

| <p align="center">2020 – 2021 Grade 3 Mathematics Sequence Guide of Prioritized Outcomes SCOs 15; FLs 7</p> | <p align="center">Curriculum Document Link & Primary Resource Sections</p> |
|---|--|
| <p>3.N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.</p> <p>3.N3 Compare and order numbers to 1000.</p> | <p>3.N2 Curriculum Guide Link p. 24 Math Makes Sense 2.3, 2.4, 2.8, 2.11, 7.6</p> <p>3.N3 Curriculum Guide Link p. 28 Math Makes Sense 2.5</p> |
| <p>3.N5 Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000.</p> <p>3.N1 Say the number sequence forward and backward from 0 to 1000 by: 5s, 10s, or 100s, using any starting point; 3s using starting points that are multiples of 3; 4s using starting points that are multiples of 4; 25s, using starting points that are multiples of 25.</p> <p>3.N10 Apply mental mathematics strategies and number properties, such as: using doubles; making 10; using the commutative property; using the property of zero; thinking addition for subtraction to determine answers for basic addition facts and related subtraction facts (to 18).</p> | <p>3.N5 Curriculum Guide Link p. 40 Math Makes Sense 2.2, 7.6</p> <p>3.N1 Curriculum Guide Link p. 24 Math Makes Sense 1.4, 1.8, 2.1, 2.6, 2.7, 2.9</p> <p>3.N10 Curriculum Guide Link p. 52 Math Makes Sense 3.1, 3.2</p> |
| <p>3.N6 Describe and apply mental mathematics strategies for adding two 2-digit numerals.</p> <p>3.N7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.</p> <p>3.N8 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.</p> <p>3.N9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals).</p> | <p>3.N6 Curriculum Guide Link p. 40 Math Makes Sense 3.5, 3.6, 3.13</p> <p>3.N7 Curriculum Guide Link p. 40 Math Makes Sense 3.9, 3.10</p> <p>3.N8 Curriculum Guide Link p. 44 Math Makes Sense 3.4, 3.5, 3.8, 3.9</p> <p>3.N9 Curriculum Guide Link p. 48 Math Makes Sense 3.1, 3.2, 3.5, 3.6, 3.7, 3.9, 3.10, 3.11, 3.12, 3.13</p> |
| <p>3.N11 Demonstrate an understanding of multiplication to products of 36 with single digit factors.</p> <p>3.N12 Demonstrate an understanding of division (related multiplication to products of 36 with single digit factors).</p> | <p>3.N11 Curriculum Guide Link p. 56 Math Makes Sense 8.1, 8.2, 8.3, 8.4, 8.8, 8.9, 8.10</p> <p>3.N12 Curriculum Guide Link p. 60 Math Makes Sense 8.5, 8.6, 8.7, 8.8, 8.9</p> |
| <p>3.N13 Demonstrate an understanding of fractions by: explaining that a fraction represents a part of a whole; describing situations in which fractions are used; comparing fractions of the same whole with like denominators.</p> | <p>3.N13 Curriculum Guide Link p. 64 Math Makes Sense 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p> |
| <p>3.PR3 Solve one-step addition and subtraction equations involving symbols representing an unknown number.</p> | <p>3.PR3 Curriculum Guide Link p. 74 Math Makes Sense 3.3</p> |
| <p>3.SS3 Demonstrate an understanding of measuring length (cm, m) by: selecting and justifying referents for the units cm and m; modeling and describing the relationship between the units cm and m; estimating length using referents; measuring and recording length, width and height.</p> <p>3.SS5 Demonstrate an understanding of perimeter of regular and irregular shapes.</p> | <p>3.SS3 Curriculum Guide Link p. 84 Math Makes Sense 4.4, 4.5, 4.6, 4.7, 7.1</p> <p>3.SS5 Curriculum Guide Link p. 92 Math Makes Sense 4.8, 4.9, 4.10</p> |

| Grade 3 Math | 2020/2021 |
|--------------|---------------------------|
| Month | Prioritized Outcomes |
| September | 3.N2, 3.N3 |
| October | |
| November | 3.N5, 3.N1, 3.N10 |
| December | 3.N6, 3.N7, 3.N8, 3.N9 |
| | |
| | |
| January | 3.N6, 3.N7, 3.N8, 3.N9 |
| February | 3.N11, 3.N12 |
| March | |
| | |
| April | 3.N13 |
| | 3.PR3 |
| May | 3.SS3, 3.SS5 |
| June | |
| | Consolidation of Learning |