



Third Grade Newsletter

December 2025

Important Dates

December 4th - Picture Day Make Ups

December 10th – Midterm for marking period 2

December 11th – Family night at the Book Fair and Spelling Bee

December 12th – Early release day for students. Dismissal begins at 12:20 p.m.

December 13th – PTA Holiday Shop

December 17th – 3rd grade field trip to Mt. Airy Bowling Lanes

December 23rd – Early release day for students. Dismissal begins at 12:20 p.m.

Last day before Winter break.

December 24th – January 4th – Winter break. School reopens on January 5th.

Reminders

Please make sure your child brings a jacket or sweatshirt to school. The days are getting colder, and they will be outside for recess on most days.

Please check your child's pencil pouch for needed supplies. We're especially running low on pencils.

We are always thankful for donations of tissues, paper towels, and sandwich and gallon size storage bags.

What are we learning?

Math

This month in math we will be finishing up our Equal Partitioning and Naming Fractions Unit. Stay tuned for the test date! Our next unit takes us back to Multiplication and Division. Please see attached Parent Letter and Math Memo for more details about the upcoming unit, along with ways you can help your child at home.

Science

In science we will finish up our Inheritance and Variation of Traits unit and will introduce our upcoming Forces and Interactions unit with a field trip to the bowling alley!

Humanities

In Humanities, we will be focusing on nonfiction texts. Our Benchmark Advanced Unit is on Government. We will look at how text features help us understand the text, main idea and details, and summarizing the text. Our writing will also focus on writing a nonfiction paragraph.

In Social Studies, we will be learning about the regions of the United States;

This year, students will be typing responses on assessments. Any and all typing practice is great. There are some typing programs you can find on CLEVER for your child to work through.

Stay in Touch!

Please reach out to your child's teacher with any questions or concerns!

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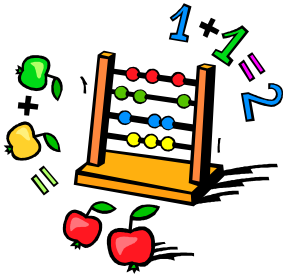
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**3rd Grade
Math**

Math Memo

**Unit
3.4**



Multiplication & Division Facts

Maryland College and Career Readiness Standard

3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division. *This standard will continue to be taught in future units.

Multiples of 3

Example: 3 x 7

Decompose 3 into 2&1

$$(2 \times 7) + (1 \times 7) = a$$

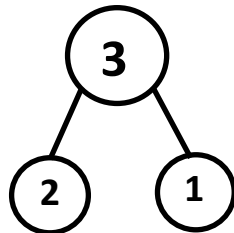
$$14 + 7$$

$$a = 21$$

1 X X X X X X X

2 X X X X X X X

3 X X X X X X X



Multiples of 4

Example: 4 x 8

Decompose 4 into 2&2

$$(2 \times 8) + (2 \times 8) = b$$

$$16 + 16$$

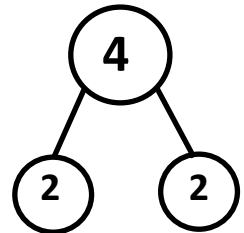
$$b = 32$$

1 X X X X X X X X

2 X X X X X X X X

3 X X X X X X X X

4 X X X X X X X X



Multiples of 6

Example: 4 x 6

Decompose 6 into 5&1

$$(4 \times 5) + (4 \times 1) = c$$

$$20 + 4$$

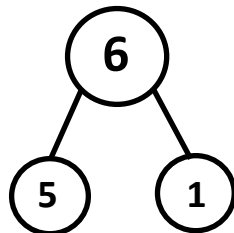
$$c = 24$$

1 X X X X X X X

2 X X X X X X X

3 X X X X X X X

4 X X X X X X X



To help us master our 3's, 4's, and 6's facts, we have been decomposing the 3, 4, or 6 factor into two smaller parts; multiples that we are fluent with. There are a variety of ways your child can decompose the factors; please encourage him/her to choose numbers that work for best for them!

