

Map: **Math Grade 3** Grade Level: **3**District: **Island Trees**Created: **12/21/2006** Last Updated: **02/13/2007**

	Essential Questions	Content	Skills		Standards/PIs
Unit 1	<p>What are some activities you do for which you need to add?</p> <p>How do numbers help us to understand our world?</p> <p>What are some activities you do for which you need to subtract?</p>	<p>Developing strategies to learn to add and subtract</p> <p>Applying skills to problem solving</p> <p>Connecting and applying mathematical ideas</p>	<p>Understand the meaning of addition and subtraction terms</p> <p>Counting by 25, 50, 100 and 1,000</p> <p>Understanding numbers to 1,000</p> <p>Adding three or four numbers</p> <p>Developing Skills for problem solving</p> <p>Using ten to subtract</p> <p>Understand odd and even numbers</p> <p>Thinking addition to Subtract</p> <p>Using Addition to Check Subtraction</p> <p>Exploring fact families</p> <p>Applying addition and subtraction to everyday life</p> <p>Addition strategies</p>		<p>MST3-3.N.1</p> <p>MST3-3.N.2</p> <p>MST3-3.N.3</p> <p>MST3-3.N.6</p> <p>MST3-3.N.9</p> <p>MST3-3.N.16</p> <p>MST3-3.N.17</p> <p>MST3-3.PS.1</p> <p>MST3-3.PS.2</p> <p>MST3-3.PS.3</p> <p>MST3-3.PS.4</p> <p>MST3-3.PS.5</p> <p>MST3-3.PS.8</p> <p>MST3-3.PS.12</p> <p>MST3-3.PS.18</p> <p>MST3-3.PS.19</p> <p>MST3-3.R.6</p> <p>MST3-3.R.7</p>
	How do place value and money help us to understand the world of numbers	<p>Place Value and Money</p> <p>Reading and Writing</p>	Explore and Investigate number patterns		<p>MST3-3.PS.1</p> <p>MST3-3.PS.2</p>

Unit 2		<p>Whole Numbers through hundred thousands</p> <p>Using Ordinal Numbers through ninety ninth</p> <p>Determining value of coins and bills</p>	<p>Gain knowledge of ordinal numbers</p> <p>Understand numbers to 999</p> <p>Round to the Nearest ten and hundred</p> <p>Develop skills for problem solving</p> <p>Understand thousands</p> <p>Read and write four-digit numbers</p> <p>Be able to compare and order numbers</p> <p>To gain an understanding of coins and bills</p> <p>Apply appropriate strategies when solving problems (e.g. constructing pictures, diagrams, organized lists, observing patterns, using trial and error, working in groups or rewriting the problem in their own words)</p>		<p>MST3-3.PS.3</p> <p>MST3-3.PS.5</p> <p>MST3-3.PS.8</p> <p>MST3-3.PS.9</p> <p>MST3-3.PS.9</p> <p>MST3-3.PS.10</p> <p>MST3-3.PS.11</p> <p>MST3-3.PS.12</p> <p>MST3-3.PS.13</p> <p>MST3-3.PS.14</p> <p>MST3-3.PS.15</p> <p>MST3-3.PS.16</p> <p>MST3-3.PS.17</p> <p>MST3-3.PS.18</p> <p>MST3-3.PS.19</p> <p>MST3-3.PS.20</p>
Unit 3	<p>How does estimation help us when adding and subtracting greater numbers?</p>	<p>Number Sense and Operations</p> <p>Estimating Sums and differences</p> <p>Adding and Subtracting greater numbers</p>	<p>Applying estimating and mental math to problem solving</p> <p>Understanding the associative and communitive properties of addition</p> <p>To develop strategies to add and subtract two, three and four digit</p>		<p>MST3-3.N.5</p> <p>MST3-3.N.6</p> <p>MST3-3.N.9</p> <p>MST3-3.N.18</p> <p>MST3-3.N.25</p> <p>MST3-3.N.26</p> <p>MST3-3.N.27</p>

