

Name _____

Date _____

Grade 3, Unit 1: Routines, Review, and Assessment
Study Guide

Dear Parents,

Listed below are the **Part A** skills that the students will be responsible for in Unit 1. Students are expected to demonstrate understanding of the **Part A** skills and these are the basis of the unit assessment grade. **Part B** Skills are beginning or developing and will be addressed again later. Mastery of these skills is not required for this assessment. **As always, basic fact review is important.**

*The following will help you to prepare for your unit assessment.

*As you work through this study guide, please write any questions down that you have and we will go over them the week of the test.

Outcome	Example/Resources	Resources/Opportunities for Practice				
Represent and analyze numeric patterns using skip counting by 2,5,10, or 100.	Fill in the missing numbers in the Frames and Arrows diagram.	Journal: p. 1, 3, 10(#2), 14(#4), 22(#2) SRB: p. 6-9, 200-201 HomeLinks: 1.2, 1.12				
Represent money amounts to \$100 in different ways.	Draw coins to show 43¢ in two ways.	Journal: p. 17, 22(#4), 28(#4) HomeLinks: 1.12				
Read, write, and represent whole number to 10,000 using symbols, words, and models.	Write other names for a given number. (Name Collection Boxes) Ex: Write 3 names for the number 12 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;"><u>12</u></td></tr> <tr><td style="text-align: center;">6 + 6</td></tr> <tr><td style="text-align: center;">2 + 2 + 2 + 2 + 2 + 2</td></tr> <tr><td style="text-align: center;">1 dozen</td></tr> </table>	<u>12</u>	6 + 6	2 + 2 + 2 + 2 + 2 + 2	1 dozen	Journal: p. 8(#3), 9, 12(#3), 19(#3), 25(#3) SRB: p. 14-15 HomeLinks: 1.6
<u>12</u>						
6 + 6						
2 + 2 + 2 + 2 + 2 + 2						
1 dozen						
Tell time to the nearest minute using an analog clock.	Draw the minute and hour hands on a clock to show a given time.	Journal: p. 5, 8(#4), 12(#4) SRB: p. 174-175 HomeLinks: 1.4, 1.13				
Represent numeric quantities using operational symbols (+, -, ×, ÷)	Make a sentence true by adding a + or - symbol.	Journal: p. 16(#3), 22(#3), 28(#3)				
Describe the probability of an event using words	Tell 2 things for each: <ul style="list-style-type: none"> • <i>sure will happen</i> • <i>uncertain or not sure will happen</i> • <i>sure will not happen</i> 	Journal: p. 11, 19(#4), 25(#4) SRB: p. 92-94 HomeLinks: 1.7				

Interpret data contained in tables.	Use a data in a table to answer questions. For example a table shows how many books each 3 rd grade class read during the month of September. Which class read the most books? Which class is 10 books behind first place?	Journal: p. 28(#1) SRB: p. 76-78 HomeLinks: 1.5												
Interpret data contained in single bar graphs.	Use data displayed in a bar graph to answer questions. For example, students are given a set of data. They must determine which graph correctly displays that data. OR Students are given a bar graph and must answer questions using the displayed data.	Journal: p. 25(#2) SRB: p. 86-87												
Compare the value of 2 sets of mixed currency.	Use the symbols $<$, $>$, or $=$ to compare 2 sets of money.	Journal: p. 17 SRB: p. 4, 13												
Organize and display data to make tables.	<p>Given a set of data, such as tally marks, students must create a table to display the data using numbers.</p> <p>Juan IIII IIII IIII IIII IIII I Katelyn IIII IIII IIII II Erik IIII IIII IIII IIII Maddie IIII IIII IIII IIII IIII</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Number of Books Read In Mrs. Green's Class</th> </tr> <tr> <th>Student</th> <th>Books Read</th> </tr> </thead> <tbody> <tr> <td>Juan</td> <td>26</td> </tr> <tr> <td>Katelyn</td> <td>17</td> </tr> <tr> <td>Erik</td> <td>19</td> </tr> <tr> <td>Maddie</td> <td>24</td> </tr> </tbody> </table>	Number of Books Read In Mrs. Green's Class		Student	Books Read	Juan	26	Katelyn	17	Erik	19	Maddie	24	SRB: p. 76-78 HomeLinks: 1.5
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Student	Books Read													
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Katelyn	17													
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Demonstrate proficiency with addition and subtraction basic facts.	Timed test of 16 addition and subtraction facts. Must be completed in 1 minute or 1 minute and 30 seconds.	Journal: p. 8(#6), 12(#6), 13, 16(#2), 19(#6), 22(#6), 25(#6), 28(#6), 29 SRB: p. 50-51 HomeLinks: 1.1, 1.3, 1.8, 1.9, 1.10, 1.11, 1.13 Games: Subtraction Top-It, Addition Top-It (SRB p. 270), Beat the Calculator (SRB p. 278), Name That Number (SRB p. 299-300) http://www.aplusmath.com/Flashcards/index.html												

Part B Skills: These skills are **NOT** expected to be mastered for this assessment.

- Organize and display data to make single bar graphs.
- Use multiple representations to express concepts and solutions.
- Express mathematical ideas orally.
- Apply a variety of concepts, processes, and skills to solve problems.