Name:

SAN JUAN DEL SUR DAY SCHOOL

GRADE 3 MATH LEARNING OUTCOMES STUDENT CHECKLIST

UNIT CONCEPT	LESSON TOPIC	LEARNING GOAL
Place Value *"I am learning to count numbers, recognize value of digits, compare, round, and order numbers."*	**Numbers to 10,000 - Representing Numbers (using base 10 models)**	☐ I can recognize place value of digits in 4-digit places ☐ I can recognize place value of digits in 5-digit places ☐ I can read and write numbers in words
	Place Value and Naming Numbers	☐ I can find 100 more than any given number to 1000 ☐ I can find 100 less than any given number to 1000 ☐ I can read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form
	Comparing Numbers	☐ I can compare and order numbers using greater than, less than, and equal signs (> < =) up to 1,000
	Ordering Numbers on a Number Line	☐ I can use the number line to display numbers
	Number Patterns	☐ I can count missing number sequences. ☐ I can count multiples of 25, 50
	Rounding	☐ I can round numbers to the nearest 10 ☐ I can round numbers to the nearest 100 ☐ I can estimate answers with some degree of accuracy
Interpreting Data *"I am learning to extract information from data."*	**Tables**	☐ I can use and interpret tables to compare data ☐ I can present discrete data using appropriate charts and graphs
	Pictographs	☐ I can complete a pictogram from given data ☐ I can organize, represent, and interpret data in a pictogram with varying symbols
	Bar Graphs (Bar Charts)	☐ I can complete a bar graph from given data ☐ I can interpret horizontal and vertical bar graphs ☐ I can organize, represent, and interpret data in a bar graph with a scaled axis
	Line Plots	☐ I can complete a line plots from given data ☐ I can organize, represent, and interpret data in a line plot
	Presenting Data with Charts & Graphs	☐ I can present discrete data using appropriate charts and graphs ☐ I can solve one step and two- step questions (E.g. How many more/fewer?) using information found in scaled bar charts, pictograms and tables
Number Sense: Addition and Subtraction *"I am learning to add and subtract numbers using different methods."*	**Adding 3-Digit Numbers**	☐ I can solve addition problems using place value ☐ I can add numbers by partitioning 100's, 10's and 1's (expanded form)
	Adding with an Expanded Algorithm	☐ I can add numbers up to 4 digits using a formal written method ☐ I can add numbers by partitioning 100's, 10's and 1's (expanded form)
	Mental Math - Addition	☐ I can add numbers mentally, including: ☐ HTU+U ☐ HTU+T ☐ HTU+H
	Addition with Regrouping	☐ I can add numbers up to 4-digits using regrouping strategies.
	Addition Word Problems	☐ I can solve 2-step word problems involving addition. ☐ I can solve addition two step problems deciding which operation and method to use.
	Subtraction 3-Digit Numbers	☐ I can subtract numbers up to 4 digits using a formal written method
	Subtracting with an Expanded Algorithm	☐ I can subtract numbers by partitioning 100's, 10's and 1's (expanded form)
	Mental Math - Subtraction	☐ I can subtract numbers mentally, including: ☐ HTU-U ☐ HTU-T ☐ HTU-H
	Subtracting with Renaming/Regrouping	☐ I can subtract numbers up to 4 digits using regrouping strategies.
	Subtracting Across Zero	☐ I can subtract across zeros using regrouping and other strategies.
	Subtraction Word Problems	☐ I can solve subtraction problems using place value ☐ I can solve subtraction two step problems deciding which operation and method to use. ☐ I can solve 2-step word problems involving subtraction.
Time *"I am learning to tell, write, read, estimate, and compare between units of time."*	**Units of Time**	☐ I can compare time in terms of seconds, minutes and hours ☐ I can organize, represent, and interpret data on a clock ☐ I know the amount of minutes in an hour ☐ I know the amount of hours in a day ☐ I know the amount of seconds in a minute
	Calculating Time to the Half and Quarter Hour	☐ I can compare time in terms of seconds, minutes and hours ☐ I can read an analog and digital clock with accuracy ☐ I can write the time on an analog and digital clock with accuracy ☐ I can organize, represent, and interpret data on a clock
	Calculating Time to the Minute	☐ I can compare time in terms of seconds, minutes and hours ☐ I can read an analog and digital clock with accuracy ☐ I can write the time on an analog and digital clock with accuracy ☐ I can organize, represent, and interpret data on a clock
	Elapsed Time	☐ I can compare time in terms of seconds, minutes and hours ☐ I can read an analog and digital clock with accuracy ☐ I can organize, represent, and interpret data on a clock
	Problem Solving with Time	☐ I can read time using o'clock, a.m/p.m, morning, afternoon, midnight and noon ☐ I can solve 2-step word problems involving 4 operations

Name:

