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Nebraska Academic Standards Correlated to Moving with Math Foundations 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)
MA 3.1	Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.				
MA 3.1.1	Number System				
	Students will represent and show relationships among positive rational numbers within the base-ten number system.				
MA 3.1.1.a	Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)	2, 20, 21 SB: 4-2, 5-1, 5-2			
MA 3.1.1.b	Count by multiples of 5 to 200			5	
MA 3.1.1.c	Count by multiples of 10 to 400	14			
MA 3.1.1.d	Count by multiples of 100 to 1,000	14			
MA 3.1.1.e	Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)	3, 4, 15 SB: 1-2, 4-1			

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MA 3.1.1.f	Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3:6; 7.4 is 7 + .4)				26, 27 SB: 47-12
MA 3.1.1.g	Compare and order whole numbers through the thousands	5, 6, 16 SB: 2-1, 2-2, 2-3			
MA 3.1.1.h	Find parts of whole and parts of a set for $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$				2, 3, 9 SB: 30-1, 30-3, 31-1
MA 3.1.1.I	Round a given number to tens, hundreds, or thousands	22-26 SB: 7-1, 7-2, 8-1, 8-2, 8-3			
MA 3.1.2	Operations				
	Students demonstrate the meaning of multiplication with whole numbers.				
MA 3.1.2.a	Represent multiplication as repeated addition using objects drawings, words, and symbols (e.g., $3 \times 4 = 4 + 4 + 4$)		2-4 SB: 20-1, 20-2	2, 3 SB: 20-19	
MA 3.1.2.b	Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$)		26, 31, 32 SB: 25-4	44, 49 SB: 25-20	
MA 3.1.2.c	Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in $3 \times 4 = 12$, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of equals 12 total.)		4, 5 SB: 20-5	2, 3	

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MA 3.1.2.d	Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence $3 \times 4 = 12$)		8, 9 SB: 20-5	5 SB: 20-22	
MA 3.1.3	Computation				
	Students will compute fluently and accurately using appropriate strategies and tools.				
MA 3.1.3.a	Compute with whole number multiplication facts 0 - 10 fluently		9, 16, 20 SB: 20-8	13 SB: 20-35	
MA 3.1.3.b	Add and subtract through four-digit whole numbers with regrouping	33-37, 46-51, 71, 74 SB: 10-10, 10-11, 10-12, 12-1, 15-9, 15-11, 17-1			
MA 3.1.3.c	Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)	71, 74 SB: 12-1			
MA 3.1.4	Estimation				
	Students will estimate and check reasonableness of answers using appropriate strategies and tools.				
MA 3.1.3.a	Estimate the two-digit product of whole number multiplication and check the reasonableness		59 SB: 21-2	23, 34 SB: 21-6, 21-7, 23-3	

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MA 3.2	Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.				
MA 3.2.1	Characteristics				
	Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.				
MA 3.2.1.a	Identify the number of sides, angles, and vertices of two-dimensional shapes				35, 36 SB: 37-4, 37-7
MA 3.2.1.b	Identify congruent two-dimensional figures given multiple two-dimensional shapes				41 SB: 39-1, 39-3
MA 3.2.1.c	Identify lines, line segments, rays and angles				29, 30 SB: 35-1, 35-4
MA 3.2.1.d	Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)				46-48 SB: 40-3
MA 3.2.2	Coordinate Geometry				
	Students will identify distances on a number line.				
MA 3.2.2.a	Draw a number line and plot points	12, 13			
MA 3.2.2.b	Determine the distance between two whole number points on a number line				72 SB: 48-7
MA 3.2.3	Transformations				
	Students will draw all lines of symmetry.				
MA 3.2.3.a	Draw all possible lines of symmetry in two-dimensional shapes				45

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MA 3.2.4	Spatial Modeling				
	Students will create two-dimensional shapes and three-dimensional objects.				
MA 3.2.4.a	Sketch and label lines, rays, line segments, and angles				29, 30 SB: 35-1, 35-4
MA 3.2.4.b	Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)				48 (T.G.), 49
MA 3.2.5	Measurement				
	Students will apply appropriate procedures and tools to determine measurements using customary and metric units.				
MA 3.2.5.a	Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle).				65-67 SB: 46-1
MA 3.2.5.b	Count mixed coins and bills greater than \$1.00	58 SB: 47-1			
MA 3.2.5.c	Identify time of day (e.g., am, pm, noon, midnight)				50 (T.G.)
MA 3.2.5.d	State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)				50
MA 3.2.5.e	Identify the appropriate customary unit for measuring length, weight, and capacity/volume				56-60 SB: 44-1, 44-2, 44-3
Ma 3.2.5.f	Measure length to the nearest 1/2 inch and centimeter (e.g., requires rounding)				56, 62 SB: 43-1, 43-2
MA 3.2.5.g	Compare and order objects according to length using centimeters and meters				63

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MA 3.3	Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.				
MA 3.3.1	Relationships				
	Students will represent relationships.				
MA 3.3.1.a	Identify, describe, and extend numeric and non-numeric patterns	10 SB: 3-2			
MA 3.3.1.b	Identify patterns using words, tables, and graphs	8-10 SB: 3-2			
MA 3.3.2	Modeling in Context				
	Students will create and use models to represent mathematical situations.				
MA 3.3.2.a	Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols	29, 30, 41-43 SB: 10-1, 10-3, 15-1			
MA 3.3.2.b	Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)	43 SB: 42-1			
MA 3.3.3	Procedures				
	Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.				
MA 3.3.3.a	Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)				

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MA 3.3.3.b	Solve simple one-step whole number equations involving addition and subtraction (e.g., $___ + 2 = 3$)	SB: 19-6, 19-7		40, 77, 78 SB: 29-3	
MA 3.3.3.c	Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction	SB: 19-6, 19-7		77, 78 SB: 29-3	
MA 3.4	Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.				
MA 3.4.1	Display and Analysis				
	Students will organize, display, compare, and interpret data.				
MA 3.4.1.a	Represent data using horizontal and vertical bar graphs	68 SB: 50-4			
MA 3.4.1.b	Use comparative language to describe the data (e.g., increasing, decreasing)	SB: 50-4			
MA 3.4.1.c	Interpret data using horizontal and vertical bar graphs.	68, 70 SB: 50-3, 50-4			
MA 3.4.2	Predictions and Inferences				
	Mastery not expected at this level.				
MA 3.4.3	Probability				
	Students will find and describe experimental probability				
MA 3.4.3.a	Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain.				74, 75 SB: 49-4, 49-6