

Name \_\_\_\_\_

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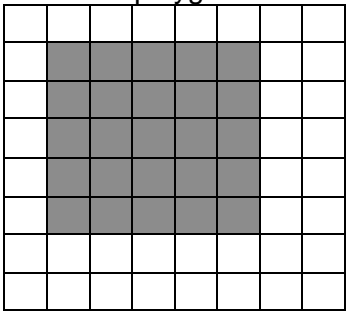
Grade 3, Unit 3: Linear Measure and Area  
Study Guide

Dear Parents,

Listed below are the **Part A** skills that the students will be responsible for in Unit 3. Students are expected to demonstrate understanding of the **Part A** skills and these are the basis of the unit assessment grade. **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/Opportunities for Practice
Subtract whole numbers using a variety of strategies.	Solve. $352 - 201 = \underline{\quad}$	<b>Journal:</b> p. 56, 57(1), 62(5), 73(4), 75(4) <b>SRB:</b> p. 50-51, 60-63
Determine the reasonableness of sums and differences.	Make a ballpark estimate. Write the number model.	<b>Journal:</b> p. 56, 57(4), 62(4), 66(4), 73(4), 77(4) <b>SRB:</b> p. 190-192
Add whole numbers using a variety of strategies.	Solve. $235 + 157 = \underline{\quad}$	<b>Journal:</b> p. 56, 57(5), 62(1), 66(4,5), 77(4) <b>SRB:</b> p. 50-51, 57-59
Measure the length of objects and pictures of objects using a ruler, a tape measure, a yardstick, or a meter stick.	Measure a line segment with an inch ruler. Measure the sides of a polygon with a centimeter ruler. Be able to show and explain how to measure an object.	<b>Journal:</b> p. 58, 59, 64, 65(2), 73(1), 77(1)  <b>SRB:</b> p. 134-139, 143-145 <a href="http://www.atozteacherstuff.com/pdf.htm?math/measurement_lines_cm_10.pdf">http://www.atozteacherstuff.com/pdf.htm?math/measurement_lines_cm_10.pdf</a> <a href="http://www.funbrain.com/measure/index.html">http://www.funbrain.com/measure/index.html</a>
Estimate and determine the perimeter of geometric figures and pictures on a grid.	What is the perimeter of the polygon below? 	<b>Journal:</b> p. 63, 66(3), 67, 70, 75(2) <b>SRB:</b> p. 150-151

Describe the probability of an event using words.	Write one thing that you are certain will not happen tomorrow.	<b>Journal:</b> p. 57(6), 62(6), 71(5), 75(5), 78(1) <b>SRB:</b> p. 92-94
Determine the change from \$100.	Joel had \$4.00 in his wallet. He spent \$3.65 on a snack. Draw a picture to show how much money he had left.	<b>Journal:</b> p. 59(4), 71(3), 75(3)
Apply a variety of concepts, processes, and skills to solve problems.	Solve a problem with several steps. You may solve the problem in any way you choose. Show your work and explain/justify your answer.	<b>SRB:</b> p. 250-258
Estimate and determine length to the nearest centimeter or $\frac{1}{2}$ inch.	Estimate the length of an object. Measure it using a ruler to determine the actual measurement.	<b>Journal:</b> p. 58, 60-61
Give or use feedback to revise mathematical thinking.	Using what you know about measurement, explain why an answer to a problem is correct. Make sure you use words, pictures, and/or numbers in your explanation.	
Demonstrate proficiency with addition and subtraction basic facts.	Focus on facts strategies of +9, +8, -9, and -8	<b>Games:</b> Addition Top-It SRB p. 270, Beat the Calculator SRB p. 278, Three Addends SRB p. 314, Subtraction Top-It SRB p. 310-311

The following skills are beginning/developing skills. They will be on the assessment but will **NOT** count toward your child's grade.

- Determine the perimeter of polygons with no more than 6 sides.
- Estimate and determine the area of geometric figures and pictures on a grid.
- Determine equivalent units of length.
- Organize and display data to make line plots using a variety of intervals.
- Determine the median, mode, and range, and determine the minimum and the maximum.

