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Missouri Mathematics Learning Goals Correlated to
Moving with Math Foundations Level B Grade 3

	B1 Number Sense, Addition & Subtraction Student Book Skill Builders (SB)	B2 Multiplication & Division Facts Student Book Skill Builders (SB)	B3 Multiplication & Division Problem Solving Student Book Skill Builders (SB)	B4 Fractions, Decimals, Geometry & Measurement Student Book Skill Builders (SB)
CORE CONTENT A: EXTENDING ADDITION & SUBTRACTION				
1. Understand, explain, and use a variety of strategies to compute multi-digit addition and subtraction problems proficiently (sums larger than 1000 and minuends larger than 100).				
a. Proficiently compute multi-digit addition and subtraction problems.	71, 73-76 **SB:** 12-1, 12-2, 13-1, 15-8, 15-10, 17-1, 17-2			
b. Estimate sums and differences and/or calculate them mentally depending on the context and numbers involved; use estimates to judge the reasonableness of solutions.	60, 61, 63 **SB:** 10-14, 15-16			
c. Create single- and multi-step contextual problems for a variety of mathematical situations (combining, missing addend, separating, comparing, and relating parts with wholes) involving multi-digit numbers.	63-65			
d. Solve single- and multi-step contextual problems for a variety of mathematical situations (combining, missing addend, separating, comparing, and relating parts with wholes) involving multi-digit numbers.	63-65 **SB:** 14-2, 15-13, 15-14, 15-18, 19-2			

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CORE CONTENT B: MULTIPLICATION & DIVISION: OPERATIONS & BEGINNING BASIC FACTS				
1. Understand, explain, and apply meanings of multiplication and division.				
a. Represent repeated addition as multiplication and repeated subtraction as division.		2, 3, 23 **SB:** 20-1, 20-2, 25-2	2, 3, 46 **SB:** 20-19, 25-21	
b. Show various representations and situations involving multiplication and division (equal-sized groups, arrays, area models, equal "jumps" on number lines, expressions and equations).		4, 5, 8, 9, 21-25 **SB:** 20-3, 20-5, 25-1, 25-3	3, 5, 41, 42, 47 **SB:** 20-20, 20-22, 20-25, 25-18, 25-19	
c. Describe multiplicative relationships in context ("on 1 chair, there are 4 legs, on 2 chairs 8 legs, etc." "the number of legs is 4 times the number of chairs").		17 **SB:** 20-4	14, 15	
d. Use physical models and diagrams to demonstrate differences between partitive (sharing) and quotative (grouping) models of division.		21, 22	57	
e. Compare solution strategies in order to relate multiplication and division as inverse operations.		26, 28 **SB:** 25-4	44, 49, 63 **SB:** 25-20	
2. Use and explain a variety of strategies to compute multiplication and division problems (basic facts with factors to 10).				
a. Compute multiplication basic facts (one-digit factors) and related division facts by using strategies based on properties (identity, commutative, associative, and distributive) and the inverse relationship of multiplication and division.		10, 13, 28, 29 **SB:** 20-6, 20-9, 20-17, 25-5	4, 6, 16, 44, 45 **SB:** 20-21, 20-23, 20-32, 25-17	
b. Use relational signs (=, ≠, <, >) and operational signs (+, -, x, ÷) to represent multiplication and division basic facts.		31 **SB:** 25-6	78 **SB:** 20-28, 29-2	

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c. Create contextual problems for a variety of mathematical situations (addition, subtraction, one-digit factor multiplication and/or division [partitive and quotative]).		19, 33, 34	**SB:** 25-19	
d. Solve contextual problems for a variety of mathematical situations (addition, subtraction, one-digit factor multiplication and/or division [partitive and quotative]).		19, 33, 34 **SB:** 20-18	10, 76 **SB:** 20-27, 47-8, 47-9	
CORE CONTENT C: MEANINGS OF FRACTIONS & FRACTIONAL RELATIONSHIPS				
1. Understand concepts of fractions equal to, less than, or greater than 1.				
a. Relate different representations of the same fraction (e.g., diagram, position on a number line, words, and numerical representation).				2, 6, 7 **SB:** 30-3
b. Define regions, lines, and sets of objects as a whole, and divide the whole into equal parts; represent fractions with these models.				2, 3, 6, 7 **SB:** 30-2 to 30-6, 31-2
c. Identify and apply the meaning of the denominator of a fraction as the number of equal parts of the unit whole and the numerator of a fraction as the number of equal parts being considered.				6 **SB:** 30-1
d. Given a fraction, and its representation as a part of a whole, construct a whole.				11
2. Understand and use various methods to model and compare fractions and to identify equivalent fractions.				
a. Compare and order common fractions in a variety of ways such as using physical models of fractions, relating fractions to benchmarks (e.g., closer to 0, 1/2, or 1), and comparing fractions with like numerators or denominators.				4, 12, 13, 15 **SB:** 32-1, 32-2, 32-4
b. Use models, including the number line, to identify equivalent fractions.				14 **SB:** 32-3

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CORE CONTENT D: PROPERTIES AND PERIMETER OF TWO-DIMENSIONAL FIGURES				
1. Understand, explain, and use concepts of angle and angle measurement.				
a. Describe and interpret angles in various contexts, including static angles in geometric figures and dynamic angles involving motion (e.g., hands of a clock, the opening of a door).				30, 31 **SB:** 35-2, 35-3, 35-5
b. Develop references or benchmarks (45°, 90°, 180°, and 270°) for angle measures by using physical models such as pattern blocks and tangrams.				**SB:** 35-7
c. Classify angles as right, acute, or obtuse.				31 **SB:** 35-3
2. Understand that two-dimensional shapes can be created, described, compared, and classified on the basis of their attributes and properties.				
a. Identify and describe attributes classifying triangles (e.g., two equal sides for the isosceles triangle, right angle for the right triangle).				37, 38 **SB:** 37-3, 37-5
b. Identify and describe attributes classifying quadrilaterals (e.g., parallel sides for the parallelogram, right angles or perpendicular sides for the rectangle).				39 **SB:** 37-6
c. Identify right angles in geometric figures and determine whether other angles are greater than (obtuse) or less than (acute) a right angle.				**SB:** 35-5
d. Predict the results of putting together and taking apart two-dimensional shapes, then test predictions with models.				40

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e. Create shapes satisfying particular specifications such as number of sides, relative length of sides, or relationships between sides (e.g., triangle with no congruent sides, pentagon with two parallel sides).				
3. Understand, explain, and apply concepts of perimeter and perimeter measurement.				
a. Recognize that any point on a ruler can be used as a starting point for measurement, as long as adjustments are made for non-zero starting points.				**SB:** 43-5
b. Use customary and metric units to estimate and measure the perimeter of real objects.				65
c. Use customary and metric units to determine the perimeter of polygons.				65-67 **SB:** 46-1, 46-2, 46-3
d. Create a variety of rectangles with a given perimeter.				**SB:** 46-2
e. Use perimeter concepts and knowledge of metric and customary measurement system to solve problems involving rectangles, including the measure of an unknown side.				70 **SB:** 46-4