SAN JUAN DEL SUR DAY SCHOOL

GRADE 3 MATH LEARNING OUTCOMES STUDENT CHECKLIST

UNIT CONCEPT	LESSON TOPIC	LEARNING GOAL
Meanings of Multiplication and Division *"I am learning to calculate multiplication and division problems."*	**Understanding Relationship of Multiplication and Division**	☐ I can interpret products of whole numbers as the total number of objects in groups ☐ I can use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities
	Odd & Even Numbers	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
	Strategies for Finding the Product	☐ I can fluently multiply and divide within 100, understanding the relationship between multiplication and division ☐ I can determine the total number of objects in a set using groups of: 2s, 5s, 10s, 3's, 4's ☐ I can apply properties of operations as strategies to multiply and divide (Commutative, Associative, Distributive Properties)
	Multiplication and Division with 0 and 1	☐ I can apply properties of operations as strategies to multiply and divide (zero and identity properties)
	Multiplying by Ones, Tens, and Hundreds	☐ I can solve multiplication and division problems using the multiplication table including two-digit to one-digit numbers ☐ I can multiply using formal written method numbers with one digit by one digit ☐ I can multiply using formal written method numbers with two digits by one digit
	Dividing by Tens and Hundreds	☐ I can determine the total number of objects in a set using groups ☐ I can divide using formal written method numbers with one digit by one digit ☐ I can divide using formal written method numbers with two digits by one digit
	Word Problems	☐ I can use the terms 'product', 'quotient' and 'remainder' ☐ I can solve 2-step word problems involving 4 operations ☐ I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities
	***** 2 and 5 as Factors**	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
	***** 3 as a Factor**	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
	***** 9 as a Factor**	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
	***** 4 as a Factor**	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
	***** 6 and 7 as Factors**	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
	***** 8 as a Factor**	☐ By the end of 3rd grade I know all products of two one-digit numbers and recall multiples up to 12 times table
Problem Solving: Multiplication and Division *"I am learning to solve multiplication and division problems using formal written methods."*	**Word Problems - Writing Multiplication Stories**	☐ I can use the terms 'product', 'quotient' and 'remainder' ☐ I can solve multiplication problems using missing number problems. ☐ I can use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities
	Word Problems - Writing Division Stories	☐ I can use the terms 'product', 'quotient' and 'remainder' ☐ I can solve division problems using missing number problems. ☐ I can use multiplication division within 100 to solve word problems in situations involving equal groups, arrays and measurement quantities
	Multiple Step Word Problems	☐ I can solve 2-step word problems involving 4 operations
	Multiplication Without Regrouping	☐ I can solve multiplication and division problems using the multiplication table including two-digit to one-digit numbers
	Multiplication With Regrouping	☐ I can solve multiplication and division problems using the multiplication table including two-digit to one-digit numbers
	Division with Remainders	☐ I can use the terms 'product', 'quotient' and 'remainder' ☐ I can solve multiplication and division problems using the multiplication table including two-digit to one-digit numbers
	*****Multiplying a 2-Digit Number**	☐ I can solve multiplication and division problems using the multiplication table including two-digit to one-digit numbers
	*****Dividing 2-Digit Numbers by 2, 3, 5**	☐ I can solve multiplication and division problems using the multiplication table including two-digit to one-digit numbers
Understanding Fractions *"I am learning to recognize, write, and find fractions of a quantity."*	**Fractions of a Whole**	☐ I can recognize and write fractions of a set of objects divided into equal parts
	Writing Fractions	☐ I can understand a fraction as a quantity formed by 1 part when a whole is divided into equal parts ☐ I can write a fraction as a/b as the quantity formed by parts of a whole
	Fractions as Sets	☐ I can identify fractions as part of a set of distinct items
	Fractions on a Number Line	☐ I can use the number line to display numbers ☐ I can use benchmark fractions to estimate fractional parts ☐ I can count up and down in tenths ☐ I can recognize that tenths arise from dividing 1 digit numbers by ten ☐ I can recognize that tenths arise from dividing objects into 10 equal parts
	Comparing Fractions with Like Denominators	☐ I can recognize and write fractions of a set of objects with a numerator of up to 2 digits and similar denominators ☐ I can compare fractions with the same denominator
	Comparing Fractions with Like Numerators	☐ I can compare fractions with the same numerator

Name:

