Number

General Outcome

Develop number sense.

3.N.1. Say the number sequence forward and backward from 0 to 1000 by
- 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

[C, CN, ME]

3.N.2. Represent and describe numbers to 1000, concretely, pictorially, and symbolically.
[C, CN, V]

3.N.3. Compare and order numbers to 1000.
[CN, R, V]

3.N.4. Estimate quantities less than 1000 using referents.
[ME, PS, R, V]

3.N.5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.
[C, CN, R, V]

3.N.6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as
- adding from left to right
- taking one addend to the nearest multiple of ten and then compensating
- using doubles.

[C, ME, PS, R, V]

3.N.7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as
- taking the subtrahend to the nearest multiple of ten and then compensating
- thinking of addition
- using doubles.

[C, ME, PS, R, V]

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]

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
- 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.
[C, CN, ME, PS, R]

3.N.10. Determine addition facts and related subtraction facts (to 18).
[C, CN, ME, R, V]

Number (cont.)

3.N.11. Demonstrate an understanding of multiplication to 5×5 by
- 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

[C, CN, PS, R]

3.N.12. Demonstrate an understanding of division by
- 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

(limited to division related to multiplication facts up to 5×5).
[C, CN, PS, R]

3.N.13. Demonstrate an understanding of fractions by:
- 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.

[C, CN, ME, R, V]

Statistics and Probability

General Outcome

Collect, display and analyze data to solve problems.

3.SP.1. Collect-first hand data and organize it using
- tally marks
- line plots
- charts
- lists

to answer questions.
[C, CN, V]

3.SP.2. Construct, label, and interpret bar graphs to solve problems.
[PS, R, V]

Patterns and Relations

General Outcome

Use patterns to describe the world and solve problems.

3.PR.1. Demonstrate an understanding of increasing patterns by
- 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
- describing
- extending
- comparing
- creating

patterns using manipulatives, diagrams, and numbers (starting from 1000 or less).
[C, CN, PS, R, V]

General Outcome

Represent algebraic expressions in multiple ways.

3.PR.3. Solve one-step addition and subtraction equations involving symbols representing an unknown number.
[C, CN, PS, R, V]

Shape and Space

General Outcome

Use direct or indirect measurement to solve problems.

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]

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]

Shape and Space (cont.)

3.SS.3. Demonstrate an understanding of measuring length (cm, m), by:
- 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

[C, CN, ME, PS, R, V]

3.SS.4. Demonstrate an understanding of measuring mass (g , kg), by
- 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

[C, CN, ME, PS, R, V]

3.SS.5. Demonstrate an understanding of perimeter of regular and irregular shapes by~~:~~
- 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

[C, ME, PS, R, V]

General Outcome

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

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]

3.SS.7. Sort regular and irregular polygons including
- triangles
- quadrilaterals
- pentagons
- hexagons
- octagons

according to the number of sides.
[C, CN, R, V]

Processes:
C – Communication
CN – Connections
ME – Mental Mathematics and Estimation
PS – Problem Solving
R – Reasoning
T – Technology
V - Visualization