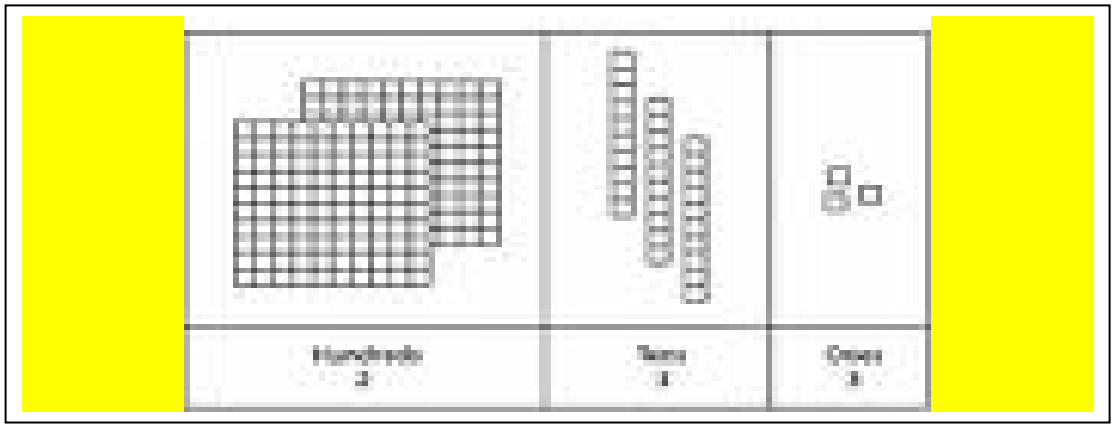


I understand whole numbers and place value.

Georgia Performance Standard M3N1 (a) (b)

If the party starts at 1:00 and lasts until 2:30,

how long will the party last?

I can figure elapsed time to a full, half and quarter hour.

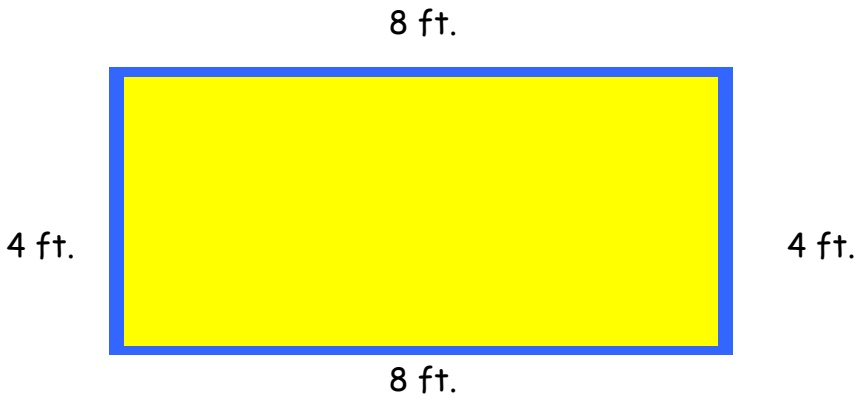
Georgia Performance Standard M3M1

1 mile = 1.609344 kilometers so…… a mile is longer than a kilometer.

An inch is **longer** than a centimeter, so it will take fewer inches than centimeters to get to the same length.

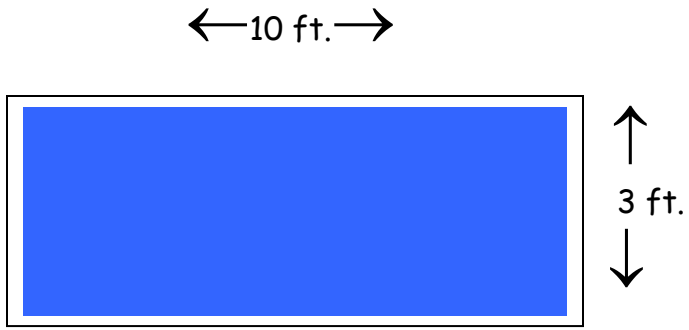
I can estimate and measure length and compare units.

Georgia Performance Standard M3M2 (a) (b) (c) (d)



I can measure the perimeter of simple geometric figures.

Georgia Performance Standard M3M3 (a) (b) (c)



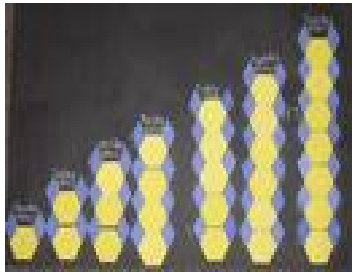
I can measure the area of simple geometric figures.

Georgia Performance Standard M3M4 (a) (b) (c)

I can draw geometric figures and explain their properties.