			numbers		MST3-3.CM.1
					MST3-3.N.17
			Understanding regrouping in addition		MST3-3.CM.9
					MST3-3.CM.10
					MST3-3.CM.11
					MST3-3.CM.2
					MST3-3.CM.3
			To recognize and understand the practicality of estimation when		MST3-3.CM.4
			problem solving		MST3-3.CM.5
					MST3-3.CM.7
					MST3-3.CM.8
					MST3-3.CM.6
			To understand how to subtract greater numbers by regrouping		
			To be able to choose the correct computation method		
			To analyze and solve problems using skills and strategies		

	Essential Questions	Content	Skills		Standards/PIs
Unit 4	Why are time and measurement essential skills?	Time and Measurement Using customary units of Measurement	To master the ability to tell time, and understand elapsed time To Understand and use a calendar Use a ruler/yardstick Measure objects using pounds and ounces To recognize, compare, and measure capacities		MST3-3.M.1 MST3-3.M.2 MST3-3.M.3 MST3-3.M.4 MST3-3.M.5 MST3-3.M.6 MST3-3.M.8 MST3-3.M.9 MST3-3.M.10
Unit 5	How does multiplication help us to understand and simplify other mathematical concepts in the real world? How can I apply multiplication to my life? Where does multiplication occur in real life? How can I relate multiplication to division? How can I understand the meaning of multiplication?	Multiplication Concepts, Relationship to Division, Arrays, Patterns and Tables Relating Multiplication to addition Division and Multiplication Fact Families Using manipulatives to represent sets	Developing fluency with single digit numbers Using 1 as an identity element for multiplication Use zero as a property of multiplication Use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication Analyze multiplication to develop understanding of basic division Develop strategies for problem solving with multiplication and basic division Converting Word		MST3-3.PS.1 MST3-3.PS.2 MST3-3.PS.3 MST3-3.PS.6 MST3-3.PS.11 MST3-3.PS.12 MST3-3.PS.13 MST3-3.PS.15 MST3-3.PS.16 MST3-3.PS.18 MST3-3.PS.20 MST3-3.RP.1 MST3-3.RP.2 MST3-3.RP.3 MST3-3.RP.4

			<p>Sentences to Number Sentences</p> <p>Gaining an understanding of multiplication number facts from 0-12</p> <p>Working collaboratively with others</p> <p>Use listening skills and participate meaningfully in class discussions</p>		<p>MST3-3.RP.5</p> <p>MST3-3.RP.6</p> <p>MST3-3.RP.7</p> <p>MST3-3.RP.8</p>
Unit 6	<p>How can basic geometric shapes be applied in our daily lives?</p> <p>How does understanding data and probability enhance our ability to understand and organize information</p>	<p>Solid and Plane Geometric Shapes and Symmetry</p> <p>Data and Probability</p>	<p>To identify basic geometric shapes</p> <p>To describe and compare both solid and plane shapes</p> <p>To identify and construct lines of symmetry</p> <p>To identify, collect and organize data</p> <p>To interpret and understand bar graphs and pictographs</p> <p>Make simple predictions based on variables</p>		<p>MST3-3.G.1</p> <p>MST3-3.G.2</p> <p>MST3-3.G.3</p> <p>MST3-3.G.4</p> <p>MST3-3.G.5</p> <p>MST3-3.S.1</p> <p>MST3-3.S.2</p> <p>MST3-3.S.3</p> <p>MST3-3.S.4</p> <p>MST3-3.S.5</p> <p>MST3-3.S.6</p> <p>MST3-3.S.7</p> <p>MST3-3.S.8</p>

