

# Grade 3 Numeracy Learning at Home

ISSUE 1

## Keep the learning going!

The following activities support learning at home and connect to the mathematics that you have been learning. Choose activities that are interesting and challenging. Have fun!

**Patterns and Relations:** Mathematics is about recognizing, describing, and working with numerical and non-numerical patterns.

**INCREASING PATTERNS:** An increasing pattern has elements that grow.

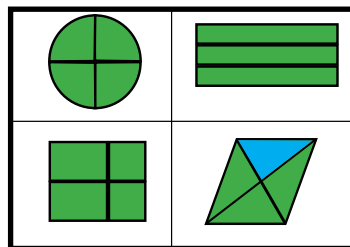
- Describe the increasing pattern below.
- How would you extend the pattern?
- Draw the next term of the increasing pattern.



**CREATE YOUR OWN INCREASING PATTERN:** Create your own increasing pattern. What part keeps growing?

**Which One Doesn't Belong?** Look at what is in each box.

Find a reason why each one doesn't belong. Explain why. There are no wrong answers as long as each answer includes an explanation about why it doesn't belong.



For example, the circle does not belong because it is the only round object.



## Math Mindset



## LAUGH OF THE DAY

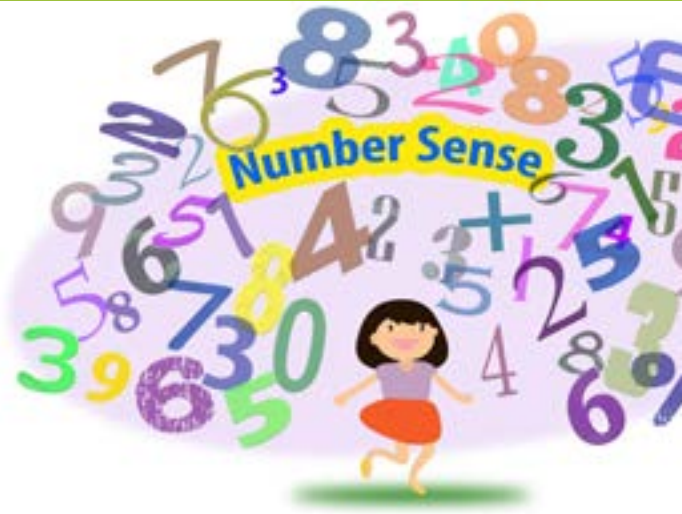
**Q:** What did one math book say to the other math book?

**A:** Don't bother me, I have my own problems.



# Building Number Sense

Number sense is an awareness and understanding of numbers. Number sense involves knowing different ways of representing numbers, understanding the relationships among numbers, and using numbers flexibly to reason, estimate, and compute.

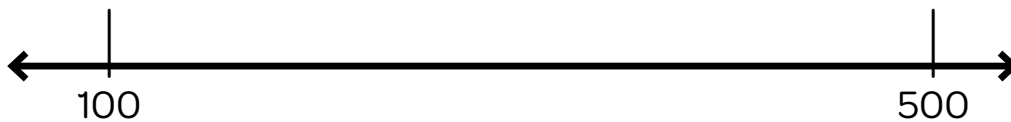


## Number Line

Number lines foster number sense. The number line helps develop greater flexibility in mental mathematics and construct meaning with number relationships. Use the number line to represent, compare, and order numbers to 1000.

## Number Line Activity

Pick a number between 100 and 500 and mark it on the number line. Explain the answer. For example, 300 would go in the middle of 100 and 500 because it is halfway between the two numbers.



## Number Sense Activity

Find groups of numbers to match the sum. Draw a loop around one group of numbers to match the sum.

