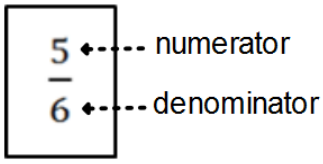
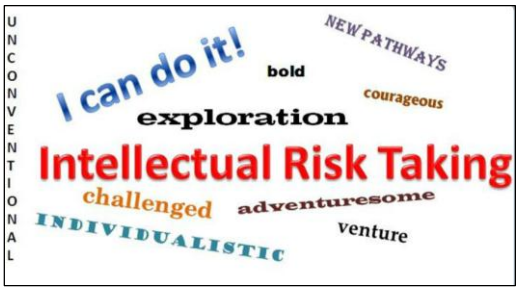
Third Grade Mathematics Newsletter

Marking Period 3, Part 2

MT	Learning Goals by Measurement Topic (MT) Students will be able to . . .
Number and Operations - Fractions	• recognize, create, and explain equivalent fractions. • compare fractions with the same numerator or the same denominator by reasoning about their size.  • recognize that comparisons of two fractions are valid only when the two fractions refer to the same whole.

Thinking and Academic Success Skills (TASS)

	It is . . .	In mathematics, students will . . .
Originality	creating ideas and solutions that are novel or unique to the individual, group, or situation.	• create a new way to look at the relationships between the numerators and denominators to discuss why fractions are equivalent. • plan ways to model different fractions. • generate ideas to compare fractions with the same numerator or denominator. 
Intellectual Risk Taking	accepting uncertainty or challenging the norm to reach a goal.	• be flexible with thinking about representing equal parts of a whole and share strategies of identifying equivalent fractions. • demonstrate a willingness to ask questions and share ideas about fractions. 

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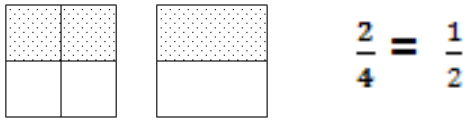
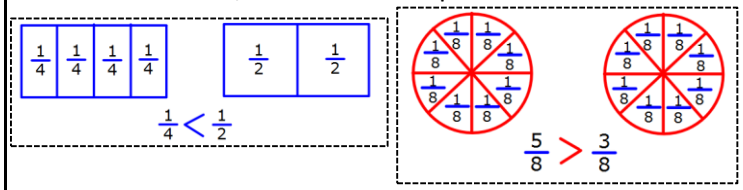
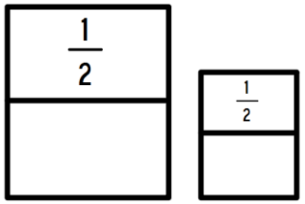
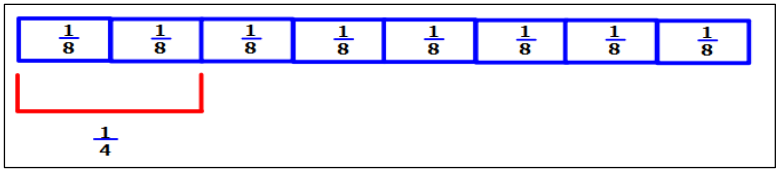
Learning Experiences by Measurement Topic (MT)

MT	In school, your child will . . .	At home, your child can . . .
Number and Operations - Fractions	• recognize and create equivalent fractions using various models, fraction strips, and number lines (halves, thirds, fourths, sixths, and eighths).  • compare two fractions by creating drawings or models of with the same denominator or numerator using manipulatives such as pattern blocks, Cuisenaire® rods, fraction circles, and fraction strips.  • create number sentences using symbols (<, >, =) to compare fractions with the same denominator or numerators and explain reasoning for results of the comparison. • create models to compare two fractions with different size wholes.  	• find examples of food that are divided into equal parts (pizza, chocolate bar, graham crackers, orange slices). Represent the item by drawing a bar model. Example: If you have a pizza divided into eighths, draw a bar model that is also divided in eighths). Create and explain equivalent fractions using the bar model (e.g.: $\frac{2}{8}$ of the bar model is equal to $\frac{1}{4}$).  • create two models of fractions with the same denominator using paper plates. Example: Show $\frac{3}{8}$ on one plate and $\frac{5}{8}$ on the other. Explain how the fractions compare by using the math terms greater than, less than, or equal to. • find two similar shaped objects that can be divided into halves (an orange and a plum or a book and a box). Show $\frac{1}{2}$ with each object and compare the halves. Explain if they are the same or not. Repeat this activity with other fractions. Website to support learning: http://www.softschools.com/math/fractions/equivalent_fractions/games/

Important Notice:

Continue to work on the end-of-year goal…

KNOW FROM MEMORY ALL PRODUCTS of 0 – 10 MULTIPLICATION FACTS

Created by MCPS Teachers at the C 2.0 Summit 2013