Georgia Performance Standard M3G1 (a) (b) (c) (d)

3, 6, 9, 12……
What comes next?



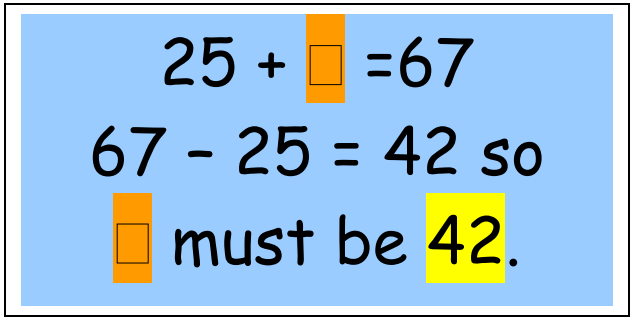
I can describe and extend numeric and geometric patterns.

Georgia Performance Standard M3A1 (a)

4 + 4 + 4 + 4 is the equation that shows the distance around the outside of the figure (perimeter).

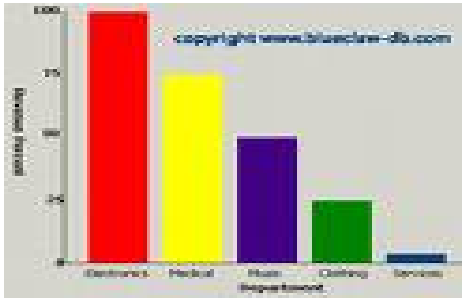
I can describe and explain what a math formula means.

Georgia Performance Standard M3A1 (b)



I can use a **symbol** to represent an unknown and **figure its value** in a number sentence.

Georgia Performance Standard M3A1 (c)



I can create, interpret and solve problems using data in bar graphs and tables.

Georgia Performance Standard M3D1 (a) (b)

Using various types of reasoning, I can develop and evaluate mathematical arguments and proofs.

Georgia Performance Standard M3D1 (c) (d)

Process Skills

I use lots of different strategies to solve problems.

Georgia Performance Standard M3P1 (a) (b) (c) (d)

Since I know ……then this would have to be true.

I can reason and evaluate mathematical arguments.

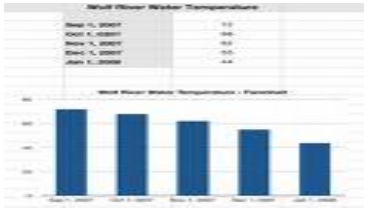
Georgia Performance Standard M3P2 (a) (b) (c) (d)

I can communicate my math thinking and analyze the math thinking of others.

Georgia Performance Standard M3P3 (a) (b) (c) (d)

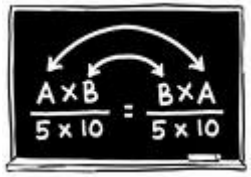
I can see the connections between math ideas and can apply what I've learned in my life.

Georgia Performance Standard M3P4 (a) (b) (c)



I can represent mathematics in lots of ways.

Georgia Performance Standard M3P5 (a) (b) (c)



$1 + (2 + 3) = 1 + 5 = 6$
$(1 + 2) + 3 = 3 + 3 = 6$

$(-3) + (1 + (-9)) = (-3) + (-8) = -11$
$((-3) + 1) + (-9) = (-2) + (-9) = -11$

I can use properties of addition and subtraction to solve problems.

Georgia Performance Standard M3N2 (c)

To do this problem, I have to think about……. So the answer should be somewhere around…….

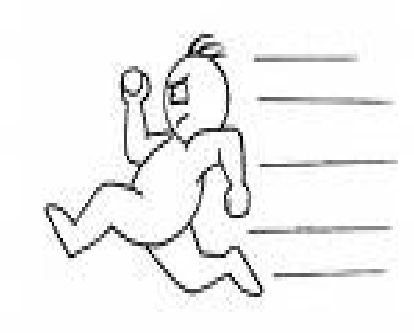
I can use mental math and estimation to solve addition and subtraction problems.

Georgia Performance Standard M3N2 (b) (c)

I know how addition and multiplication go together.

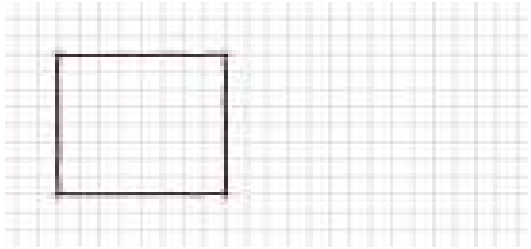
4 X 5 equals 5 + 5 + 5 + 5

Georgia Performance Standard M3N3 (a)



I know my multiplication facts with speed.

Georgia Performance Standard M3N3 (b)



I can use arrays and area models to help me multiply.

