

**Clarification of Standards for Parents**  
**Grade 3 Mathematics Unit 6**

Dear Parents,

We want to make sure that you have an understanding of the mathematics your child will be learning this year. Below you will find the standards we will be learning in Unit Six. Each standard is in bold print and underlined and below it is an explanation with student examples. Your child is not learning math the way we did when we were in school, so hopefully this will assist you when you help your child at home. Please let your teacher know if you have any questions.

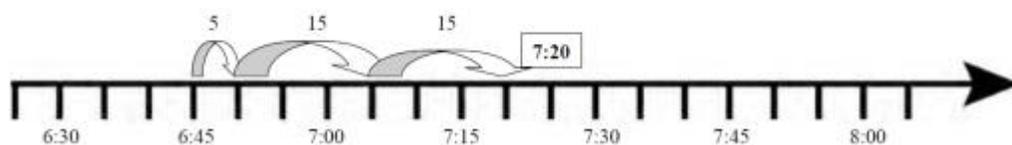


**MGSE3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.**

This standard calls for students to solve elapsed time, including word problems. Students could use clock models or number lines to solve. On the number line, students should be given the opportunities to determine the intervals and size of jumps on their number line. Students could use pre-determined number lines (intervals every 5 or 15 minutes) or open number lines (intervals determined by students).

Example:

Tonya wakes up at 6:45 a.m. It takes her 5 minutes to shower, 15 minutes to get dressed, and 15 minutes to eat breakfast. What time will she be ready for school?



**MGSE3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).<sup>1</sup> Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.<sup>2</sup>**

This standard asks for students to reason about the units of mass and volume. Students need multiple opportunities weighing classroom objects and filling containers to help them develop a basic understanding of the size and weight of a liter, a gram, and a kilogram. Milliliters may also be used to show amounts that are less than a liter. Word problems should only be one-step and include the same units.

Example:

Students identify 5 things that weigh about one gram. They record their findings with words and pictures. (Students can repeat this for 5 grams and 10 grams.) This activity helps develop gram benchmarks. One large paperclip weighs about one gram. A box of large paperclips (100 clips) weighs about 100 grams so 10 boxes would weigh one kilogram.

Example:

A paper clip weighs about a) a gram, b) 10 grams, c) 100 grams?

Foundational understandings to help with measure concepts:

- Understand that larger units can be subdivided into equivalent units (partition).
- Understand that the same unit can be repeated to determine the measure (iteration).
- Understand the relationship between the size of a unit and the number of units needed (compensatory principle).

### **Common Misconceptions**

Students may read the mark on a scale that is below a designated number on the scale as if it was the next number. For example, a mark that is one mark below 80 grams may be read as 81 grams. Students realize it is one away from 80, but do not think of it as 79 grams.

*(Adapted from Henry County Schools)*