	Essential Questions	Content	Skills		Standards/PIs
Unit 7	How to use graphs and charts to solve problems?	<p>Developing Skills for Problem Solving with charts and graphs</p> <p>Collecting and Organizing Data on Pictographs, Bar Graphs and Line Graphs</p>	<p>Identifying and reviewing graphs with ordered pairs</p> <p>To organize and compare data</p> <p>To make and use graphs to solve problems</p> <p>To work with classmates to transfer data and information to varieties of charts and graphs</p> <p>To analyze and identify data</p> <p>Represent data on different types of graphs</p> <p>To be able to use graphs and charts in real life situations</p>		<p>MST3-3.PS.11</p> <p>MST3-3.PS.12</p> <p>MST3-3.PS.13</p> <p>MST3-3.PS.14</p> <p>MST3-3.PS.15</p> <p>MST3-3.PS.16</p> <p>MST3-3.PS.17</p> <p>MST3-3.PS.18</p> <p>MST3-3.PS.19</p> <p>MST3-3.PS.20</p> <p>MST3-3.PS.21</p> <p>MST3-3.PS.22</p> <p>MST3-3.PS.23</p> <p>MST3-3.PS.24</p> <p>MST3-3.PS.25</p>
Unit 8	How does understanding a part of a whole help us to recognize and manipulate fractions?	<p>Recognizing a fraction as part of a whole</p> <p>Understanding numerator and denominator</p>	<p>Understanding fractions as equal parts of regions</p> <p>Finding Equivalent Fractions</p> <p>Comparing Fractions</p> <p>Finding Fractional Parts of a Set</p> <p>Problem Solving with fractions and mixed numbers</p>		<p>MST3-3.N.10</p> <p>MST3-3.N.11</p> <p>MST3-3.N.12</p> <p>MST3-3.N.13</p> <p>MST3-3.N.14</p> <p>MST3-3.N.15</p>

			<p>Relating Fractions and Decimals</p> <p>Decimals in Tenths and Hundredths</p> <p>Problem Solving with fractions and decimals</p>		
Unit 9	How can I use what I have already learned to problem solve with multiplication and division?	<p>Multiplying and Dividing Greater Numbers</p> <p>Build mathematical knowledge through problem solving</p>	<p>Understanding and applying patterns in multiplication</p> <p>Investigating multiplication by one digit numbers</p> <p>Estimating Products</p> <p>Gaining understanding of application of multiplication to daily situations</p> <p>Interpret and Understand Quotients with Remainders</p> <p>Understanding division problems and dividing two digit numbers</p>		<p>MST3-3.PS.1</p> <p>MST3-3.PS.2</p> <p>MST3-3.PS.3</p> <p>MST3-3.PS.5</p> <p>MST3-3.PS.7</p> <p>MST3-3.PS.8</p> <p>MST3-3.PS.9</p> <p>MST3-3.PS.11</p> <p>MST3-3.PS.13</p> <p>MST3-3.PS.14</p> <p>MST3-3.PS.18</p> <p>MST3-3.PS.19</p> <p>MST3-3.PS.19</p> <p>MST3-3.PS.20</p> <p>MST3-3.N.20</p> <p>MST3-3.N.21</p>

	Essential Questions	Content	Skills	Standards/PIs
Unit 10	How can we apply previously learned concepts and vocabulary to understand and solve problems? How can we gain a better understanding of numbers by reviewing and multiplication and division	To reinforce and relate multiplication and division To analyze and solve problems using skills and strategies	Investigate patterns in multiplication Estimating Products Solving multiplication problems with factors to 12x12 Dividing two digit numbers by one digit numbers, with and without remainders Analyzing problem solving strategies with division and multiplication	MST3-3.N.19 MST3-3.N.20 MST3-3.N.21 MST3-3.N.22 MST3-3.N.23 MST3-3.N.24 MST3-3.N.25 MST3-3.N.25 MST3-3.N.26 MST3-3.N.27

Key to Standards used in this Map

MST3-3.PS.1 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.1 - explore, examine, and make observations about a social problem or mathematical situation [Grade 3]

MST3-3.PS.2 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.2 - understand that some ways of representing a problem are more helpful than others [Grade 3]

MST3-3.PS.3 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will build new mathematical knowledge through problem solving. - Performance Indicator 3.PS.3 - interpret information correctly, identify the problem, and generate possible solutions [Grade 3]

