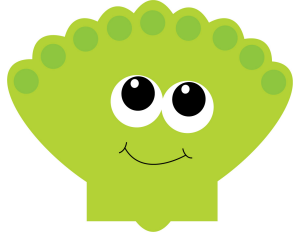I can multiply adjacent side lengths of rectangles to solve word problems.

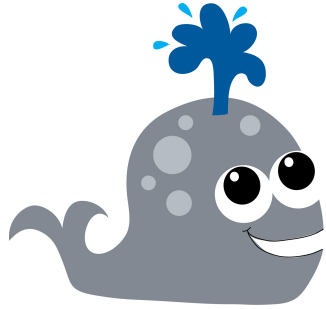I can decompose an irregular figure into non-overlapping rectangles.

I can explain area as an additive and use this understanding to solve word problems.
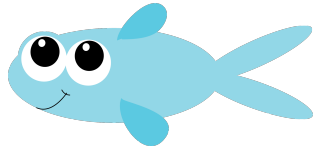
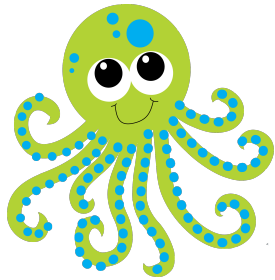I can use area models to explain the distributive property.
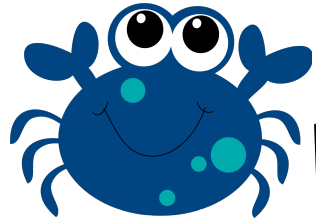
I can use tiles to find the area of rectangles.

I can measure area by counting unit squares within a figure. (square cm., square m., square in., square feet, or square units)
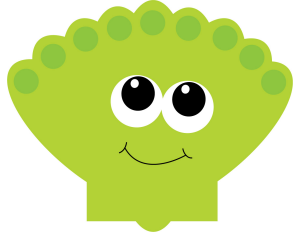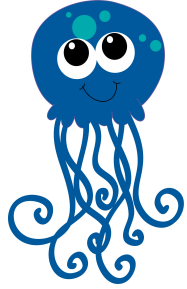
I can use addition to determine area.
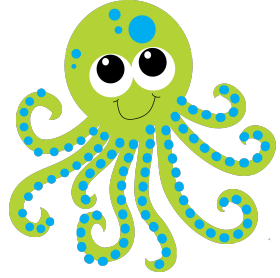
I can use multiplication to determine area.

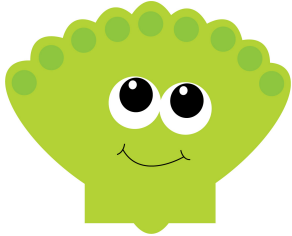I understand how addition and multiplication are related and can use this to help me solve problems.

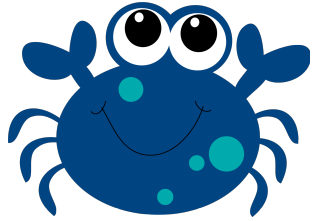I can identify parts of multiplication equations (factors and products).

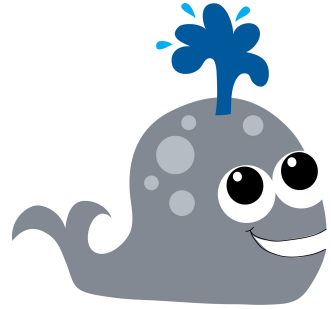I can explain division as a set of objects partitioned into an equal number of shares.

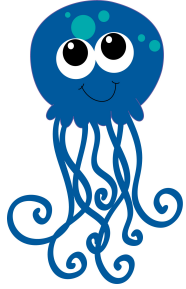I can identify parts of division equations (dividend, divisor, and quotient).

I can determine when to multiply and divide in word problems.

I can represent multiplication and division word problems using drawings, and equations with unknowns.

