SCHOOL DISTRICT OF FORT·ATKINSON

<table>
<tr><th>GRADE 3 Mathematics</th><th colspan="3">Quarter 4 – Units 8, 10 & 11 Reported</th></tr>
<tr><td>Standards for Mathematical Practice</td><td colspan="3"></td></tr>
<tr><td>Makes sense of a problem and creates a plan to solve it</td><td colspan="3">Based on teacher observation during math</td></tr>
<tr><td>Perseveres in solving problems</td><td colspan="3">Based on teacher observation during math</td></tr>
<tr><td>Attends to detail using precise math words / symbols and works carefully and accurately</td><td colspan="3">Based on teacher observation during math</td></tr>
<tr><td>Explains mathematical thinking orally and in written form to justify why the answer makes sense</td><td colspan="3">Based on teacher observation during math</td></tr>
<tr><td>Basic Facts</td><td colspan="3"></td></tr>
<tr><td>Automatically recalls addition basic facts</td><td colspan="3" rowspan="5">See basic facts assessment data</td></tr>
<tr><td>Automatically recalls subtraction basic facts</td></tr>
<tr><td>Automatically recalls multiplication products (x by 0,1,2,5,10)</td></tr>
<tr><td>Automatically recalls multiplication products (x by 3,4,6,7,8,9)</td></tr>
<tr><td>Fluently divides basic facts within 100</td></tr>
<tr><td>Operations and Algebraic Thinking</td><td colspan="3"></td></tr>
<tr><td>Solves one and two-step number stories</td><td colspan="3">
<table>
<tr><td>11b
OA.8</td><td>I can solve a 1-step number story using all the operations (+, -, x, ÷) and write a number model with a variable (letter) for the unknown quantity.</td><td>Mr. Hanson has 75 feet of rope. He cuts off a piece and has 54 feet left. How much did he cut off?
75 – p = 54 p = 21 feet</td></tr>
<tr><td>11c
OA.8</td><td>I can solve 2 step number stories using all the operations (+, -, x, ÷).</td><td>Mrs. Walsh has $50.00. She buys some T-shirts, each priced at $10. If she has $20 left, how many T-shirts did she buy?
$50 – $20 = $30
She spent $30. ? x $10 = $30
If each shirt costs $10, she bought 3 T-shirts.</td></tr>
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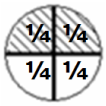
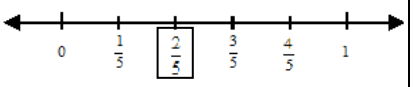
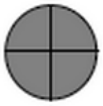
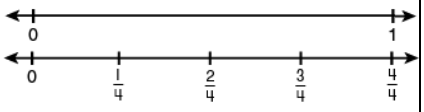
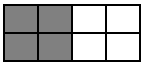
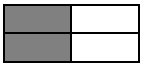
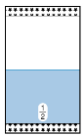
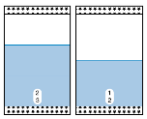
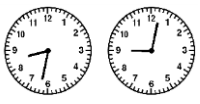
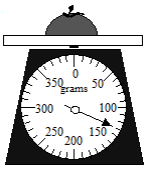
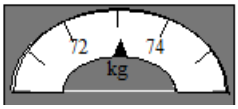
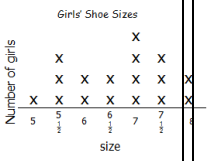
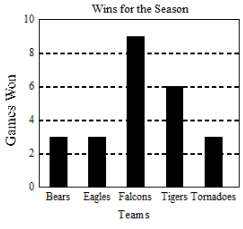
Numbers and Operations - Fractions			
Understands, represents, and compares fractions	**8a** **NF.1** **G.2**	I can equally divide shapes into fractional parts, label each part, and shade a fraction of the whole.	Shade in 2/4: 
	8b **NF.2a**	I can use a number line to represent a fraction.	Draw a number line to show $\frac{2}{5}$. 
	8c **NF.3c**	I can represent whole numbers as a fraction.	 $= \frac{4}{4} =$ 1 whole   6 wholes =
	8d **NF.3b**	I can write or show equivalent names for fractions with denominators of 2, 3, 4, 6, and 8 and explain my reasoning.	½ 0.50 one-half  $\frac{4}{8}$  $\frac{3}{6}$  $\frac{2}{4}$ 
	8e **NF.3d**	I can compare fraction models or compare fractions with the same numerator or denominator using >, <, or = and explain my reasoning.	 $\frac{1}{2} > \frac{2}{3}$ $\frac{3}{8} < \frac{7}{8}$ $\frac{5}{8} < \frac{5}{6}$
Measurement and Data			
Solves problems involving elapsed time	**11a** **MD.1**	I can show and tell time on an analog clock to the nearest minute and calculate elapsed time within an hour.	Sam started washing his car at 8:32 am. He finished ½ hour later. Draw the hands on the clock to show the times:  start stop 28 min. 2 = 30 8:32 9:00 9:02

Solves problems involving weight and capacity	**10a MD.2**	I can estimate and measure weight (grams and kilograms) and capacity (milliliters and liters).	 The tomato weighs 130 grams.  milliliters liters
	10b MD.2	I can solve 1 step number stories using all the operations (+,-, x, ÷) involving volumes or weights that are given in the same units.	Marie weighs 41 kg. When Marie and TaShara step on the scale together it shows:  How much does TaShara weigh?
Represents and interprets data	**10c MD.4**	I can use data, including measurements to the nearest $\frac{1}{2}$ or $\frac{1}{4}$ in., to create a tally chart and line plot.	Frequency Table Girls' Shoe Sizes / # of Students 5 | I 5½ | III 6 | II 6½ | II 7 | IIII 7½ | III 8 | II Line Plot 
	10d MD.3	I can use data to create a bar graph, including those with scales greater than 1, and use the data to answer 1 and 2-step number stories.	 How many more games did the Falcons and Tigers win than the Bears and Eagles?
	10e MD.3	I can use data to create a pictograph, including those with scales greater than 1, and use the data to answer 1 and 2-step number stories.	**Favorite Special Class** Music ☺☺☺☺☺☺☺ Art ☺☺☺☺☺☺☺☺☺ Gym ☺☺☺☺☺☺☺☺ ☺ = 5 students How many more students like art best than like music best?