MST3-3.PS.4 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.4 - act out or model with manipulatives activities involving mathematical content from literature [Grade 3]

MST3-3.PS.5 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.5 - formulate problems and solutions from everyday situations [Grade 3]

MST3-3.PS.6 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.6 - translate from a picture/diagram to a numeric expression [Grade 3]

MST3-3.PS.7 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.7 - represent problem situations in oral, written, concrete, pictorial, and graphical forms [Grade 3]

MST3-3.PS.8 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will solve problems that arise in mathematics and in other contexts. - Performance Indicator 3.PS.8 - select an appropriate representation of a problem [Grade 3]

MST3-3.PS.9 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.9 - use trial and error to solve problems [Grade 3]

MST3-3.PS.10 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.10 - use process of elimination to solve problems [Grade 3]

MST3-3.PS.11 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.11 - make pictures/diagrams of problems [Grade 3]

MST3-3.PS.12 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance

Indicator 3.PS.12 - use physical objects to model problems [Grade 3]

MST3-3.PS.13 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.13 - work in collaboration with others to solve problems [Grade 3]

MST3-3.PS.14 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.14 - make organized lists to solve numerical problems [Grade 3]

MST3-3.PS.15 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.15 - make charts to solve numerical problems [Grade 3]

MST3-3.PS.16 [3 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.16 - analyze problems by identifying relationships [Grade 3]

MST3-3.PS.17 [2 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.17 - analyze problems by identifying relevant versus irrelevant information [Grade 3]

MST3-3.PS.18 [5 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.18 - analyze problems by observing patterns [Grade 3]

MST3-3.PS.19 [5 occurrences] - MST Standard 3 - Problem Solving Strand - Students will apply and adapt a variety of appropriate strategies to solve problems. - Performance Indicator 3.PS.19 - state a problem in their own words [Grade 3]

MST3-3.PS.20 [4 occurrences] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.20 - determine what information is needed to solve a problem [Grade 3]

MST3-3.PS.21 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.21 - discuss with peers to understand a problem situation [Grade 3]

MST3-3.PS.22 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.22 - discuss the efficiency of different representations of a problem [Grade 3]

MST3-3.PS.23 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.23 - verify results of a problem [Grade 3]

MST3-3.PS.24 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.24 - recognize invalid approaches [Grade 3]

MST3-3.PS.25 [1 occurrence] - MST Standard 3 - Problem Solving Strand - Students will monitor and reflect on the process of mathematical problem solving. - Performance Indicator 3.PS.25 - determine whether a solution is reasonable in the context of the original problem [Grade 3]

MST3-3.RP.1 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 3.RP.1 - use representations to support mathematical ideas [Grade 3]

MST3-3.RP.2 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will recognize reasoning and proof as fundamental aspects of mathematics. - Performance Indicator 3.RP.2 - determine whether a mathematical statement is true or false and explain why [Grade 3]

MST3-3.RP.3 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 3.RP.3 - investigate the use of knowledgeable guessing by generalizing mathematical ideas [Grade 3]

MST3-3.RP.4 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will make and investigate mathematical conjectures. - Performance Indicator 3.RP.4 - make conjectures from a variety of representations [Grade 3]

MST3-3.RP.5 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 3.RP.5 - justify general claims or conjectures, using manipulatives, models, and expressions [Grade 3]

MST3-3.RP.6 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 3.RP.6 - develop and explain an argument using oral, written, concrete, pictorial, and/or graphical forms [Grade 3]

MST3-3.RP.7 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will develop and evaluate mathematical arguments and proofs. - Performance Indicator 3.RP.7 - discuss, listen, and make comments that support or reject claims made by other students [Grade 3]

MST3-3.RP.8 [1 occurrence] - MST Standard 3 - Reasoning and Proof Strand - Students will select and use various types of reasoning and methods of proof. - Performance Indicator 3.RP.8 - support an argument by trying many cases [Grade 3]

