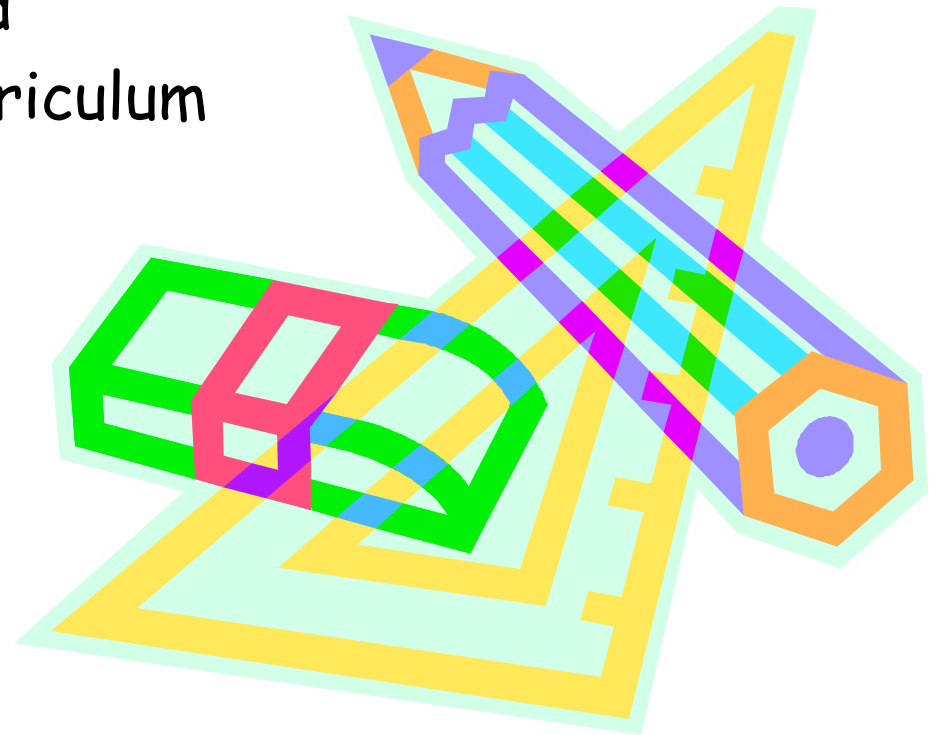
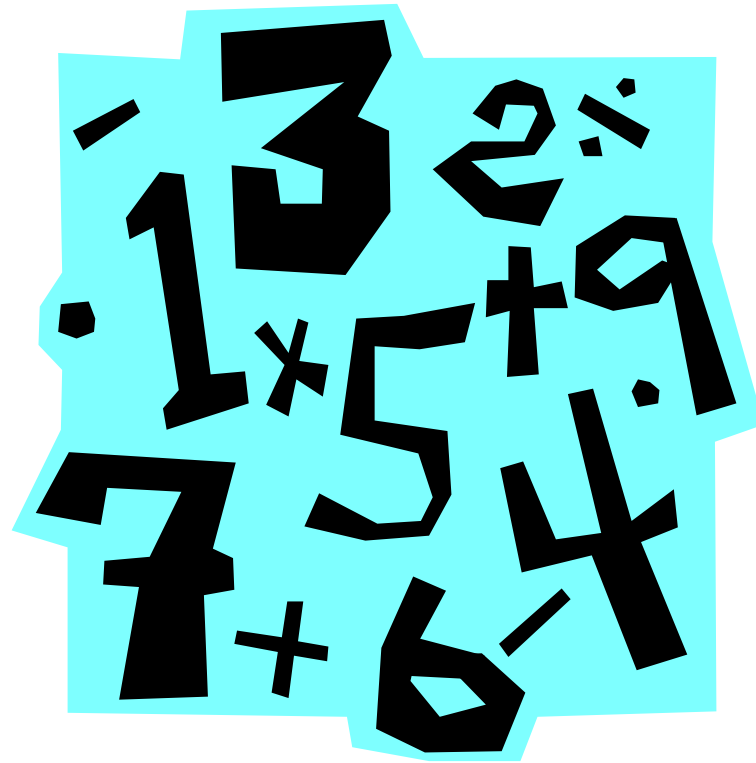


