WNCP B.C. GRADE 3 AT A GLANCE CORRELATED WITH MATH MAKES SENSE (WESTERN)

NOTE: Text in **UPPERCASE** indicates outcomes that are not met in MATH MAKES SENSE. Text in *italics* is from the suggested achievement indicators.

STRAND: NUMBER

General Outcome: Develop number sense.

Use Unit and Cumulative Reviews Selectively

Grade 3 Prescribed Learning Outcomes	MMS 3 Meets	Exceeds	Additional Notes
A1 Say number sequence forward & backward from 0 to 1000 by: **(a)** 5s, 10s or 100s using any starting point **(b)** 3S USING STARTING POINTS THAT ARE MULTIPLES OF 3 **(c)** 4S USING STARTING POINTS THAT ARE MULTIPLES OF 4 **(d)** 25s using starting points that are multiples of 25.	**Unit 1** Lessons 2, 3, 9 (limited) **Unit 6** Lessons 5, 6 (money)		The emphasis is on identifying and recording number patterns mainly from 0 to 100. For assessment purposes, students need to say the required number sequence.
A2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.	**Unit 1** Lessons 4 to 6, 9, 11, 13, Unit Problem number words to 1000 are limited		Provide opportunities *to represent a given number as an expression (e.g. 256 as 300- 44 or 20 + 236)*
A3 Compare and order numbers to 1000.	**Unit 1** Lessons 4, 5, 7, 10		
A4 Estimate quantities less than 1000 using referents.	**Unit 1** Lessons 4, 5, 13 **Unit 6** Lesson 6 (money) **Cross Strand**: p. 142-143	**Unit 1** Lesson 14 rounding	Do not assess decimal notation when solving money problems. Replace the phrase "rounds to" with "is closest to" when rounding is used as a strategy. Have students find the number closest to the nearest 10 or 100.
A5 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	**Unit 1** Lessons 5, 6, 8, 11, 12, Unit Problem		Provide students with both *proportional and non-proportional concrete materials.*
A6 Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as: **(a)** adding from left to right **(b)** taking one addend to the nearest multiple of ten and then compensating **(c)** USING DOUBLES.	**Unit 2** Lessons 6, 7, 9 (limited)		Front-ending is another name for *adding from left to right*.
A7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as: **(a)** TAKING THE SUBTRAHEND TO THE NEAREST MULTIPLE OF TEN AND THEN COMPENSATING **(b)** THINKING OF ADDITION **(c)** USING DOUBLES.	**Unit 2** Lessons 6, 8, 9 (limited)		Two alternate strategies are introduced rather than those suggested in the outcome.
A8 APPLY ESTIMATION STRATEGIES TO PREDICT SUMS AND DIFFERENCES OF TWO 2-DIGIT NUMERALS IN A PROBLEM-SOLVING CONTEXT.	Strategies could be applied to problems involving 2-digit numerals in Unit 2	**Unit 2** Lesson 10 uses 3-digit numerals	Estimation strategies can be applied to problems involving 2-digit numerals in Unit 2.

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STRAND: NUMBER (continued)

General Outcome: Develop number sense. **Use Unit and Cumulative Reviews Selectively**

