

3rd Grade Standards- Math

3.OA.1

$4 \times 3 = 12$
4 groups of 3= 12



I can interpret products of whole numbers!

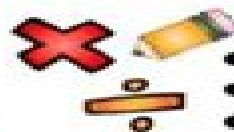
3.OA.2

$24 \div 4 = 6$



I can interpret quotients of whole numbers!

3.OA.3



I can use \times and \div within 100 to solve word problems involving equal groups, arrays, and measurement!

3.OA.4

$40 \div ? = 5$

$6 \times 7 = ?$

I can determine the unknown number in a \times or \div equation!

3.OA.5

Properties of operation to \times and $+$



I can apply properties of operation as strategies to multiply and divide!

3.OA.6

$56 \div 7 = ?$

$7 \times ? = 56$

I can understand division as an unknown-factor problem!

3.OA.7

\times
by 1's
by 2's
by 3's
by 4's
by 5's

\div
by 6's
by 7's
by 8's
by 9's
by 10's

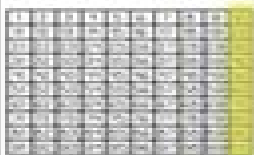
I can fluently multiply and divide within 100 and know from memory all products of two 1-digit numbers!

3.OA.8



I can solve 2-step word problems using the 4 operations and assess the reasonableness of answer!

3.OA.9



$+ 10$
 $10 + 10 = 20$
 $20 + 10 = 30$
 $30 + 10 = 40$

I can apply arithmetic patterns and explain them using properties of operations!

3.NBT.1

$84 \rightarrow 80$

I can use place value to round numbers to the nearest 10 or 100!

3.NBT.2



I can add and subtract within 1000 using models, drawings or addition and subtraction strategies!

3.NBT.3

$5 \times 60 = ?$

$5 \times 6 \times 10 = ?$

$30 \times 10 = 300$

I can multiply 1-digit numbers by multiples of 10 in the range 10-90!

3.NF.1

shaded parts

$\frac{3}{4}$

= of equal parts



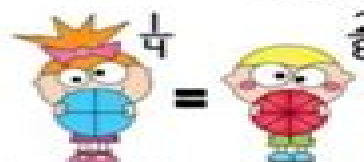
I can understand a fraction as a whole divided into equal parts! a/b shows how many selected parts (a) over the number of equal parts (b)!

3.NF.2



I can understand and show fractions as a number on a number line!

3.NF.3



I can explain equivalence of fractions and compare fractions by reasoning about their sizes!

Ny Math Common Core 3rd Grade 1

Thirumalaisamy P.
Velavancorresponding



Ny Math Common Core 3rd Grade 1:

Spots for MATH - Teacher's Edition - Grade 1, Volume 2 Spots for M.A.T.H.,2012-08 *Spots for MATH - Teacher's Edition - Grade 1* Spots for M.A.T.H.,2012-09 **Hands-On Mathematics, Grade 3** Jennifer Lawson,2006 This teacher resource offers a detailed introduction to the Hands On Mathematics program guiding principles implementation guidelines an overview of the processes that grade 3 students use and develop during mathematics inquiry and a classroom assessment plan complete with record keeping templates and connections to the Achievement Levels outlined in the Ontario Mathematics Curriculum It also provides strategies and visual resources for developing students mental math skills Each unit is divided into lessons that focus on specific curricular expectations Each lesson has materials lists activity descriptions questioning techniques problem solving examples activity centre and extension ideas assessment suggestions activity sheets and visuals Portage Main Press *Integrated Curriculum and Developmentally Appropriate Practice* Craig H. Hart,Diane C. Burts,Rosalind Charlesworth,1997-01-01 Combines research and practice on integrated developmentally appropriate curriculum that helps theorists researchers parents and teachers understand how to match early childhood teaching practices to the integrated manner that young children naturally think and learn *New York Magazine* ,1969-10-13 New York magazine was born in 1968 after a run as an insert of the New York Herald Tribune and quickly made a place for itself as the trusted resource for readers across the country With award winning writing and photography covering everything from politics and food to theater and fashion the magazine s consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea **The Center Forum** ,1969 **Research in Education** ,1973 **Resources in Education** ,1995-04 **The Early Childhood Curriculum** Suzanne L. Krogh,Pamela Morehouse,2014-02-18 Based on research that demonstrates the powerful advantages of integrating the curriculum while providing inquiry opportunities The Early Childhood Curriculum shows how to make such an approach work for all children preschool through the primary grades The text demonstrates how to confidently teach using inquiry based methods that address the whole child while also meeting and exceeding academic standards Offering a foundation in early childhood theory philosophy research and development the 2nd edition of this unique textbook helps future teachers as well as current educators understand the why of curriculum in early childhood and invests them with the skills they need to move from simply following a script to knowledgeably creating curricula on their own Since each curricular subject has its own integrity there is a chapter for each discipline grounding the reader in the essentials of the subject in order to foster knowledgeable and effective integration The 2nd edition of The Early Childhood Curriculum includes information on the most recent trends in national curriculum standards particularly in regard to the Common Core State Standards Initiative and the Next Generation Science Standards Coupled with this information are practical suggestions for meeting standards while still providing young learners with a truly child centered educational experience