Grade 3 Mathematics

Correlation
between
1996 Curriculum
and
2008 Curriculum





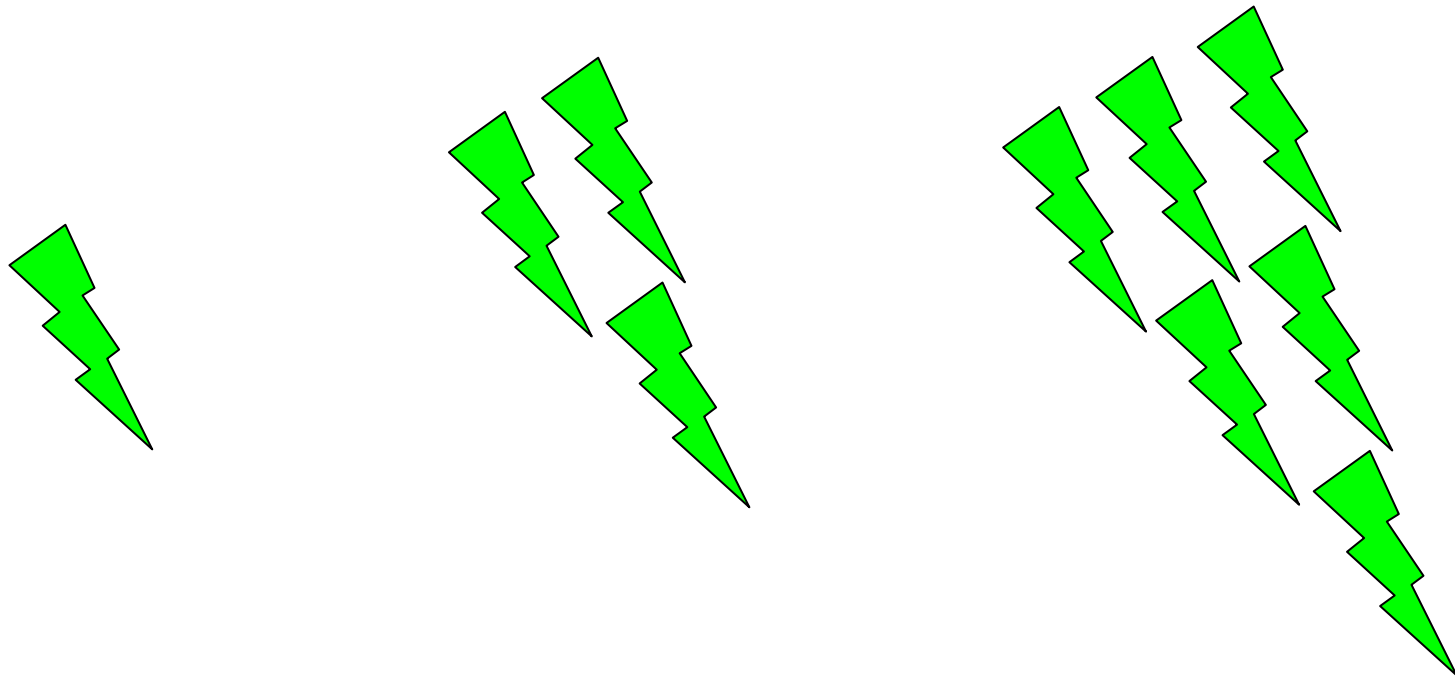
NUMBER

1996 Curriculum	2008 Curriculum
<p>Counts by 2s, 5s, 10s, and 100s to 1000, using random starting points, counts by 25s to 1000, using multiples of 25 as starting points; skip-counts backward by 2s, 5s, 10s, and 100s using respective multiples as starting points; estimates, then counts the number of objects in a set (0-1000), comparing the estimate with the actual count; and uses ordinal numbers to 100 (N-I-1.3)</p>	<p>3.N.1. Say the number sequence forward and backward from 0 to 1000 by</p> <ul style="list-style-type: none"> • 10s, or 100s, using any starting point • 5s, using starting points that are multiples of 5 • 25s, using starting points that are multiples of 25 <p>[C, CN, ME]</p> <p>3.N.2. Represent and describe numbers to 1000, concretely, pictorially, and symbolically. [C, CN, V]</p> <p>3.N.4. Estimate quantities less than 1000 using referents. [ME, PS, R, V]</p>
<p>Reads and writes numerals to 1000 and number words to 100 (N-I.2.3)</p>	<p>3.N.2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]</p>
<p>Recognizes, builds, compares, and orders sets that contain 0 to 1000 elements (N-I.3.3)</p>	<p>3.N.3. Compare and order numbers to 1000. [CN, R, V]</p>
<p>Represents and describes numbers to 1000 in a variety of ways; demonstrates, concretely and pictorially, place value concepts to give meaning to numbers up to 1000; and rounds numbers to the nearest 100 (N-I.4.3)</p>	<p>3.N.2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]</p> <p>3.N.5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]</p>
<p>Recognizes and explains if a number is divisible by 2, 5, and 10 (N-I.5.3)</p>	

1996 Curriculum	2008 Curriculum
