Third Grade Newsletter

March 2023

Important Dates

Thursday and Friday, March 2nd and 3rd - Kids Heart Challenge - Thank you for your support!

Friday, March 17th - Two hour 45 minute early dismissal

Wednesday, Thursday, Friday, March 8th, 9th, 10th- Grade 3 CBA test

MCAP testing

The Maryland Comprehensive Assessment Program (MCAP) testing begins next month for third grade. Here are the 3rd grade dates for your calendar:

ELA MCAP - 4/24, 4/25, 4/27, 4/28

Math MCAP - 5/8, 5/9, 5/11, 5/12

Stay tuned for more information in upcoming newsletters!

Reminders

Please make sure your child brings a jacket or sweatshirt to school. Students will be outside for recess on most days.

Please continue to monitor your child's pencil pouch for any needed supplies.

We're almost halfway through quarter 3! Please continue to monitor your child's progress through Home Access Center. Login (carrollk12.org)

What are we learning?

Math

This month in math we will be finishing up our Equivalence and Comparing Fractions Unit. We anticipate that the Unit 5 test will be given around March 24th. Keep an eye on your child's agenda for specific dates. At the end of the month in math, we will begin our final Multiplication, Division, and Area Unit. During this unit, students will make connections between concepts learned in previous units, analyze the reasoning of others, and will prove whether that reasoning is correct or incorrect. See attached parent letter for more information.

Science

In science we will continue to work on our Inheritance and Variation of Traits unit.

Humanities

We are beginning the month in our Wonders book. Then, we will move on to finish the last two regions of the United States. We will be working on the theme of the story in our writing.

 Stay in Touch!

Please reach out to your child's teacher with any questions or concerns!

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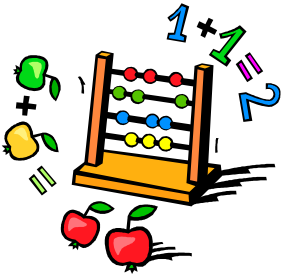Rebecca Zarrelli rezarre@carrollk12.org

Math Memo

Unit 3.6

Multiplication & Division Facts

Maryland College and Career Readiness Standards

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. *This standard will continue to be taught in future units.*
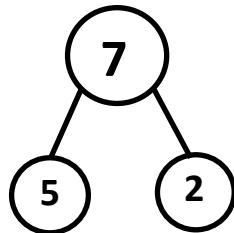

Multiples of 7

Example: 2 x 7   Decompose **7** into 5&2

$(2 \times 5) + (2 \times 2) = a$

   10   +   4

      a = 14

1 X X X X X X X

2 X X X X X X X

```
    7
   / \
  5   2
```

Multiples of 8

Example: 3 X 8   Decompose **8** into 4&4
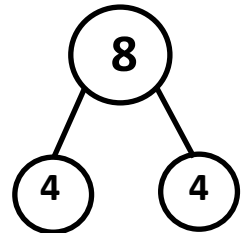
$(3 \times 4) + (3 \times 4) = b$

   12   +   12

      b = 24

1 X X X X X X X X

2 X X X X X X X X

3 X X X X X X X X

```
    8
   / \
  4   4
```

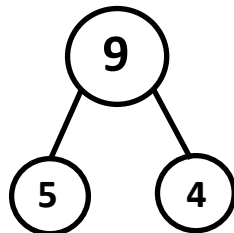
Multiples of 9

Example: 6 x 9   Decompose **9** into 5&4

$(6 \times 5) + (6 \times 4) = c$

   30   +   24

      c = 54

1 X X X X X X X X X

2 X X X X X X X X X

3 X X X X X X X X X

4 X X X X X X X X X

5 X X X X X X X X X

6 X X X X X X X X X

```
    9
   / \
  5   4
```

Add a Group: **6** x <u>7</u> = 42

THINK: **5** x <u>7</u> = 35 plus a group of 7

(35 + 7 = 42)