Then we use the distributive property, or "flossing", to help us solve the equation more efficiently.

**3rd Grade
Math**

Math Memo

**Unit
3.4**



Multiplication & Division: Unknowns

Maryland College and Career Readiness Standard
3.OA.6 Understand division as an unknown factor problem.

Example #1: Fact Families

$$6 \times 8 = 48$$

$$8 \times 6 = 48$$

$$48 \div 8 = 6$$

$$48 \div 6 = 8$$

Example #2

To solve $24 \div 6 = n$,

Mrs. Glass asked herself, "What do I need to multiply by 6 to make 24?"

Problem Solving Strategy

~ When there is an unknown in a multiplication equation, turn it into a division equation. Draw groups/array, and put one in each until you get to the total.

~ When there is an unknown in a division equation, use the divisor (2nd number) or quotient (last number) as your amount of groups/rows. Again, put one in each until you get to the total (dividend).

Example #3

$$\underline{\quad} \times 6 = 36$$

$$7 \times \underline{\quad} = 21$$

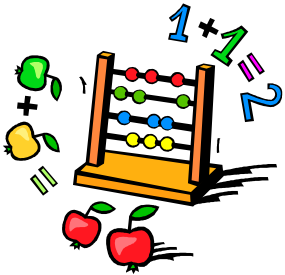
$$24 \div \underline{\quad} = 6$$

$$20 \div 5 = \underline{\quad}$$

**3rd Grade
Math**

Math Memo

**Unit
3.4**



Multiplication & Division: Patterns

Maryland College and Career Readiness Standard
3.OA.9 Identify arithmetic patterns and explain them using properties
or operations. * This standard will continue to be taught in future units.

Example #1:

You know that $7 \times 2 = 14$.

Explain how you can use that fact to help you solve 7×4 .

Example #2:

Shade the multiples of 4 on a hundreds chart.

Explain the patterns that you notice.

Two is half of 4, if you double 7×2 , you will get the same product as 7×4 .

$$(7 \times 2) + (7 \times 2) = 28$$

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

**3rd Grade
Math**

Math Memo

**Unit
3.4**

Multi-Step Word Problems

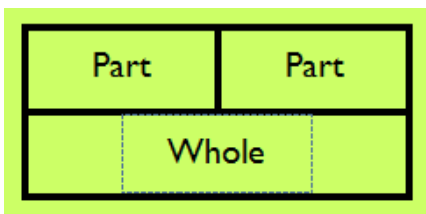


Maryland College and Career Readiness Standard

3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. *This standard will continue to be taught in future units

Bar Model

- ~ Combine the parts to create the whole
- ~ Take a part away from the whole to discover the unknown part.



Equations

- ~ Use parentheses to separate the steps of your equations.
- ~ Be sure to use a letter to represent the unknown!

Example: $(7 \times 3) - 12 = a$

Problem Solving Check-List

1. Read the story and visualize what is happening; **Retell** the story, not focusing on the numbers.
2. Turn the question into a **telling statement**.
3. Re-read the story.
4. Discuss what is happening mathematically in the story; **What do the numbers represent?**
5. Write one or more **equations**, using a letter for the unknown.
6. **Solve** your equation (s), using an efficient problem solving strategy.
7. Don't forget to **check** for accuracy
 - ~ Check your numbers
 - ~ Check your operations
 - ~ Check your computation



THIRD GRADE MATHEMATICS – Unit 4

Dear Parents,

Your child will be learning about multiplication and division over the course of several units. During this unit, your child will continue to develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area sized models. He/she will come to understand multiplication as finding an unknown product and division as finding an unknown factor. A variety of equal-sized group situations will be presented to develop the understanding that division can require finding the unknown number of groups or the unknown group size. Strategic practice in order to become fluent with multiplication and division facts will continue throughout this unit.

By the end of Unit 4, students will be expected to be able to solve two-step word problems and choose the equation that represents the situation with a letter standing for the unknown quantity. In Unit 5, students will be expected to solve two-step word problems and write the equation that represents the situation with a letter standing for the unknown quantity.