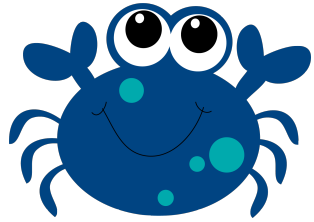I can solve word problems involving equal groups, arrays, and measurement quantities using drawings and equations.

I can determine the unknown number in multiplication and division problems such as in the following:

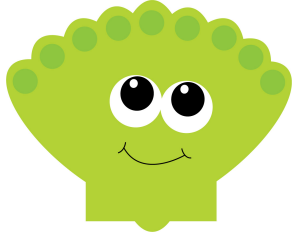$8 \times 9 = \underline{}$, $8 \times \underline{} = 48$,

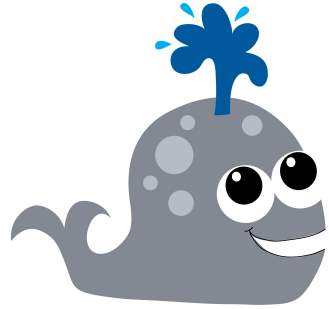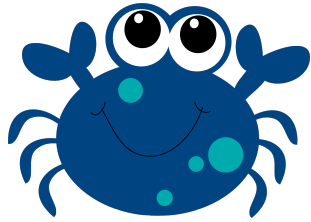$28 \div 7 = \underline{}$, $\underline{} \div 6 = 3$

I can explain the commutative, associative and distributive property of multiplication.
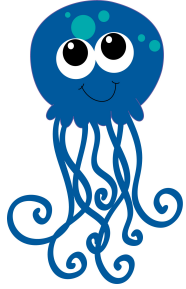
I can apply the commutative, associative and distributive properties to decompose, regroup, and/or reorder factors to make it easier to multiply two or more factors.
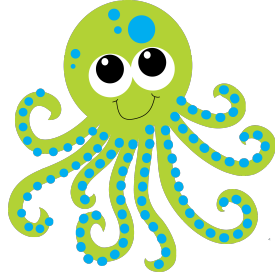
I can turn a division problem into a multiplication problem with an unknown factor.

I understand and can show how to use multiplication in problem solving. (5 groups of 7 people is equal to 5X7)

I understand the meaning of division problems and how they are related to equal shares.

I can use multiplication and division to solve word problems involving equal groups, arrays and measurements.
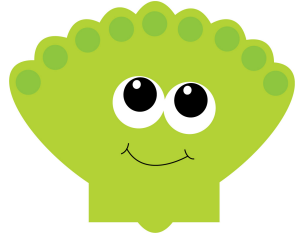
I can use relations between numbers to determine the missing number in multiplication and division equations.
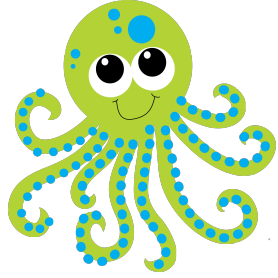
I understand the relationship between division and multiplication and use my multiplication facts to help me solve division problems.
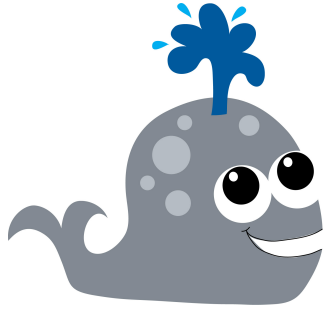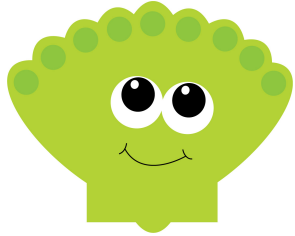
I can multiply 1-digit numbers by multiples of 10 and solve using place value properties. (9x80=720)
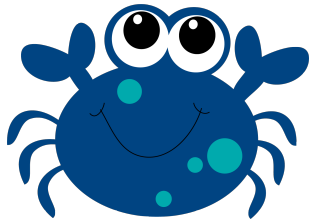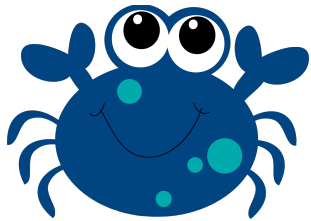
I know all products of 1 digit numbers.
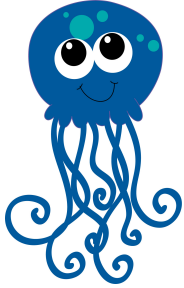
I can choose the correct operation to perform the first computation, and choose the correct operation to perform the second computation in order to solve two-step word problems.
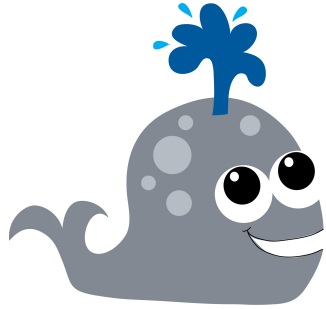
I can write equations using a letter for the unknown number.