MST3-3.CM.1 [1 occurrence] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 3.CM.1 - understand and explain how to organize their thought process [Grade 3]

MST3-3.CM.2 [1 occurrence] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. - Performance Indicator 3.CM.2 - verbally explain their rationale for strategy selection [Grade 3]

MST3-3.CM.3 [1 occurrence] - MST Standard 3 - Communication Strand - Students will organize and consolidate their mathematical thinking through communication. -

Performance Indicator 3.CM.3 - provide reasoning both in written and verbal form [Grade 3]

MST3-3.CM.4 [1 occurrence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 3.CM.4 - organize and accurately label work [Grade 3]

MST3-3.CM.5 [1 occurrence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 3.CM.5 - share organized mathematical ideas through the manipulation of objects, drawings, pictures, charts, graphs, tables, diagrams, models, symbols, and expressions in written and verbal form [Grade 3]

MST3-3.CM.6 [1 occurrence] - MST Standard 3 - Communication Strand - Students will communicate their mathematical thinking coherently and clearly to peers, teachers, and others. - Performance Indicator 3.CM.6 - answer clarifying questions from others [Grade 3]

MST3-3.CM.7 [1 occurrence] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 3.CM.7 - listen for understanding of mathematical solutions shared by other students [Grade 3]

MST3-3.CM.8 [1 occurrence] - MST Standard 3 - Communication Strand - Students will analyze and evaluate the mathematical thinking and strategies of others. - Performance Indicator 3.CM.8 - consider strategies used and solutions found in relation to their own work [Grade 3]

MST3-3.CM.9 [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 3.CM.9 - increase their use of mathematical vocabulary and language when communicating with others [Grade 3]

MST3-3.CM.10 [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 3.CM.10 - describe objects, relationships, solutions and rationale using appropriate vocabulary [Grade 3]

MST3-3.CM.11 [1 occurrence] - MST Standard 3 - Communication Strand - Students will use the language of mathematics to express mathematical ideas precisely. - Performance Indicator 3.CM.11 - decode and comprehend mathematical visuals and symbols to construct meaning [Grade 3]

MST3-3.R.6 [1 occurrence] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 3.R.6 - connect mathematical representations with problem solving [Grade 3]

MST3-3.R.7 [1 occurrence] - MST Standard 3 - Representation Strand - Students will select, apply, and translate among mathematical representations to solve problems. - Performance Indicator 3.R.7 - construct effective representations to solve problems [Grade 3]

MST3-3.N.1 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.1 - skip count by 25's, 50's, 100's to 1,000 [Grade 3]

MST3-3.N.2 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.2 - read and write whole numbers to 1,000 [Grade 3]

MST3-3.N.3 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.3 - compare and order numbers to 1,000 [Grade 3]

MST3-3.N.5 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.5 - use a variety of strategies to compose and decompose three-digit numbers [Grade 3]

MST3-3.N.6 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.6 - use and explain the commutative property of addition and multiplication [Grade 3]

MST3-3.N.9 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.9 - understand and use the associative property of addition [Grade 3]

MST3-3.N.10 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.10 - develop an understanding of fractions as part of a whole unit and as parts of a collection [Grade 3]

MST3-3.N.11 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.11 - use manipulatives, visual models, and illustrations to name and represent unit fractions as part of a whole or a set of objects [Grade 3]

MST3-3.N.12 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.12 - understand and recognize the meaning of numerator and denominator in the symbolic form of a fraction [Grade 3]

MST3-3.N.13 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.13 - recognize fractional numbers as equal parts of a whole [Grade 3]

MST3-3.N.14 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers,

relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.14 - explore equivalent fractions [Grade 3]

MST3-3.N.15 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 3.N.15 - compare and order unit fractions and find their approximate locations on a number line [Grade 3]

MST3-3.N.16 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 3.N.16 - identify odd and even numbers [Grade 3]

MST3-3.N.17 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Theory] - Performance Indicator 3.N.17 - develop an understanding of the properties of odd/even numbers as a result of addition or subtraction [Grade 3]