<p>Illustrates and explains fifths and tenths as part of a region or set (N-II.1.3)</p>	<p>3.N.13. Demonstrate an understanding of fractions by</p> <ul style="list-style-type: none"> • explaining that a fraction represents a portion of a whole divided into equal parts. • describing situations in which fractions are used • comparing fractions of the same whole with like denominators <p>[C, CN, ME, R, V]</p>
<p>Uses manipulatives, diagrams, and symbols, in problem-solving contexts, to demonstrate and to describe multiple strategies for determining sums and differences to 1000</p> <p>Recalls addition and subtraction facts to 18 (N-V.1.3)</p>	<p>3.N.6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as</p> <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles. <p>[C, ME, PS, R, V]</p> <p>3.N.7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as</p> <ul style="list-style-type: none"> • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles. <p>[C, ME, PS, R, V]</p> <p>3.N.9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals) by</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically. <p>[C, CN, ME, PS, R]</p> <p>3.N.10. Determine addition facts and related subtraction facts (to 18). [C, CN, ME, R, V]</p>

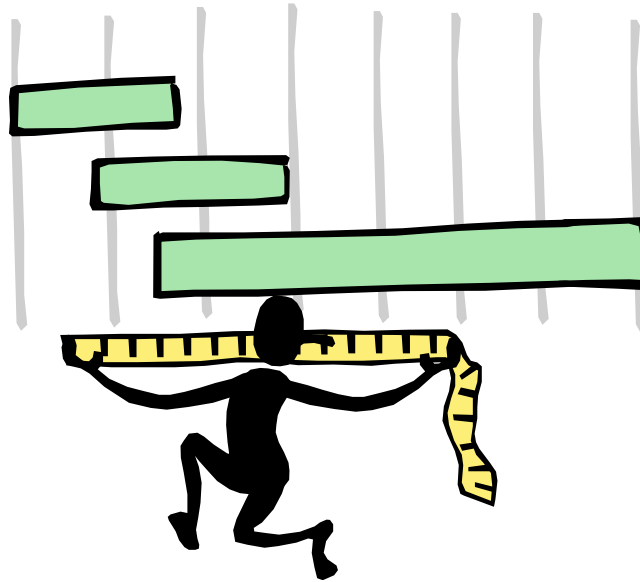
1996 Curriculum	2008 Curriculum
<p>Uses manipulatives, diagrams, and symbols to demonstrate and describe the processes of multiplication and division in problem-solving contexts (maximum products and dividends to 50)</p> <p>Recalls multiplication and divisions facts to 49 (7 x 7 on a multiplication grid)</p> <p>(N-V.2.3)</p>	<p>3.N.11. Demonstrate an understanding of multiplication to 5×5 by</p> <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division <p>[C, CN, PS, R]</p> <p>3.N.12. Demonstrate an understanding of division by</p> <ul style="list-style-type: none"> • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction. • relating division to multiplication <p>(limited to division related to multiplication facts up to 5×5).</p> <p>[C, CN, PS, R]</p>