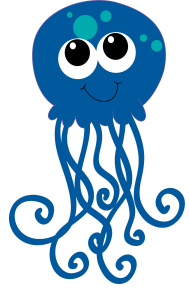I can decide if my answers are reasonable using mental math and estimation strategies including rounding.
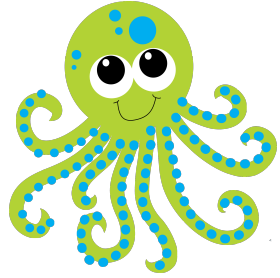
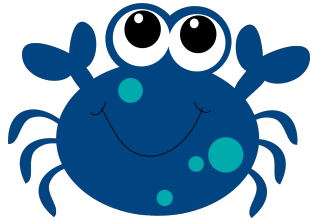I can identify and describe arithmetic patterns in number charts, addition tables, and multiplication tables.

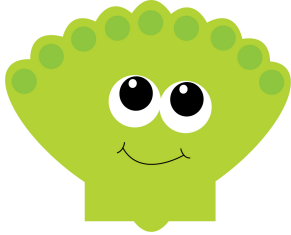I can explain arithmetic patterns using properties of operations.

I can partition (divide) shapes into equal parts with equal areas.

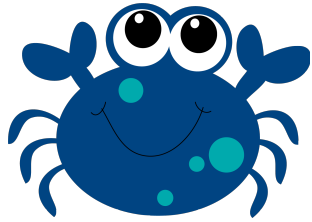I can explain any fraction as one part of a whole divided into equal parts (e.g. 1/2, 1/4, 1/8) .
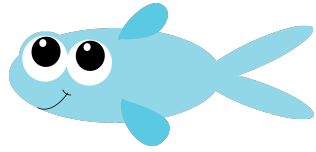
I can represent a unit fraction on a number line between o and 1.

I can explain any fraction (a/b) as "a" (numerator) being the numbers of parts and "b" (denominator) as the total number of equal parts in the whole.
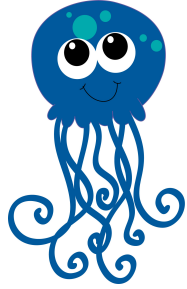
I can explain and show how a fraction can be represented on a number line in two ways: (1) as a number that is located a to the right of 0, and (2) as the size of each of the parts when a whole is partitioned into equal parts.

