Avon Community School Corporation
Grade 3 Mathematics Unit 4 Report
2016-2017

Student Name:_____

In this unit, students learned how to:

- Tell time and calculate elapsed time
- Measure mass and volume to solve problems
- Model and compare fractions in different ways

Unit 4 Preassessment Score: _____ /48

Well Below Basic	Below Basic	Basic	Proficient

Unit 4 Postassessment Score: _____ /48

Well Below Basic	Below Basic	Basic	Proficient

On the back are some examples of strategies and models used to develop these skills and concepts in this unit.
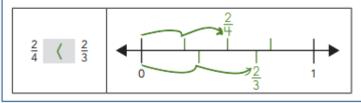
PROBLEM	COMMENTS
Jocelyn ate a peach with a mass of 167 grams. Then she ate 189 grams of almonds. What was the total mass of Jocelyn's snack? $$\begin{array}{r} 167 \\ +189 \\ \hline \end{array}$$ $$100 + 100 = 200$$ $$60 + 80 = 140$$ $$7 + 9 = 16$$ $$\overline{356 \, grams}$$	Students add and subtract with multi-digit numbers in this unit. Many of the problems involve units of metric measurement (grams, centimeters, and so on). This connects the computation with the measuring students are doing in class, and it helps students develop a sense for how these units of measurement relate to objects and quantities in the world around them.
Complete the missing information below by writing in the fraction number or sketching the given fraction on a number line.	Students have explored fractions as part of a whole in past grade levels. For example, they might have divided a square or a hexagon into equal parts and then shaded some of those parts to show a particular fraction. In this unit, students consider fractions as points on a number line. In this example, students divide the distance from 0 to 1 into 6 equal parts. The first of those sections, or the point that marks the end of that section, represents $\frac{1}{6}$.
Use a < (less than), > (greater than) or = (equal) symbol to compare the following fraction pairs. Show your thinking by placing the fractions on the number line.	Students use the number line to represent and compare fractions. In this case, $\frac{2}{4}$ is marked on top of the line, and $\frac{2}{3}$ is marked on the bottom of the line. Students can see that $\frac{2}{4}$ is less than $\frac{2}{3}$. They might also reason that since fourths are smaller than thirds, two fourths must be smaller than two thirds.