MULTIPLICATION AND DIVISION

Students need to:

- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities. Use drawings and equations with a symbol for the unknown number to represent the problem.
- Identify arithmetic patterns (including patterns in the addition and multiplication table) and explain them using properties of operations.
- Interpret whole-number quotients of whole numbers. For example, interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned equally into equal shares of 8 objects each. Describe a context in which a number of shares or a number of groups can be expressed as $56/8$
- Solve two-step word problems using the four operations. Represent these problems using equations with a letter for the unknown quantity. Assess reasonableness of answers using mental computation and estimation strategies including rounding.
- Multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g. knowing that $8 \times 5 = 40$, one knows $40/8=5$) or properties of operations.
- Apply properties of operations as strategies to multiply and divide.

KEY VOCABULARY

array: an arrangement of objects in equal columns and rows

area: the number of square units needed to cover a surface

Commutative Property of Multiplication: a property of multiplication in which the product stays the same when the order of the factors is changed (i.e., $a \times b = b \times a$)

dividend: the number being divided

divisor: the number by which a dividend is being divided

factor: the numbers or terms multiplied in an expression. (a factor times a factor equals the product)

multiple: the product when numbers are multiplied together

partition: a division into or distribution in portions or shares

product: the result of multiplying one factor times another factor $8 \times 8 = 64$

square unit: a unit for measuring area such as square inch, square centimeter, or square mile

quotient: the result of division $24 \div 3 = 8$

WAYS PARENTS CAN HELP

- Refer to the ideas described in the Unit One Parent Letter. They apply to this Unit as well.
- Play Multiplication War. This game is played quite similarly to traditional "war". Arrange the deck by taking out all of the face cards, 9, 8 and 7. This will ensure the facts created will only be those in Set One and Set Two. 1. Shuffle the deck and deal all cards out to the two players. 2. The players each turn over two cards. 3. Each player multiplies the two cards, and says aloud the entire equation- "9 times 2 is 18" instead of just "18". 4. The player with the greater product takes all of the cards. 5. If there is a tie in naming the product, "war" begins. Each player places 3 cards face down, then they turn over two to multiply together. The player with the greater product takes all of the cards on the table. 6. Play ends when either player has all the cards or after an allotted time. The winner is the player with the most cards.
- Play Hit the Target. Remove the face cards from a deck of playing cards. 1. Have one player close his or her eyes and choose one card from the deck. The number on that card is your target. 2. Place the remaining cards face up on the playing surface. 3. All players take turns looking for two cards that you can add, subtract, multiply or divide to get the number on the target card. 4. When a combination is correctly found/stated the player takes the set of cards. 5. If the player is incorrect, he loses a turn. 6. If a player cannot find a combination he passes and is out of the game for that round. Play continues with the next player. 7. Keep playing until no more combinations can be found that equal the target number. 8. Each player receives one point for each pair earned. 9. Repeat the game with a different target number. 10. The winner is the first person to earn ____ points.

Online Activities

<http://www.thinkingblocks.com/> (Solve simple multiplication problems.)

<http://www.fun4thebrain.com/mult.html> (Use the chart below to choose facts appropriate for practice.)

http://investigations.terc.edu/library/Games_23.cfm#a_multiplication (Use the chart below to choose facts appropriate for practice.)

BACKGROUND INFORMATION AND EXAMPLES FOR PARENTS

Vocabulary Resources:

Online Math Dictionary: <http://www.amathsdictionaryforkids.com/>

MULTIPLICATION AND DIVISION FACTS

During this Unit students will develop an understanding of the Distributive Property of Multiplication. Students will use this understand to multiply two single digit numbers.

You might hear your child say, "I am halving then doubling" with factors of 4, 6, and 8 or " I am partitioning then adding" for factors of 7 and 9.

Students will be assessed through the use of interviews, observations, journaling, and fact checks.