San Juan del Sur Day School

Grade 3 Math Learning Outcomes Student Checklist

Unit Concept	Lesson Topic	Learning Goal
Finding Fractions of Quantities *"I am learning to recognize, write, and find fractions of a quantity."*	**Equivalent Fractions**	☐ I can recognize and write fractions ☐ I can recognize and understand two fractions are equivalent if they are the same size
	Finding Equivalent Fractions on a Number Line	☐ I can recognize different fraction names for each point on a number line ☐ I can write a fraction as a/b as the quantity formed by parts of a whole ☐ I can recognize equivalent fractions; up to 8 equivalents ☐ I can write equivalent fractions for given fractions
	Simplifying Fractions	☐ I can express a fraction in simplest form
	Comparing Fractions	☐ I can compare and order related fractions with denominators up to 12 ☐ I can compare fractions to a half ☐ I can compare and order unlike fractions
	Adding and Subtracting Fractions	☐ I can add and subtract fractions with like denominators up to 12
Exploring Measurement of Length *"I am learning to compare, measure, and record length/height in metric and imperial units."*	**Metric Length Meters, Centimeters, & Millimeters**	☐ I can add and subtract lengths ☐ I can estimate and measure lengths ☐ I can convert measurement to the smaller unit including: (cm-mm) (m-cm) ☐ I can measure, record, and compare various objects
	Metric Length Kilometers	☐ I can add and subtract lengths ☐ I can estimate and measure lengths
	Imperial Length Yards, Feet, Inches	☐ I can add and subtract lengths ☐ I can estimate and measure lengths ☐ I can convert measurement to the smaller unit including: (ft-in) (yd-ft) ☐ I can measure, record, and compare various objects
	Imperial Length Miles	☐ I can add and subtract lengths ☐ I can estimate and measure lengths
	Length Word Problems	☐ I can solve word problems involving length ☐ I can estimate and measure lengths
Exploring Measurement of Mass *"I am learning to compare, measure, and record weight/mass in metric and imperial units."*	**Metric Mass**	☐ I can add and subtract mass ☐ I can estimate and measure mass ☐ I can convert measurement to the smaller unit including (kg - g) ☐ I can weigh, record, and compare various objects
	Imperial Weight	☐ I can add and subtract weight ☐ I can estimate and measure weight ☐ I can convert measurement to the smaller unit including (lb - oz) ☐ I can weigh, record, and compare various objects
	Mass/Weight Word Problems	☐ I can estimate and measure mass and weight ☐ I can solve word problems involving mass and weight
Exploring Measurement of Capacity *"I am learning to compare, measure, and record capacity/volume in metric and imperial units."*	**Metric Capacity**	☐ I can add and subtract capacity ☐ I can estimate and measure capacity ☐ I can convert measurement to the smaller unit including: (l - ml) ☐ I can measure, record, and compare various objects
	Imperial Capacity	☐ I can add and subtract capacity ☐ I can estimate and measure capacity ☐ I can convert measurement to the smaller unit including: (gal, qt, pt, c) ☐ I can measure, record, and compare various objects
	Capacity Word Problems	☐ I can estimate and measure capacity ☐ I can solve word problems involving capacity
Money *"I can calculate values of monetary units mentally and using written and assistive technology."*	**Dollars and Cents**	☐ I can name US currency and determine the value ☐ I can use the four operations to solve problems involving US currency.
	Cordobas	☐ I can name Nicaraguan currency and determine the value ☐ I can use the four operations to solve problems involving Nicaraguan currency.
	Word Problems	☐ I can solve word problems involving money ☐ I can solve problems involving addition and subtraction of money in the same unit ☐ I can solve up to two-step word problems involving real-world situations, deciding which operation and method to use

Name:

SAN JUAN DEL SUR DAY SCHOOL

GRADE 3 MATH LEARNING OUTCOMES STUDENT CHECKLIST

UNIT CONCEPT	LESSON TOPIC	LEARNING GOAL
Geometry *"I am learning to recognize, classify, and draw shapes."*	**Lines and Angles**	☐ I can identify horizontal and vertical lines ☐ I can identify and draw pairs of perpendicular and parallel lines ☐ I can identify right angles ☐ I can recognize angles as a property of shapes and description of a turn ☐ I can identify whether angles are less than or greater than a right angle (acute and obtuse) ☐ I can draw lines and angles ☐ I can describe attributes of lines and angles
	Properties of Triangles	☐ I can understand 2D (regular and irregular) triangles ☐ I can recognize, name, and draw triangles ☐ I can describe attributes of triangles
	Properties of Quadrilaterals	☐ I can understand 2D (regular and irregular) quadrilaterals ☐ I can recognize, name, and draw quadrilaterals ☐ I can describe attributes of quadrilaterals
	Plane Shapes and Solid Figures	☐ I can recognize, name, and draw 2D shapes ☐ I can describe attributes of 2D shapes
	Symmetry	☐ I can recognize and identify symmetric figures ☐ I can create and complete two-dimensional symmetric shapes or designs; locate multiple lines of symmetry in a two-dimensional shape
Area & Perimeter *"I am learning to compare, measure, and record area and perimeter."*	**Understanding Area**	☐ I can measure area of a shape by counting squares expressed in square units
	Units of Area	☐ I can measure area of a shape by counting squares expressed in square units ☐ I can measure in cm2 ☐ I can measure in m2
	Area of Rectangles	☐ I can use a formula to calculate the area of a rectangle/square ☐ I can measure in cm2 ☐ I can measure in m2
	Area of Composite Figures	☐ I can measure in cm2 ☐ I can measure in m2 ☐ I can estimate answers with some degree of accuracy using the four operations ☐ I can solve a problem by working a simpler problem.
	Understanding Perimeter	☐ I can measure the perimeter of: ☐ 2D shapes (square, triangles, rectangles) by counting squares ☐ 2D shapes using cm ☐ 2D shapes using meters
	Perimeter of Rectangles	☐ I can measure the perimeter of: ☐ 2D shapes (square, triangles, rectangles) by counting squares ☐ 2D shapes using cm ☐ 2D shapes using meters
	Area and Perimeter	☐ I can find the area and perimeter of rectangles
	Word Problems	☐ I can solve a problem by working a simpler problem.