1996 Curriculum	2008 Curriculum
<p>Justifies the method used to calculate sums and differences choosing from estimation strategies, mental mathematics strategies, manipulatives, algorithms, and calculators; uses estimation, inverse operations or calculators to verify solutions for problems involving addition and subtraction; and uses estimation and mental mathematics strategies to calculate products and quotients (N-VI.1.3)</p>	<p>3.N.6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as</p> <ul style="list-style-type: none"> • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles. <p>[C, ME, PS, R, V]</p> <p>3.N.7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as</p> <ul style="list-style-type: none"> • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles. <p>[C, ME, PS, R, V]</p> <p>3.N.8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. [C, ME, PS, R]</p> <p>3.N.9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), by</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in context that involve addition and subtraction of numbers concretely, pictorially, and symbolically. <p>[C, CN, ME, PS, R]</p> <p>3.N.11. Demonstrate an understanding of multiplication to 5×5 by</p> <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division <p>[C, CN, PS, R]</p> <p>3.N.12. Demonstrate an understanding of division by</p> <ul style="list-style-type: none"> • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction. • relating division to multiplication <p>(limited to division related to multiplication facts up to 5×5). [C, CN, PS, R]</p>



Patterns and Relations

1996 Curriculum	2008 Curriculum
Sorts, concretely and pictorially, using two or more attributes (PR-I.1.3)	
Uses objects and concrete models to explain the rule for a pattern, such as those found on addition and multiplication charts (PR-II.1.3)	
Makes predictions based on addition and multiplication patterns (PR-III.1.3)	3.PR.1. Demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, and numbers (to 1000) [C, CN, PS, R, V]
	3.PR.2. Demonstrate an understanding of decreasing patterns by <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, and numbers (starting from 1000 or less). [C, CN, PS, R, V]
	3.PR.3. Solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V]



