

### 3rd Grade Math Checklist

- 3.OA.A.1: I can understand multiplication by thinking about groups of objects.
- 3.OA.A.2: I can understand division by thinking about how one group can be divided into smaller groups.
- 3.OA.A.3: I can use what I know about multiplication and division to solve word problems.
- 3.OA.A.4: I can find the missing number in a multiplication or division equation.
- 3.OA.B.5: I can use the Commutative property of multiplication (I know that if  $6 \times 4 = 24$ , then  $4 \times 6 = 24$ ).
- 3.OA.B.5: I can use the Associative property of multiplication (to figure out  $3 \times 5 \times 2$ , I can multiply  $3 \times 5 = 15$ , then  $15 \times 2 = 30$  OR multiply  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ ).
- 3.OA.B.5: I can use the Distributive property of multiplication (to figure out  $8 \times 7$ , I can think of  $8 \times (5 + 2)$  which means  $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$ ).
- 3.OA.B.6: I can find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out  $32 \div 8$  because I know that  $8 \times 4 = 32$ ).
- 3.OA.C.7: I can multiply and divide within 100 easily and quickly because I know how multiplication and division are related.
- 3.OA.D.8: I can solve two-step word problems that involve addition, subtraction, multiplication and division.
- 3.OA.D.8: I can solve two-step word problems by writing an equation with a letter in place of the number I don't know.
- 3.OA.D.8: I can use mental math to figure out if the answers to two-step word problems are reasonable.
- 3.OA.D.9: I can find patterns in addition and multiplication tables and explain them using what I know about how numbers work.
- 3.NBT.A.1: I can use place value to help me round numbers to the nearest 10 or 100.
- 3.NBT.A.2: I can quickly and easily add and subtract numbers within 1000.
- 3.NBT.A.3: I can multiply any one digit whole number by a multiple of 10 ( $6 \times 90$ ,  $4 \times 30$ ).
- 3.NF.A.1: I can show and understand that fractions represent equal parts of a whole, where the top number is the part and the bottom number is the total number of parts in the whole.
- 3.NF.A.2: I can understand a fraction as a number on the number line by showing fractions on a number line diagram.
- 3.NF.A.2.A: I can label fractions on a number line because I know the space between any two numbers on the number line can be thought of as a whole.
- 3.NF.A.2.B: I can show a fraction on a number line by marking off equal parts between two whole numbers.
- 3.NF.A.3: I can understand how some different fractions can actually be equal.
- 3.NF.A.3: I can compare fractions by reasoning about their size.
- 3.NF.A.3.A: I can understand two fractions as equivalent (equal) if they are the same size or at the same point on a number line.
- 3.NF.A.3.B: I can recognize and write simple equivalent (equal) fractions and explain why they are equal using words or models.
- 3.NF.A.3.C: I can show whole numbers as fractions ( $3 = 3/1$ ).
- 3.NF.A.3.C: I can recognize fractions that are equal to one whole ( $1 = 4/4$ ).

- 3.NF.A.3.D: I can compare two fractions with the same numerator (top number) or the same denominator (bottom number) by reasoning about their size.
- 3.NF.A.3.D: I can understand that comparing two fractions is only reasonable if they refer to the same whole.
- 3.NF.A.3.D: I can compare fractions with the symbols  $>$ ,  $=$ ,  $<$  and prove my comparison by using models.
- 3.MD.A.1: I can tell and write time to the nearest minute.
- 3.MD.A.1: I can measure time in minutes.
- 3.MD.A.1: I can solve telling time word problems by adding and subtracting minutes.
- 3.MD.A.2: I can measure liquids and solids with grams (g), kilograms (kg) and liters (l).
- 3.MD.A.2: I can use addition, subtraction, multiplication and division to solve word problems about mass or volume.
- 3.MD.B.3: I can make a picture or bar graph to show data and solve problems using the information from the graphs.
- 3.MD.B.4: I can create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.
- 3.MD.C.5: I can understand that one way to measure plane shapes is by the area they have.
- 3.MD.C.5.A: I can understand that a "unit square" is a square with side lengths of 1 unit and it is used to measure the area of plane shapes.
- 3.MD.C.5.B: I can cover a plane shape with square units to measure its area.
- 3.MD.C.6: I can measure areas by counting unit squares (square cm, square m, square in, square ft).
- 3.MD.C.7: I can understand area by thinking about multiplication and addition.
- 3.MD.C.7.A: I can find the area of a rectangle using square tiles and also by multiplying the two side lengths.
- 3.MD.C.7.B: I can solve real world problems about area using multiplication.
- 3.MD.C.7.C: I can use models to show that the area of a rectangle can be found by using the distributive property (side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ ).
- 3.MD.C.7.D: I can find the area of a shape by breaking it down into smaller shapes and then adding those areas to find the total area.
- 3.MD.C.8: I can solve real world math problems using what I know about how to find the perimeter of shapes.
- 3.G.A.1: I can place shapes into categories depending upon their attributes (parts).
- 3.G.A.1: I can name a category of many shapes by looking at their attributes (parts).
- 3.G.A.1: I can recognize and draw quadrilaterals (shapes with four sides) including rhombuses, rectangles and squares.
- 3.G.A.2: I can divide shapes into parts with equal areas and show those areas as fractions.