

# Third Grade Mathematics “I Can” Statements

## NUMBERS AND OPERATIONS

3.1.1	<p>I can:</p> <ul style="list-style-type: none"> <li>• <i>read</i> numbers to 10,000</li> <li>• <i>write</i> numbers to 10,000</li> <li>• <i>order</i> numbers to 10,000</li> <li>• <i>compare</i> numbers to 10,000</li> </ul>
3.1.2	<p>I can:</p> <ul style="list-style-type: none"> <li>• <i>read</i> decimals to <b>hundredths</b> using manipulatives.</li> <li>• <i>write</i> decimals to <b>hundredths</b> using manipulatives.</li> <li>• <i>order</i> decimals to <b>hundredths</b> using manipulatives</li> <li>• <i>compare</i> decimals to <b>hundredths</b> using manipulatives</li> </ul>
3.1.3	<p>I can</p> <ul style="list-style-type: none"> <li>• <i>identify</i> the value of each digit in a number.</li> <li>• <i>write</i> a number to 10,000 in <u>expanded form</u>.</li> <li>• <i>write</i> a number to 10,000 in <u>standard form</u>.</li> </ul>
3.1.4	<p>I can</p> <ul style="list-style-type: none"> <li>• <b><i>estimate</i></b> by rounding numbers to solve a problem and check to see if my answer is reasonable.</li> <li>• <b><i>estimate</i></b> by using <b>benchmarks</b> to solve a problem and check to see if my answer is reasonable</li> <li>• <b><i>estimate</i></b> by using compatible numbers to solve a problem and check to see if my answer is reasonable.</li> </ul>
3.1.5	<p>I can <i>demonstrate</i> how fractions work using models and picture representations</p>
3.1.6	<p>I can</p> <ul style="list-style-type: none"> <li>• <i>create</i> concrete models to <i>compare</i> fractions with unlike <b>denominators</b> and <i>verify</i> my answer</li> <li>• <i>create</i> picture representations to <i>compare</i> fractions with unlike <b>denominators</b> and <i>verify</i> my answers</li> <li>• <i>create</i> concrete models to <i>compare</i> fractions with like <b>denominators</b> and <i>verify</i> my answers</li> <li>• <i>create</i> picture representations to <i>compare</i> fractions with like <b>denominators</b> and <i>verify</i> my answers</li> <li>• <i>create</i> concrete models to <i>add</i> fractions with like <b>denominators</b> and <i>verify</i> my answers</li> <li>• <i>create</i> picture representation to <i>add</i> fractions with like <b>denominators</b> and <i>verify</i> my answers</li> <li>• <i>create</i> concrete models to <i>subtract</i> fractions with like <b>denominators</b> and <i>verify</i> my answers</li> <li>• <i>create</i> picture representations to <i>subtract</i> fractions with like <b>denominators</b> and <i>verify</i> my answers</li> </ul>

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3.1.7	<p>I can</p> <ul style="list-style-type: none"> <li>• <i>use</i> concrete models to <i>show</i> my understanding of <b><u>equivalent fractions</u></b></li> <li>• <i>use</i> picture representations to <i>show</i> my understanding of <b><u>equivalent fractions</u></b></li> <li>• <i>use</i> concrete models to <i>show</i> my understanding of <b><u>proper fractions</u></b></li> <li>• <i>use</i> picture representations to <i>show</i> my understanding of <b><u>proper fractions</u></b></li> <li>• <i>use</i> concrete models to <i>show</i> my understanding of <b><u>improper fractions</u></b></li> <li>• <i>use</i> picture representations to <i>show</i> my understanding of <b><u>improper fractions</u></b></li> <li>• <i>use</i> concrete models to <i>show</i> my understanding of <b><u>mixed numbers</u></b>.</li> <li>• <i>use</i> picture representations to <i>show</i> my understanding of <b><u>mixed numbers</u></b>.</li> </ul>
3.1.8	<p>I can:</p> <ul style="list-style-type: none"> <li>• <i>add</i> 2 and 3 digit whole numbers without regrouping</li> <li>• <i>add</i> 2 and 3 digit whole numbers with regrouping</li> <li>• <i>add</i> money without regrouping</li> <li>• <i>add</i> money with regrouping</li> <li>• <i>subtract</i> 2 digit whole numbers without regrouping</li> <li>• <i>subtract</i> 2 digit whole numbers with regrouping</li> <li>• <i>subtract</i> 3 digit whole numbers without regrouping</li> <li>• <i>subtract</i> 3 digit whole numbers with regrouping</li> <li>• <i>subtract</i> money without regrouping</li> <li>• <i>subtract</i> money with regrouping.</li> </ul>
3.1.9	<p>I can</p> <ul style="list-style-type: none"> <li>• <i>demonstrate</i> <b><u>multiplication</u></b> as repeated addition</li> <li>• <i>model</i> <b><u>multiplication</u></b> as repeated addition</li> <li>• <i>demonstrate</i> <b><u>multiplication</u></b> as <b><u>arrays</u></b></li> <li>• <i>model</i> <b><u>multiplication</u></b> as <b><u>arrays</u></b></li> <li>• <i>demonstrate</i> <b><u>division</u></b> as repeated subtraction</li> <li>• <i>model</i> <b><u>division</u></b> as repeated subtraction</li>   <li>• <i>demonstrate</i> <b><u>division</u></b> as <b><u>partitioning</u></b> or by breaking numbers apart</li> <li>• <i>model</i> <b><u>division</u></b> as <b><u>partitioning</u></b> or by breaking numbers apart</li> </ul>
3.1.10	<p>I can <i>use and explain</i> the operation of multiplication using</p> <ul style="list-style-type: none"> <li>• <b><u>identity property of multiplication</u></b></li> <li>• <b><u>commutative property</u></b></li> <li>• <b><u>property of zero</u></b></li> <li>• <b><u>associative property</u></b></li> <li>• <b><u>inverse operation</u></b></li> </ul>