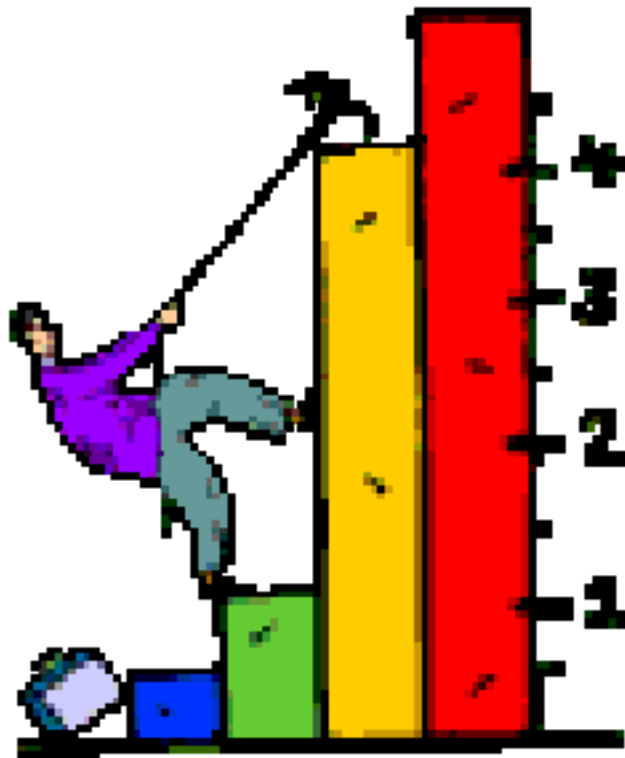
Shape and Space

1996 Curriculum	2008 Curriculum
<p>Selects the most appropriate standard unit, including km, and estimates, measures, records, compares, and orders objects by length, height, and perimeter (SS-I.1.3)</p>	<p>3.SS.3. Demonstrate an understanding of measuring length (cm and m), by</p> <ul style="list-style-type: none"> • selecting and justifying referents for the units cm and m • modelling and describing the relationship between the units cm and m • estimating length using referents • measuring and recording length, width and height <p>[C, CN, ME, PS, R, V]</p> <p>3.SS.5. Demonstrate an understanding of perimeter of regular and irregular shapes by</p> <ul style="list-style-type: none"> • estimating perimeter using referents for centimetre or metre • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m), to demonstrate that many shapes are possible for a perimeter <p>[C, ME, PS, R, V]</p>
<p>Describes the relationship among cm, dm, and m (SS-I.3.3)</p>	
<p>Selects an appropriate non-standard unit, and estimates, measures, records, compares, and orders shapes by area (SS-II.1.3)</p>	
<p>Constructs a variety of shapes given a specific area in non-standard units (SS-II.2.3)</p>	
<p>Selects an appropriate unit, and estimates, measures, records, compares, and orders containers by capacity, using non-standard units or litres (SS-III.1.3)</p>	
<p>Estimates, measures, records, compares, and orders objects by mass/weight, using standard units (g and kg) (SS-IV.1.3)</p>	<p>3.SS.4. Demonstrate an understanding of measuring mass (g, kg), by</p> <ul style="list-style-type: none"> • selecting and justifying referents for the units g and kg • modelling and describing the relationship between the units g and kg • estimating mass using referents • measuring and recording mass. <p>[C, CN, ME, PS, R, V]</p>
<p>Constructs objects equal to a given mass/weight (SS-IV.2.3)</p>	

1996 Curriculum	2008 Curriculum
Estimates and measures the passage of time, using standard units (seconds, minutes, hours, days, weeks, months, years), and reads digital clocks and writes time to the nearest minute, using 12 hour notation (SS-VI.1.3)	3.SS.1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]
Reads and writes the days of the week and the months of the year (SS-VI.2.3)	
Relates seconds to minutes, days to years (SS-VI.3.3)	3.SS.2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. [C, CN, PS, R, V]
Recognises the value of bills up to \$100, and estimates, counts, reads, and records (using both money notations - 89¢ and \$0.89) the value of collections of coins and bills up to \$10 (SS-VII.1.3)	
Makes purchases and change up to \$10 (SS-VII.2.3)	
Creates and recognises that a given value of money can be represented in many different ways (SS-VII.3.3)	
Estimates, reads, and records temperature to the nearest degree C, and relates temperature to everyday situations (SS-VIII.4.3)	
Identifies and counts faces, vertices, and edges of 3-D objects, and compares and contrasts two 3-D objects (SS-IX.1.3)	3.SS.6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices. [C, CN, PS, R, V]
Recognises congruent (identical) 3-D solids with rectangular faces, and demonstrates that a rectangular solid has more than one net (SS-IX.2.3)	
Identifies and names faces of a 3-D object with appropriate 2-D names, and describes and names pyramids and prisms by the shape of the base (SS-IX.3.3)	
Recognises congruent (identical) 2-D shapes (SS-X.2.3)	
Explores, concretely, the concepts of perpendicular, parallel, and intersecting lines on 3-D objects (SS-XI.3.3)	

1996 Curriculum	2008 Curriculum
Communicates and applies terms of direction such as north or south, and east or west, relates them to maps, and graphs whole number points on a horizontal or vertical number line (SS-XII.1.3)	
Traces a path, using oral or written instructions (SS-XII.2.3)	
	3.SS.7. Sort regular and irregular polygons, including <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides. [C, CN, R, V]

Statistics and Probability



1996 Curriculum	2008 Curriculum
Chooses from first and second hand sources of information (SP-I.2.3)	
Collects data, using measuring devices and print/technology resources (SP-II.1.3)	
Uses rank ordering to organise data, and obtains new information by performing arithmetic operations on the data (SP-III.1.3)	
Displays data, using more than one way to display the same data (SP-III.2.3)	3.SP.1. Collect first hand data and organize it using <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions. [C, CN, V]
Makes predictions and inferences when solving similar problems (SP-IV.2.3)	
Describes the likelihood of an outcome, using terms such as more likely, unlikely, equal chance (SP-V.1.3)	
	3.SP.2. Construct, label, and interpret bar graphs to solve problems. [PS, R, V]