

Grade 3 Unpacked Math Standards – Number Sense

3.N.1.1. Students are able to place in **order** and **compare** whole numbers less than 10,000 using appropriate words and symbols.

Webb Level: 2

Bloom: Comprehension

Verbs Defined:

Order - to place in order (to sequence, to arrange)

Compare - to tell how things are similar or different (to tell how the value of a number is related)

Key Terms Defined:

Whole numbers - a number that is either a counting number or zero.

Symbols - $>$ (greater than), $<$ (less than), $=$ (equal to)

Teacher Speak:

Students are able to place in order and compare (tell how numbers are alike/different) whole numbers less than 10,000 using appropriate words and symbols.

Students are able to order (sequence/arrange) and find how whole number values are alike and different using the words and symbols $>$ (greater than), $<$ (less than), $=$ (equal to) up to 10,000.

Student Speak:

I can place numbers less than 10,000 in order.

I can use appropriate words and symbols ($>$ (greater than), $<$ (less than), $=$ (equal to)) to tell how numbers are alike/different (compare) using whole numbers (a number that is either a counting number or zero) less than 10,000.

3.N.1.2. Students are able to find multiples of whole numbers 2, 5, and 10.

Webb Level: 1

Bloom: Comprehension

Verbs Defined:

Key Terms Defined:

Multiples – the product of a quantity and a whole number

Whole numbers – a number that is either a counting number or zero.

Teacher Speak:

Students are able to find the multiples of the whole numbers 2, 5, and 10 up to 10,000.

Student Speak:

I can find the multiples (the product of a quantity and a whole number) of the whole numbers (the counting numbers and zero(0,1,2,3...)) 2, 5, and 10 up to 10,000.

3.N.1.3. Students are able to name and write fractions from visual representations.

Webb Level: 1

Bloom: Knowledge

Verbs Defined:

Key Terms Defined:

Fraction – when something (group, set, number) is divided in to equal parts, each part is called a fraction. A fraction can be expressed as one number written above another (x/y).

Visual representation – pictures, diagrams, drawings, sketches

Teacher Speak:

Students are able to name and write fractions from visual representations including parts of a group and parts of a whole.

Student Speak:

I can look at a picture (visual representation) showing parts of a whole and name the fraction.

I can look at a picture (visual representation) showing parts of a group and name the fraction.

I can look at a picture (visual representation) and write the fraction.

3.N.2.1. Students are able to add and subtract whole numbers up to three digits and multiply two digits by one digit.

Webb Level: 1

Bloom: Application

Verbs Defined:

Key Terms Defined:

Whole numbers – a number that is either a counting number or zero.

Teacher Speak:

Students are able to add and subtract whole numbers up to three-digits.
Students are able to multiply two-digits by one-digit.

Student Speak:

I can add three-digit whole numbers (counting numbers including zero).

I can subtract three-digit whole numbers (counting numbers including zero).

I can multiply a two-digit whole number by a one-digit whole number (counting numbers including zero).

3.N.3.1. Students are able to **round** two-digit whole numbers to the nearest tens, and three-digit whole numbers to the nearest hundreds.

Webb Level: 2

Bloom: Application

Verbs Defined:

Round – the process of approximating a number by reducing the number of significant digits.

Key Terms Defined:

Whole numbers – a number that is either a counting number or zero.

Teacher Speak:

Students are able to round (to express a number in a simplified way) two-digit whole numbers to the nearest tens, and three-digit whole numbers to the nearest hundreds.

Student Speak:

I can round two-digit whole numbers (counting numbers including zero) to the nearest ten.

I can round three-digit whole numbers (counting numbers including zero) to the nearest hundred.