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	I can <i>use and explain</i> the <b>operation of division</b> .
3.1.11	I can <i>recall</i> : <ul style="list-style-type: none"> <li>• basic multiplication facts</li> <li>• basic division facts</li> </ul>
3.1.12	I can model the <b>distributive property</b> in <b>multiplication of 2- and 3-digit numbers by a 1-digit number</b> .
3.1.13	I can <i>use models to demonstrate</i> <b>division of 2- and 3-digit numbers by a 1-digit number</b> .
3.1.14	I can: <ul style="list-style-type: none"> <li>• <i>create</i> real-world problems using any of the four operations (addition, subtraction, multiplication, and division)</li> <li>• <i>explain</i> why I used any of the four operations in creating real world problems.</li> <li>• <i>justify</i> why I used any of the four operations in creating real world problem.</li> </ul>

## ALGEBRA

3.2.1	I can: <ul style="list-style-type: none"> <li>• <i>analyze</i> <b>geometric patterns</b>.</li> <li>• <i>analyze</i> numeric patterns.</li> <li>• <i>extend</i> <b>geometric patterns</b>.</li> <li>• <i>extend</i> numeric patterns.</li> </ul>
3.2.2	I can: <ul style="list-style-type: none"> <li>• <i>create</i> an <b>input/output model</b> using addition.</li> <li>• <i>create</i> an <b>input/output model</b> using subtraction.</li> <li>• <i>create</i> an <b>input/output model</b> using multiplication.</li> <li>• <i>create</i> an <b>input/output model</b> using division.</li> </ul>
3.2.3	I can <i>analyze</i> a given pattern. I can <i>write</i> the rule of a given pattern.
3.2.4	I can <i>write</i> <b>equivalent numerical expressions</b> , such as a number sentence. I can <i>justify</i> <b>equivalency</b> in <b>numerical expressions</b> , such as a number sentence.
3.2.5	I can use symbol and letter <b>variables</b> to represent an unknown <b>quantity</b> . I can use symbol and letter <b>variables</b> to determine the value of the variable.

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## GEOMETRY

3.3.1	<p>I can <i>identify</i> polygons by:</p> <ul style="list-style-type: none"> <li>• <b><u>transforming polygons.</u></b></li> <li>• <b><u>combining polygons</u></b></li> <li>• <b><u>decomposing polygons</u></b></li> </ul> <p>I can <i>create</i> new polygons by:</p> <ul style="list-style-type: none"> <li>• <b><u>transforming polygons.</u></b></li> <li>• <b><u>combining polygons.</u></b></li> <li>• <b><u>decomposing polygons.</u></b></li> </ul>
3.3.2	<p>I can <i>identify</i> the following <u>geometric solids</u> according to the number of <u>faces</u>, <u>edges</u>, and <b>vertices</b>:</p> <ul style="list-style-type: none"> <li>• cube</li> <li>• rectangular solid</li> <li>• cylinder</li> <li>• cone</li> <li>• pyramid</li> </ul> <p>I can <i>describe</i> the following <u>geometric solids</u> according to the number of <u>faces</u>, <u>edges</u>, and <b>vertices</b>:</p> <ul style="list-style-type: none"> <li>• cube</li> <li>• rectangular solid</li> <li>• cylinder</li> <li>• cone</li> <li>• pyramid</li> </ul> <p>I can <b><i>classify</i></b> the following <u>geometric solids</u> according to the number of <u>faces</u>, <u>edges</u>, and <b>vertices</b>:</p> <ul style="list-style-type: none"> <li>• cube</li> <li>• rectangular solid</li> <li>• cylinder</li> <li>• cone</li> <li>• pyramid</li> </ul>
3.3.3	<p>I can <b><i>construct</i></b> a solid figure from a <u>plane drawing</u>.</p> <p>I can <i>identify</i> a <u>solid figure</u> from a <u>plane drawing</u>.</p>
3.3.4	<p>I can <i>identify</i> lines of <b><i>symmetry</i></b> in <u>two-dimensional shapes</u>.</p> <p>I can <i>describe</i> lines of <b><i>symmetry</i></b> in <u>two-dimensional shapes</u>.</p> <p>I can <i>draw</i> lines of <b><i>symmetry</i></b> in <b><i>two-dimensional shapes</i></b>.</p>