MST3-3.N.18 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.18 - use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping) [Grade 3]

MST3-3.N.19 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.19 - develop fluency with single-digit multiplication facts [Grade 3]

MST3-3.N.20 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.20 - use a variety of strategies to solve multiplication problems with factors up to 12×12 [Grade 3]

MST3-3.N.21 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.21 - use the area model, tables, patterns, arrays, and doubling to provide meaning for multiplication [Grade 3]

MST3-3.N.22 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.22 - demonstrate fluency and apply single-digit division facts [Grade 3]

MST3-3.N.23 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.23 - use tables, patterns, halving, and manipulatives to provide meaning for division [Grade 3]

MST3-3.N.24 [1 occurrence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 3.N.24 - develop strategies for selecting the appropriate computational and operational method in problem solving situations [Grade 3]

MST3-3.N.25 [3 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.25 - estimate numbers up to 500 [Grade 3]

MST3-3.N.26 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.26 - recognize real world situations in which an estimate (rounding) is more appropriate [Grade 3]

MST3-3.N.27 [2 occurrences] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 3.N.27 - check reasonableness of an answer by using estimation [Grade 3]

MST3-3.G.1 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 3.G.1 - define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon) [Grade 3]

MST3-3.G.2 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 3.G.2 - identify congruent and similar figures [Grade 3]

MST3-3.G.3 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 3.G.3 - name, describe, compare, and sort three-dimensional shapes: cube, cylinder, sphere, prism, and cone [Grade 3]

MST3-3.G.4 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 3.G.4 - identify the faces on a three-dimensional shape as two-dimensional shapes [Grade 3]

MST3-3.G.5 [1 occurrence] - MST Standard 3 - Geometry Strand - Students will apply transformations and symmetry to analyze problem solving situations. [Transformational Geometry] - Performance Indicator 3.G.5 - identify and construct lines of symmetry [Grade 3]

MST3-3.M.1 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 3.M.1 - select tools and units (customary) appropriate for the length measured [Grade 3]

MST3-3.M.2 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 3.M.2 - use a ruler/yardstick to measure to the nearest standard unit [Grade 3]

MST3-3.M.3 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 3.M.3 - measure objects, using ounces and pounds [Grade 3]

MST3-3.M.4 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas.

[Units of Measurement] - Performance Indicator 3.M.4 - recognize capacity as an attribute that can be measured [Grade 3]

MST3-3.M.5 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas.

[Units of Measurement] - Performance Indicator 3.M.5 - compare capacities (e.g., which contains more? which contains less?) [Grade 3]

MST3-3.M.6 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas.

[Units of Measurement] - Performance Indicator 3.M.6 - measure capacity, using cups, pints, quarts, and gallons [Grade 3]

MST3-3.M.8 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will use units to give meaning to measurements. [Units] - Performance Indicator 3.M.8 - relate unit fractions to the face of the clock [Grade 3]

MST3-3.M.9 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 3.M.9 - tell time to the minute, using digital and analog clocks [Grade 3]

MST3-3.M.10 [1 occurrence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 3.M.10 - select and use standard (customary) and non-standard units to estimate measurements [Grade 3]

MST3-3.S.1 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 3.S.1 - formulate questions about themselves and their surroundings [Grade 3]

MST3-3.S.2 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 3.S.2 - collect data using observation and surveys, and record appropriately [Grade 3]

MST3-3.S.3 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.3 - construct a frequency table to represent a collection of data [Grade 3]

MST3-3.S.4 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.4 - identify the parts of pictographs and bar graphs [Grade 3]

MST3-3.S.5 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.5 - display data in pictographs and bar graphs [Grade 3]

MST3-3.S.6 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 3.S.6 - state the relationships between pictographs and bar graphs [Grade 3]

MST3-3.S.7 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 3.S.7 - read and interpret data in bar graphs and pictographs [Grade 3]

MST3-3.S.8 [1 occurrence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 3.S.8 - formulate conclusions and make predictions from graphs [Grade 3]