Example:

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| Sum = 15 | Sum = 15 | Sum = 20 | Sum = 24 | Sum = 25 |
| 3        | 4        | 8        | 8        | 4        |
| 6        | 2        | 5        | 8        | 1        |
| 1        | 2        | 5        | 4        | 8        |
| 5        | 7        | 6        | 4        | 2        |
| 7        | 2        | 4        | 2        | 5        |
|          |          | 7        | 7        | 5        |



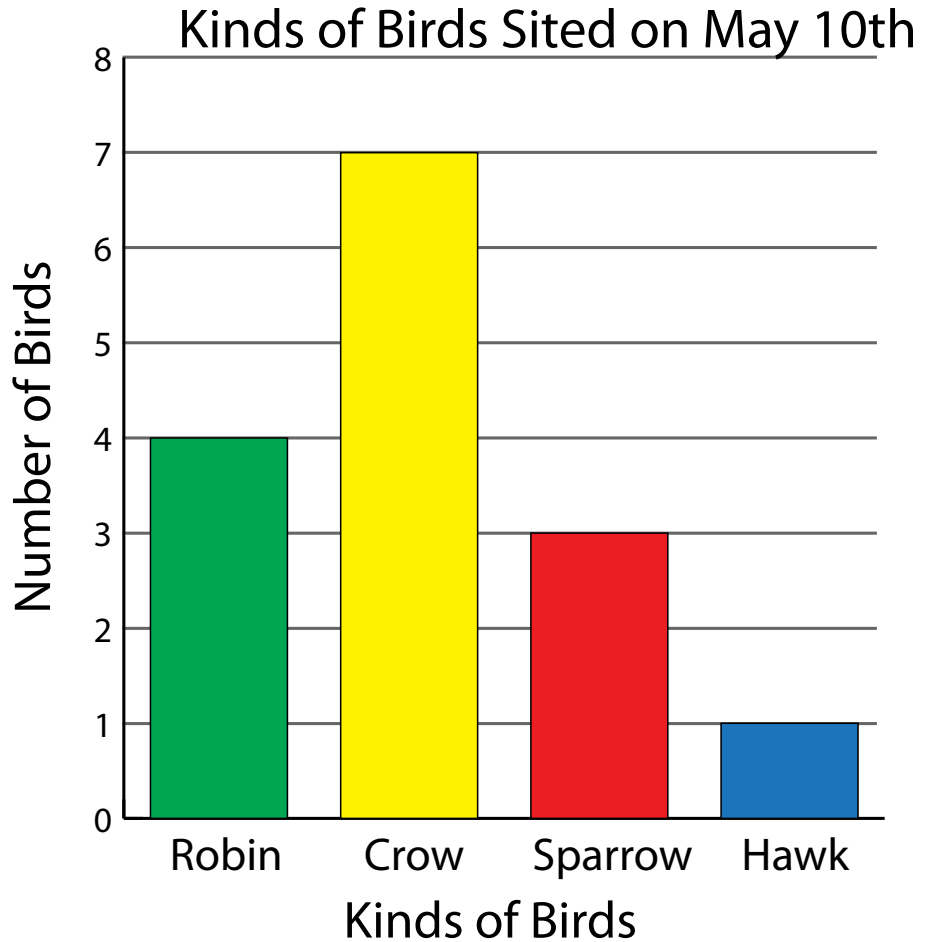
## Graphing

Bar graphs show information about first-hand data. First-hand data is information that people collect on their own by counting, conducting polls, conducting experiments, or using measuring devices.

## Bar Graph

Max recorded how many birds he saw on May 10th.

- What does the bar graph show? How do you know?
- How many crows and robins were seen?
- How many more sparrows than hawks were seen?
- What was the total number of birds seen on May 10th? How do you know?



Make up your own graph.

Below are several possible ideas for your graph.

- How many animals have you seen in a week in your community, on television, or in books?
- How many windows/rooms/doors are in your home?
- How many letters are in your family members' first names?
- How many books, toys, or games do you have?

Remember to label your graph!

The form shows a blank bar graph template. It includes a vertical axis on the left, a horizontal axis at the bottom, and a grid of 10 horizontal lines. There are empty boxes for labeling the axes.