X X X X X X X

X X X X X X X

X X X X X X X

X X X X X X X

X X X X X X X

X X X X X X X
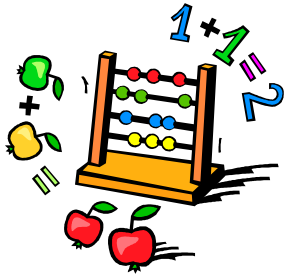
X X X X X X X

Subtract a Group: **9** x <u>3</u> = 27

THINK: **10** x <u>3</u> = 30 & 30 - 3 = 30

Math Memo

Unit 3.6

Multiples of 10

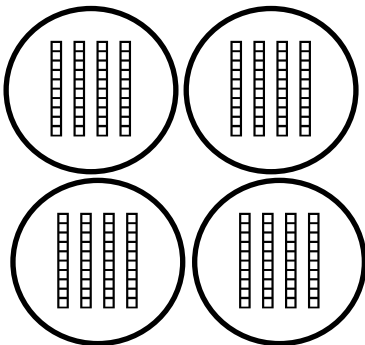**Maryland College and Career Readiness Standards**

3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range of 10-90 using strategies based on place value and properties of operations.

Example

$$4 \times 40 = b$$

4 groups of 4 tens (40)

Mrs. Glass picks 40 flowers per day for 4 days.

How many flowers does she pick?

Dear Parents,

During this unit, your child will do work involved with making connections between concepts learned in previous units ie. multiplication and area, and multiplication and division. This work will involve analyzing the reasoning of others and determining the validity of that reasoning. Your child will also use visual proofs to prove or disprove student thinking.

MULTIPLICATION AND DIVISION

Students need to:

- Determine the unknown whole number in a multiplication or division equation relating three whole numbers . For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = __ / 3, 6 x 6 = ?.

- Understand division as an unknown-factor problem. For example, find 32/8 by finding the number that makes 32 when multiplied by 8.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. By the end of Grade 3, know from memory all products of two one-digit numbers.

- Use place value understanding to round whole numbers to the nearest 10 or 100.

- Multiply one-digit whole numbers by multiples of 10 in the range 10 – 90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.

- Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. **Assess the reasonableness of answers using mental computation and estimation strategies including rounding.**

AREA

- Relate area to the operations of multiplication and addition.

- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b +c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning.

- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non –overlapping rectangles, applying this technique to solve real world problems

- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.

KEY VOCABULARY

array: an arrangement of objects in equal columns and rows

area: the number of square units needed to cover a surface

Associative Property of Multiplication: 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2= 30 or by 5 x 2 = 10, then 3 x 10 = 30

Commutative Property of Multiplication: a property of multiplication in which the product stays the same when the order of the factors is changed (i.e., a x b = b x a)

Distributive Property of Multiplication: multiplying a number is the same as multiplying its addends by the number then adding the products

dividend: the number being divided

divisor: the number by which a dividend is being divided

factor: the numbers or terms multiplied in an expression. (a factor times a factor equals the product)

multiple: the product when numbers are multiplied together

partition: a division into or distribution in portions or shares

product: the result of multiplying one factor times another factor 8 x 8 = **64**

square unit: a unit for measuring area such as square inch, square centimeter, or square mile

quotient: the result of division 24 ÷ 3 = **8**

WAYS PARENTS CAN HELP

- Refer to the ideas described in the Unit One and Four Parent Letters. They apply to this Unit as well.

- Use grid paper to make a "floor plan" of a room in your house. Be sure to include large objects that cover a portion of the floor (ie: furniture, rugs). Determine the area of each object included in your plan.

- Measure the area of the rooms in your home to determine which rooms have the greatest/least area.

- Look for real world examples of area of shapes which are rectilinear (made of non-overlapping rectangles) such as a tiled floor. Help your child to see that they can find the area for each rectangle and then add the areas to get a total area of the shape.

BACKGROUND INFORMATION AND EXAMPLES FOR PARENTS

Vocabulary Resources:
Online Math Dictionary: **http://www.amathsdictionaryforkids.com/**

NOTE: For CCPS videos, you **may** need to download the video to view it.

Finding Area Using Arrays:

Finding Area

MULTIPLICATION FACTS

In this Unit, your child will specifically work on two multiplication strategies- Add a Group and Subtract a Group.

Adding or Subtracting a Group

Using x2 facts to add a group	3x4 (2x4=8, plus one more group of 4 equals 12)
Using x5 facts to add a group	6x7 (5x7=35, plus one more group of 7 equals 42)
Using x5 facts to subtract a group	4x8 (5x8=40, minus one group of 8 equals 32)
Using x10 facts to subtract a group	9x6 (10x6=60, minus one group of 6 equals 54)
Using square facts to add a group	3x4 (3x3=9, plus one more group of 3 equals 12)
Using square facts to subtract a group	8x7 (8x8=64, minus one group of 8 equals 56)