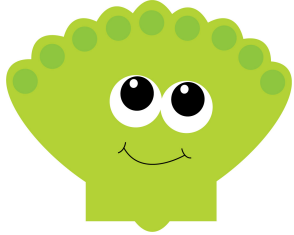I can use a ruler to measure lengths in whole, half, and quarter inches.
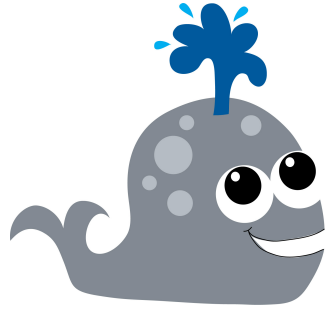
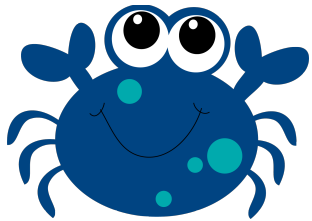I can gather and record measurement data using whole, half, and quarter inches.

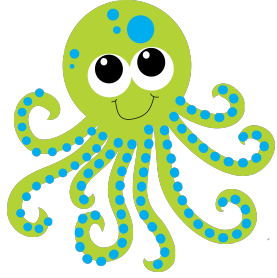I can make a line plot with the horizontal scale marked off in whole number, half, or quarter units.

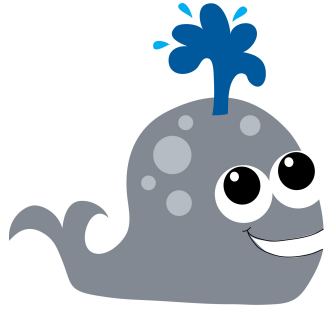I can use models to show and explain equivalent fractions.
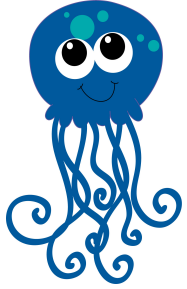
I can locate equivalent fractions on a number line.

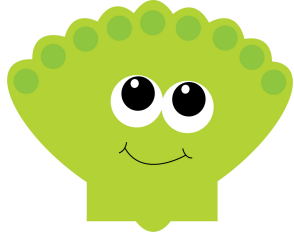I can use models to show and explain whole numbers as fractions.
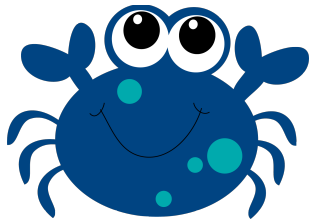
I can use >, < or = to compare fractions.

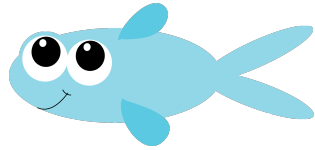I can explain how the size of equal parts can be used to compare two fractions with the same numerator.

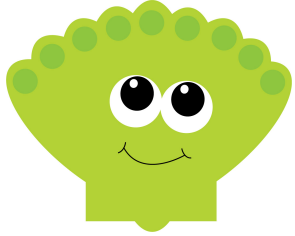I can explain how the size of equal parts can be used to compare two fractions with the same denominator.
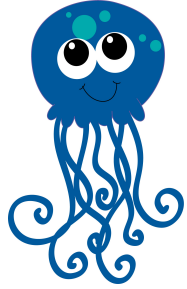
I can say and write times to the nearest minute.
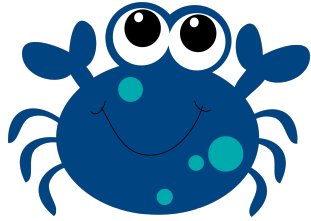
I can measure a length of time in minutes.

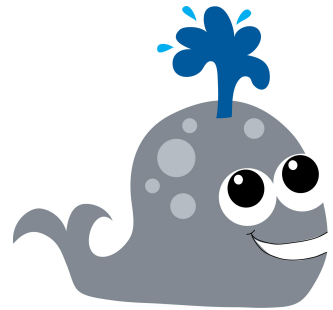I can solve addition and subtraction word problems involving time.

I can estimate liquid, volumes and masses of objects using standard units of measure (grams, kilograms, and liters).

I can measure liquid volumes and masses of objects using standard units of measure (grams, kilograms, and liters).