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3.3.5	<p>I can <i>model</i>:</p> <ul style="list-style-type: none"> <li>• <b><u>lines</u></b></li> <li>• <b><u>rays</u></b></li> <li>• <b><u>angles including right, obtuse, and acute angles</u></b></li> </ul> <p>I can <i>describe</i>:</p> <ul style="list-style-type: none"> <li>• <b><u>lines</u></b></li> <li>• <b><u>rays</u></b></li> <li>• <b><u>angles including right, obtuse, and acute angles</u></b></li> </ul> <p>I can <i>draw</i>:</p> <ul style="list-style-type: none"> <li>• <b><u>lines</u></b></li> <li>• <b><u>rays</u></b></li> <li>• <b><u>angles including right, obtuse and acute angles</u></b></li> </ul>
3.3.6	<p>Given a model, I can <i>draw</i> an example of:</p> <ul style="list-style-type: none"> <li>• <b><u>a flip (reflection)</u></b></li> <li>• <b><u>a slide (translation)</u></b></li> <li>• <b><u>a turn (rotation)</u></b></li> </ul>
3.3.7	<p>I can <i>name</i> the location of a point on a <b><u>first-quadrant grid</u></b>, represent using <b><u>ordered pairs</u></b>.</p>

## MEASUREMENT

3.4.1	<p>I can, using a <b><u>project based investigation</u></b></p> <ul style="list-style-type: none"> <li>• <i>identify</i> a real-life situation</li> <li>• <i>consider</i> a number of variables and use appropriate measurement tools</li> <li>• <b><u>hypothesize</u></b> why there is a change over time</li> <li>• <i>identify</i> length in centimeters and inches,</li> <li>• <i>identify</i> temperature in Celsius and Fahrenheit</li> <li>• <i>identify</i> weight/mass in pounds and kilograms</li> <li>• <i>design</i> a method to collect, organize and analyze data.</li> <li>• <i>implement</i> a method to collect, organize and analyze data.</li> </ul>
3.4.2	<p>I can <i>estimate</i> the perimeter of familiar geometric shapes, using manipulatives, grids, or appropriate measuring tools, grids, or appropriate measuring tools.</p> <p>I can <i>find</i> the perimeter of familiar geometric shapes, using manipulatives, grids, or appropriate measuring tools.</p> <p>I can <i>estimate</i> the <b><u>area</u></b> of familiar geometric shapes, using manipulatives, grids, or appropriate measuring tools.</p> <p>I can <i>find</i> the <b><u>area</u></b> of familiar geometric shapes, using manipulatives, grids, or appropriate measuring tools.</p>
3.4.3	<p>I can <i>determine</i> the <b><u>formula</u></b> for the <b><u>area</u></b> of a rectangle.</p> <p>I can <i>explain</i> the reasoning of finding the <b><u>area</u></b> of a rectangle.</p>

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3.4.4	<p>I can <i>read</i> time to 5-minute intervals (am and pm) using analog and digital clocks.</p> <p>I can <b><i>compute elapsed time</i></b> to the quarter-hour using a clock.</p>
3.4.5	<p>I can <i>identify</i> coins and bills to display a variety of price values from real-life examples with a total value of \$100 or less.</p> <p>I can <i>count</i> coins and bills to display a variety of price values from real-life examples with a total value of \$100 or less</p> <p>I can <i>organize</i> coins and bills to display a variety of price values from real-life examples with a total value of \$100 or less</p> <p>I can model making change using manipulatives.</p>

### PROBABILITY AND STATISTICS

3.5.1	<p>I can</p> <ul style="list-style-type: none"> <li>• <i>collect grade--appropriate</i> real-world data from <u>observation</u>, <u>surveys</u>, and <u>experiments</u>.</li> <li>• <i>organize</i> grade-appropriate real-world data from <u>observation</u>, <u>surveys</u>, and <u>experiments</u>.</li> <li>• <i>identify</i> appropriate ways to display data.</li> <li>• <i>construct</i> appropriate ways to display data.</li> </ul>
3.5.2	<p>I can <i>develop</i> grade-appropriate experiments using concrete objects (e.g. counters, number cubes, spinners).</p> <p>I can <i>conduct</i> grade-appropriate experiments using concrete objects (e.g. counters, number cubes, spinners).</p> <p>I can <i>determine</i> the likeliness of events and list all <u>outcomes</u>.</p>
3.5.3	<p>I can <i>analyze</i> real-world data represented on a graph using grade-appropriate questions.</p>