

## HELPFUL LINKS ABOUT CCSS

For more information on the Common Core State Standards for mathematics, go to <http://www.corestandards.org/Math>

For more information on the standards in mathematics related to place value (Number and Operations in Base Ten) or fractions, go to <http://commoncoretools.me/category/progressions/>

For more information on helping your child learn mathematics (with activities from pre-school to grade five), go to <http://www2.ed.gov/parents/academic/help/math/index.html>

## HELPFUL LINKS FOR STUDENTS AND PARENTS

For more information on using algorithms, dependable and understandable methods, go to [https://www.everydaymathonline.com/free\\_resources\\_main.html?frnologin=1&PHPSESSID=3f5b080abde2cd8a1a9f7e0c544a0c36](https://www.everydaymathonline.com/free_resources_main.html?frnologin=1&PHPSESSID=3f5b080abde2cd8a1a9f7e0c544a0c36)

\*Select “Algorithms in Everyday Mathematics,” Select Grade 3, Select an operation, then select the algorithm

For extra math practice, go to <http://www.ixl.com/>

For help with understanding a concept, go to <http://nlvm.usu.edu/>

## SC Common Core State Standards(CCSS) Implementation Timeline

- 2010-11 Planning, Awareness
- 2011-12 Transition Year
- 2012-13 Transition Year**
- 2013-14 \*Bridge Year (Students will be tested on what is common between current state standards and CCSS)
- 2014-15 Full Implementation  
\*CCSS will be used for instructional purposes during this school year.

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<http://schools.mychesterfieldcountyschools.com/index.aspx?NID=71>



## THIS GUIDE INCLUDES

- 3<sup>rd</sup> grade CCSS learning expectations
- Ideas for helping your child succeed in and enjoy mathematics
- Helpful links about CCSS
- Helpful links for students and parents
- SC CCSS implementation timeline

## CCSS IN MATH OVERVIEW

### WHAT ARE THE COMMON CORE LEARNING STANDARDS?

They are broad statements of outcomes that provide a consistent and clear understanding of what students are expected to learn so that teachers and parents can help them.

### WHAT DOES THIS MEAN FOR MY CHILD?

Public school districts are changing what they teach and **HOW** they teach to align with these standards (so there is a common understanding of what students are expected to learn). Ultimately, the goal is to prepare your child to enter the college of his/her choice or to enter the workforce and be productive citizens in our democratic society.

### WHERE DID THEY COME FROM?

The Common Core State Standards initiative was led by the National Governors Association for Best Practices and the Council of Chief State School Officers – this is a national body of all Commissioners of Education.

# CCSS Mathematics 3rd Grade

## WHAT ARE THE CHANGES TO THE MATH CONTENT?

Instructional time will focus on four critical areas:

- (1) developing **understanding** of multiplication and division, and strategies for multiplication and division within 100;
- (2) developing **understanding** of fractions, especially unit fractions (fractions with numerator 1);
- (3) developing **understanding** of the structure of rectangular arrays and of area; and
- (4) describing and analyzing two-dimensional shapes.

## WHAT YOUR CHILD WILL LEARN IN 3RD GRADE MATHEMATICS

- Multiplying and dividing up to  $10 \times 10$  quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying  $9 \times 80$ )
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that  $\frac{3}{1}$  and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities

- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product  $9 \times 7$ ?)



**"Everyday people face situations that involve math!"**

## IDEAS TO HELP YOUR CHILD SUCCEED IN AND ENJOY MATHEMATICS

1. Set high expectations and support your child in meeting them!
  2. Be Positive!
  3. Link mathematics with daily life.
  4. Make mathematics fun.
  5. Learn about mathematics related careers.
  6. Support homework, don't do it!
- Play math games with your child. For example, "I'm thinking of two numbers whose product is between 20 and 30. How many pairs can you think of that would satisfy this problem?" Answers

will include  $8 \times 3 = 24$ ,  $7 \times 4 = 28$ , etc. Have your child explain the solutions. How does he or she know that all the number pairs have been identified?

- Encourage your child to write or describe numbers in different ways. For example, what are some different ways to make 1,450? 1450 = 1 thousand, 4 hundreds, 5 tens, and 0 ones, or 1000 + 450, 14 hundreds and 50 ones, 13 hundreds + 15 tens, etc.
- Use everyday objects to allow your child to explore the concept of fractions. For example, use measuring cups to have students demonstrate how many  $\frac{1}{3}$ 's are in a whole, how many  $\frac{1}{4}$  cups you need to make  $1\frac{1}{4}$  cups, and how many times you have to refill a  $\frac{1}{2}$  cup measure to make  $1\frac{1}{2}$  cups.



## ASK YOUR CHILD THE FOLLOWING QUESTIONS:

- Explain this math word problem.
- How did you solve it?
- How much money will you get back in change when paying for your groceries?
- Why is your answer true? Listen carefully to the justification and ask questions. Don't simply accept an answer.

- In this situation, would it be helpful to use...a graph..., number line..., ruler..., diagram..., calculator..., manipulative? Why was it helpful to use...? In what situations might it be more informative or helpful to use...?"
- How did you know your solution was reasonable?
- What would be a more efficient strategy?
- How would this strategy work in other situations?

## ENCOURAGE YOUR CHILD TO:

- stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
- draw and illustrate their solution.
- give you a number model that would apply to a previously encountered real-life situation, or how they could create a diagram, graph, table...

Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.

Students **NEED** to understand the overall concept of a problem and **be able to explain/show** how they arrived to their solution.