I can use drawings to represent one-step word problems involving masses or volumes.

I can solve one--step word problems involving masses or volumes using addition, subtraction, multiplication, or division.
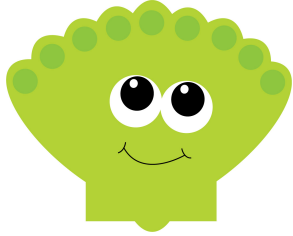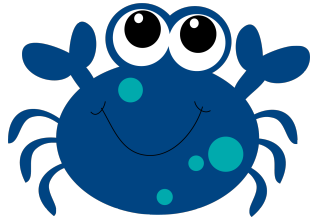
I can make a scaled picture graph or bar graph with several categories to represent data (e.g. one square or picture represents 5 objects).
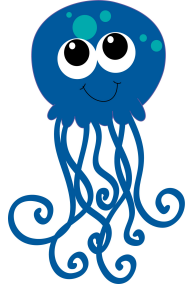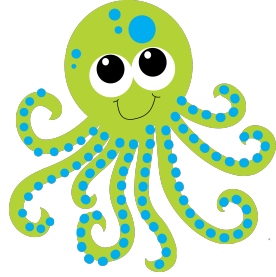
I can read and interpret scaled bar graphs in order to solve one- and two- step "how many more" and "how many less" problems.
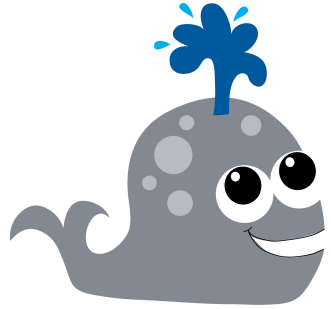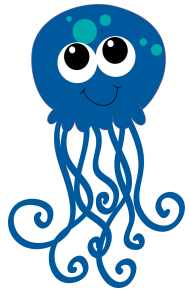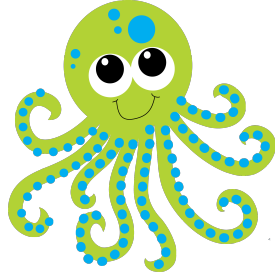
I can use attributes to identify shapes.

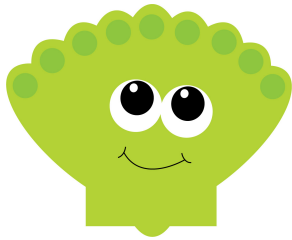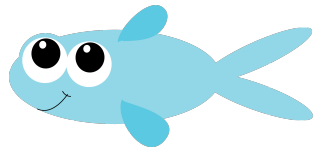I can use attributes to classify shapes into categories.

I can define quadrilaterals.

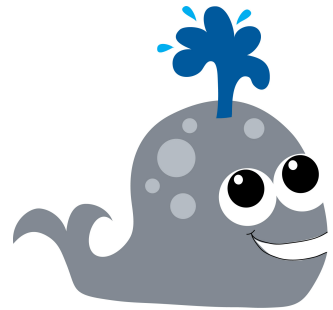I can draw quadrilaterals other than rhombuses, rectangles, and squares.

I can identify polygons.

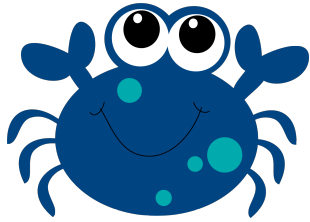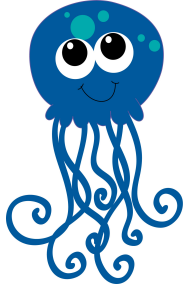I can define perimeter.

I can find the perimeter of polygons when given the lengths of all sides.

I can find unknown side lengths of polygons when given the perimeter.

I can show how rectangles with the same perimeter can have different areas and show rectangles with the same areas can have different perimeters.

I can solve word problems involving perimeter.