Grade 3 Prescribed Learning Outcomes	MMS 3 Meets	Exceeds	Additional Notes
A9 Demonstrate an understanding of addition & subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by: **(a)** using personal strategies for adding and subtracting with and without the support of manipulatives **(b)** creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically.	**Unit 1** Launch **Unit 2** Lessons 6, 11 to 14, Unit Problem **Unit 6** Lesson 7(money)		Do not assess decimal notation when solving money problems.
A10 Apply mental mathematics strategies and number properties, such as: **(a)** using doubles **(b)** making 10 **(c)** using the commutative property **(d)** using the property of zero **(e)** thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts.	**Unit 2** Launch, Lessons 1 to 5 **Unit 5** Lesson 7		Using doubles strategies is limited to *doubles plus one. Include doubles take away one, doubles plus two and doubles take away two.*
A11 Demonstrate an understanding of multiplication to 5×5 by: **(a)** representing and explaining multiplication using equal grouping and arrays **(b)** creating & solving problems in context that involve multiplication **(c)** modelling multiplication using concrete & visual representations and recording the process symbolically **(d)** relating multiplication to repeated addition **(e)** relating multiplication to division.	**Unit 4** Launch, Lessons 1 to 3, 5 to 8, 12, Unit Problem assess facts to 5 x 5; explore multiplying by 0 and 1 but do not assess properties; explore multiplication tables and charts but do not assess	**Unit 4** Lesson 4 multiplying by 10	*It is not intended that students recall the basic facts but become familiar with strategies to mentally determine products.*
A12 Demonstrate an understanding of division to by: **(a)** representing and explaining division using equal sharing and equal grouping **(b)** creating and solving problems in context that involve equal sharing and grouping **(c)** modelling equal sharing & equal grouping using concrete and visual representations and recording the process symbolically **(d)** relating division to repeated subtraction **(e)** relating division to multiplication (limited to division related to multiplication facts up to 5x5).	**Unit 4** Lessons 8, 9, 11, 12, Unit Problem **Cross Strand:** p. 2-3 limit assessment to facts related to multiplication up to 5 x 5	**Unit 4** Lesson 10 dividing by 2, 5 and 10	
A13 Demonstrate an understanding of fractions *(concretely or pictorially)* by: **(a)** explaining that a fraction represents a part of a whole **(b)** describing situations in which fractions are used **(c)** COMPARING FRACTIONS OF SAME WHOLE WITH LIKE DENOMINATORS.	**Unit 8** Launch, Lessons1, 2, 5, Unit Problem (part 1 only)	**Unit 8** Lessons 3, 4, 6, 7, Unit Problem (part 2 to 4) fractions of a set; mixed numbers	Include the terms *denominator and numerator* in Lesson 5.

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STRAND: STATISTICS & PROBABILITY (DATA ANALYSIS)

General Outcome: Collect, display and analyze data to solve problems. Use Unit and Cumulative Reviews Selectively

Grade 3 Prescribed Learning Outcomes	MMS 3 Meets	Exceeds	Additional Notes
D1 Collect first-hand data and organize it to answer questions using: **(a)** tally marks **(b)** LINE PLOTS **(c)** charts **(d)** lists	**Unit 5** Launch, Lessons 3, 6, 8, 9 Unit Problem		
D2 Construct, label and interpret bar graphs to solve problems.	**Unit 5** Launch, Lessons 3, 6, 9, Unit Problem	**Unit 5** Lessons 2, 4, 5 sort by 3 attributes; pictographs; circle graphs	Unit 5, Lessons 1 reviews sorting by 2 attributes (grade 2 outcome).
May be explored informally but do not assess		**Unit 11** probability	Probability outcomes begin in grade 5.

STRAND: PATTERNS AND RELATIONS (PATTERNS)

General Outcome: Use patterns to describe the world and solve problems.

B1 Demonstrate an understanding of increasing patterns by: **(a)** describing **(b)** extending **(c)** comparing **(d)** creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000).	**Unit 1** Launch , Lessons 1, 2, 3, 9 (limited to counting patterns) **Unit 10** Launch, Lessons 1, 3, 4 (limited)	**Unit 10:** Lesson 2 patterns in tables (gr. 4 outcome)	Unit 10 Lessons 5 to 7, Technology p 395 and Unit Problem review repeating patterns (grade 2 outcome). Increasing patterns are referred to as growth patterns.
B2 Demonstrate an understanding of decreasing patterns by: **(a)** describing **(b)** extending **(c)** comparing **(d)** creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000).	**Unit 1** Lessons 2, 3 limited to counting patterns to 100 only		Unit 1 provides counting back activities up to 100 only. Extend activities in Lesson 9 to include counting back (decreasing patterns) for numbers 100 to 1000.