Georgia Performance Standard M3N3 (c)

8 X 10 = 80 Any number times 10 is that number with a zero on the end.	9 X 1 = 9 Any number times 1 is itself.	8 X 3 is the same as 3 X 8.	(2 X 3) X 4 is the same as 2 X (3 X 4).
MULTIPLYING BY 10	IDENTITY PROPERTY	COMMUTATIVE PROPERTY	ASSOCIATIVE PROPERTY

I use tricks and properties I know to help me multiply.

Georgia Performance Standard M3N3 (d) (e)

To do this problem, I have to think about……. So the answer should be somewhere around…….

I can use mental math and estimation to multiply and solve problems.

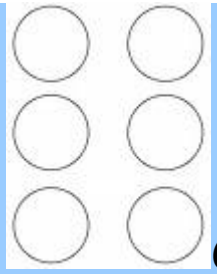
Georgia Performance Standard M3N3 (f) (g)

Since I know 4 X 5 = 20, I can switch it around and know that 20 divided by 5 equals 4.

20 divided by 5 is…..
20 –5 –5 –5 –5 is zero. I had to go backwards 4 groups of 5 to get to 0.

I know how division fits with multiplication and subtraction.

Georgia Performance Standard M3N4 (a)

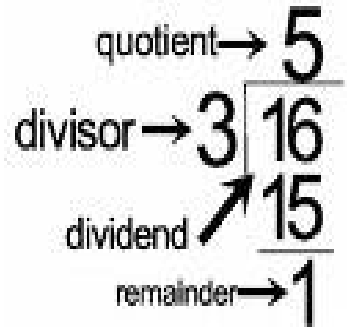


6 divided into 2 equal parts

I can divide using two strategies and solve division problems.

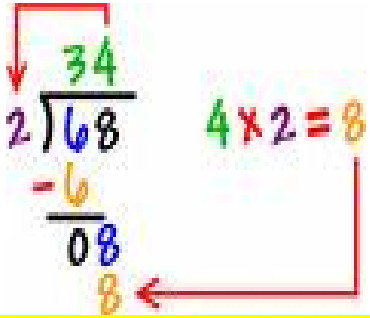
(equal parts of a whole or size of the parts when whole is separated in equal parts)

Georgia Performance Standard M3N4 (b) (c)



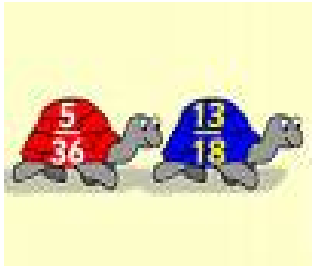
I can explain the meaning of a remainder in division in different circumstances.

Georgia Performance Standard M3N4 (d)



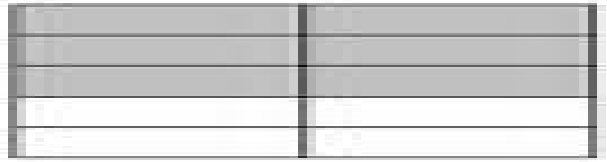
I can divide 2- and 3-digit numbers and solve problems with them.

Georgia Performance Standard M3N4 (e) (f)



I know that decimal and common fractions represent parts of a whole.

Georgia Performance Standard M3N5 (a)



6/10 6 equal parts out of the 10 parts there are in all.

I know that a/b represents a equal sized parts of a whole that is divided into b equal parts.

Georgia Performance Standard M3N5 (b)

→.1 equals one tenth (1/10)

I know that a one place decimal fraction stands for tenths.

Georgia Performance Standard M3N5 (c)

I can use decimal and common fractions to represent the size of parts created by equal divisions of a whole.

$$\frac{3}{10} + \frac{4}{10} = \frac{7}{10} \leftarrow$$

I can model, add and subtract, and solve problems using decimal fractions and common fractions with like denominators.

Georgia Performance Standard M3N5 (e) (f) (g)

If the

how

I can figure elapsed time to a full, half and quarter hour.

Georgia Performance Standard M3M1

1 mile = 1.609344 kilometers so…… a mile is longer than a kilometer.

An inch is **longer** than a centimeter, so it will take fewer inches than centimeters to get to the same length.