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Teaching Creative and Critical Thinking Marjorie S. Schiering,2016-06-07 This workbook contains over sixty activities for learning through play The activities were created by teacher candidates retired educators and student learners They include interdisciplinary activities for first through twelfth grade levels Each activity includes how to implement instructions along with applicable learning standards **Nutrition Education Printed Materials and Audiovisuals** Shirley King Evans,1990 **Nutrition and the Elderly** Shirley King Evans,1990 **Forging Connections in Early Mathematics Teaching and Learning** Virginia Kinnear,Mun Yee Lai,Tracey Muir,2017-12-12 This edited book promotes thinking dialogue research and theorisation on multiple ways of making connections in mathematics teaching and learning in early childhood education The book addresses some key challenges in research policy and practice in early childhood mathematics education It examines diverse ways for learning experiences to connect young children to mathematics and the importance of forging connections between mathematics and young children s lives as key elements in their engagement with mathematics Each chapter provides research or theoretical provocations and pedagogical implications for connecting children s lived experiences and ways of learning in mathematics teaching The chapters are drawn from a range of international authors who raise important ideas within the overall context of current research and consider the theoretical and practical implications of their research As such the book advances current thinking on mathematics teaching and learning for children in the early years from birth to eight years with an emphasis on children aged birth to 5 years It considers the purpose and value in connecting mathematics teaching and learning to children s lives and provides provocations for both educators and researchers on the many under researched and under represented aspects of early years mathematics teaching and learning **Curriculum Development Library** ,1980 **Learning and Teaching Early Math** Douglas H. Clements,Julie Sarama,2014-05-23 In this important book for pre and in service teachers early math experts

Douglas Clements and Julie Sarama show how learning trajectories help diagnose a child's level of mathematical understanding and provide guidance for teaching. By focusing on the inherent delight and curiosity behind young children's mathematical reasoning, learning trajectories ultimately make teaching more joyous. They help teachers understand the varying levels of knowledge exhibited by individual students, which in turn allows them to better meet the learning needs of all children. Using straightforward, no-nonsense language, this book summarizes the current research about how children learn mathematics and how to build on what children already know to realize more effective teaching. This second edition of *Learning and Teaching Early Math* remains the definitive research-based resource to help teachers understand the learning trajectories of early mathematics and become quintessential professionals. Updates to the new edition include: Explicit connections between Learning Trajectories and the new Common Core State Standards; New coverage of patterns and patterning; Incorporation of hundreds of recent research studies.

Otto E. Miller, Plaintiff-Respondent, Against Fred W. Smythe, Defendant-Appellant, *New York Magazine*, 1969-10-13. *New York Magazine* was born in 1968 after a run as an insert of the *New York Herald Tribune* and quickly made a place for itself as the trusted resource for readers across the country. With award-winning writing and photography covering everything from politics and food to theater and fashion, the magazine's consistent mission has been to reflect back to its audience the energy and excitement of the city itself while celebrating New York as both a place and an idea.

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