STRAND: PATTERNS & RELATIONS (VARIABLES & EQUATIONS)

General Outcome: Represent algebraic expressions in multiple ways.

B3 SOLVE ONE-STEP ADDITION AND SUBTRACTION EQUATIONS INVOLVING SYMBOLS REPRESENTING AN UNKNOWN NUMBER *(USING MANIPULATIVES).*			No direct instructional activities are included. Activities featuring missing addends could be adapted and extended to meet this outcome.

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STRAND: SHAPE AND SPACE (MEASUREMENT)

General Outcome: Use direct or indirect measurement to solve problems. Use Unit and Cumulative Reviews Selectively

Grade 3 Prescribed Learning Outcomes	MMS 3 Meets	Exceeds	Additional Notes
C1 RELATE PASSAGE OF TIME TO COMMON ACTIVITIES USING NON-STANDARD AND STANDARD UNITS (MINUTES, HOURS, DAYS, WEEKS, MONTHS, YEARS).			
C2 Relate NUMBER OF SECONDS TO A MINUTE, MINUTES TO AN HOUR & number of days to a month in a problem-solving context.	**Unit 6** Lesson 1 (limited)		
C3 Demonstrate an understanding of measuring length (cm / m) by: **(a)** selecting & justifying referents for the units cm and m **(b)** modelling and describing relationship between units cm & m **(c)** estimating length using referents **(d)** measuring and recording length, width and height.	**Unit 5** Lesson 8 **Unit 9** Launch, Lessons 1, 2 **Cross Strand:** p. 300	**Unit 6** Launch, Lessons 2 to 4, 8 to 11 time, temperature add and subtract money, capacity **Unit 9** Lesson 3, 6 to 9, Unit Problem km, area	Provide opportunities for students to *draw or sketch a line segment of a given length with or without a ruler.* There are no outcomes for money. Money activities may support number outcomes.
C4 Demonstrate an understanding of measuring mass (g / kg) by: **(a)** selecting and justifying referents for the units g and kg **(b)** modelling and describing relationship between units g & kg **(c)** estimating mass using referents **(d)** measuring and recording mass.	**Unit 6** Lessons 12, 13 limited		Students should *provide personal referents for g and kg.*
C5 Demonstrate understanding of perimeter of regular and irregular shapes by: **(a)** estimating perimeter using referents for centimetre or metre **(b)** measuring and recording perimeter (cm and m) **(c)** constructing different shapes for a given perimeter (cm & m) to demonstrate many shapes are possible for a perimeter.	**Unit 9** Launch, Lessons 4, 5 **Cross Strand:** p. 2-3, p. 422 (do not assess area)		Provide opportunities for students to *estimate perimeter in metres*. Integrate Unit 6 Lesson 4 (temperature) with science.

STRAND: SHAPE AND SPACE (3-D OBJECTS & 2-D SHAPES)

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

C6 Describe 3-D objects *(cubes, spheres, cones, cylinders, pyramids, prisms)* according to the shape of faces, number of edges and vertices.	**Unit 3** Lessons 8, 9 limited	**Unit 3** Launch, Lessons 2, 5, 7, 10, 11, Unit Problem, Connects and Practices in Lessons 1, 3, 4, 6 parallel sides, angles, congruency, trapezoids, parallelograms	Most of Unit 3 exceeds outcomes C6 and C7. Launch and Unit Problem do not assess outcomes C6 and C7.
C7 Sort regular and irregular polygons, including: **(a)** triangles **(b)** QUADRILATERALS **(c)** pentagons **(d)** hexagons **(e)** octagons; according to number of sides.	**Unit 3:** Explores & Show and Shares in Lessons 1, 3, 4, 6 limited		The term quadrilateral is not used.
May be explored informally but do not assess		**Unit 7** motion geometry	Transformation outcomes begin in grade 5.