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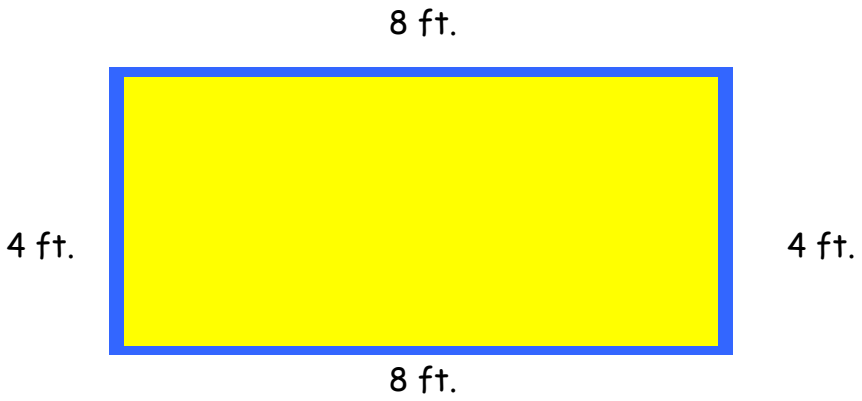
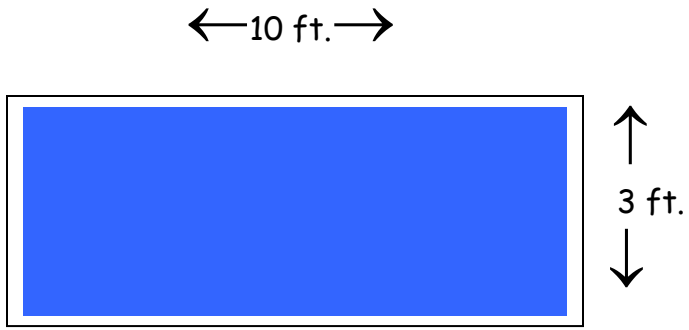
Georgia Performance Standard M3M2 (a) (b) (c) (d)



I can measure the perimeter of simple geometric figures.

Georgia Performance Standard M3M3 (a) (b) (c)



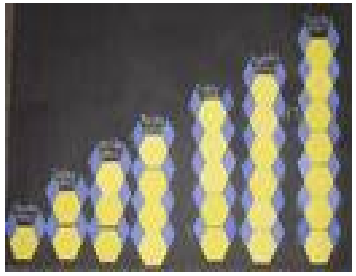
I can measure the area of simple geometric figures.

Georgia Performance Standard M3M4 (a) (b) (c)

I can draw geometric figures and explain their properties.

Georgia Performance Standard M3G1 (a) (b) (c) (d)

3, 6, 9, 12……
What comes next?



I can describe and extend numeric and geometric patterns.

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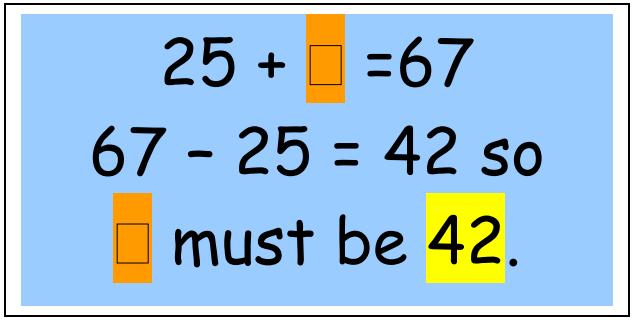
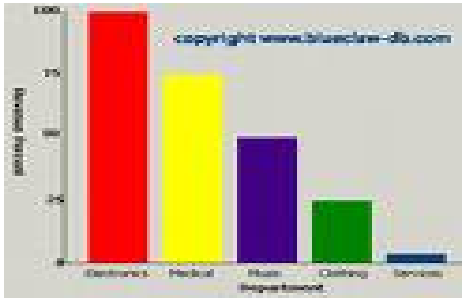


I can use a **symbol** to represent an unknown and **figure its value** in a number sentence.

Georgia Performance Standard M3A1 (c)



I can create, interpret and solve problems using data in bar graphs and tables.

Georgia Performance Standard M3D1 (a) (b)

Using various types of reasoning, I can develop and evaluate mathematical arguments and proofs.

Georgia Performance Standard M3D1 (c) (d)

Process Skills

I use lots of different strategies to solve problems.

Georgia Performance Standard M3P1 (a) (b) (c) (d)

Since I know ……then this would have to be true.

I can reason and evaluate mathematical arguments.

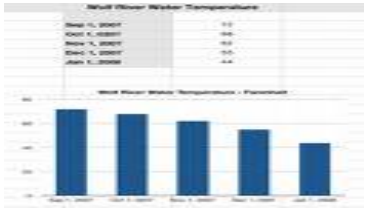
Georgia Performance Standard M3P2 (a) (b) (c) (d)

I can communicate my math thinking and analyze the math thinking of others.

Georgia Performance Standard M3P3 (a) (b) (c) (d)

I can see the connections between math ideas and can apply what I've learned in my life.

Georgia Performance Standard M3P4 (a) (b) (c)



I can represent mathematics in lots of ways.

Georgia Performance Standard M3P5 (a) (b) (c)