



Education and Early Years

Prince Edward Island Mathematics Curriculum

Mathematics

Grade 3

CURRICULUM

Acknowledgments

The Department of Education and Early Years of Prince Edward Island gratefully acknowledges the contributions of the following groups and individuals toward the development of the *Prince Edward Island Grade 3 Mathematics Curriculum Guide*:

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 - The Alberta Department of Education
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Implemented 2011
Revised 2023

Table of Contents

Background and Rationale	1
Essential Graduation Learnings	1
Curriculum Focus.....	2
Conceptual Framework for K-9 Mathematics	3
Mathematical Processes	4
The Nature of Mathematics.....	7
Contexts for Teaching and Learning	9
Connections Across the Curriculum.....	10
Homework.....	10
Diversity in Student Needs.....	10
Gender and Cultural Equity.....	11
Mathematics for EAL Learners	11
Education for Sustainable Development.....	11
Assessment and Evaluation	12
Assessment	12
Evaluation	14
Reporting	14
Guiding Principles	14
Structure and Design of the Curriculum Guide	16
Specific Curriculum Outcomes	18
Number	18
Patterns and Relations.....	64
Shape and Space	74
Statistics and Probability	96
References	102

Background and Rationale

The development of an effective mathematics curriculum has encompassed a solid research base. Developers have examined the curriculum proposed throughout Canada and secured the latest research in the teaching of mathematics, and the result is a curriculum that should enable students to understand and use mathematics.

The Western and Northern Canadian Protocol (WNCP) *Common Curriculum Framework for K-9 Mathematics* (2006) has been adopted as the basis for a revised mathematics curriculum in Prince Edward Island. The *Common Curriculum Framework* was developed by the seven Canadian western and northern ministries of education (British Columbia, Alberta, Saskatchewan, Manitoba, Yukon Territory, Northwest Territories, and Nunavut) in collaboration with teachers, administrators, parents, business representatives, post-secondary educators, and others. The framework identifies beliefs about mathematics, general and specific student outcomes, and achievement indicators agreed upon by the seven jurisdictions. This document is based on both national and international research by the WNCP, and on the *Principles and Standards for School Mathematics* (2000), published by the National Council of Teachers of Mathematics (NCTM).

➤ Essential Graduation Learnings

Essential graduation learnings (EGLs) are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the essential graduation learnings will prepare students to continue to learn throughout their lives. These learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills, and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work, and study today and in the future. Essential graduation learnings are cross curricular, and curriculum in all subject areas is focussed to enable students to achieve these learnings. Essential graduation learnings serve as a framework for the curriculum development process.

Specifically, graduates from the public schools of Prince Edward Island will demonstrate knowledge, skills, and attitudes expressed as essential graduation learnings, and will be expected to:

- respond with critical awareness to various forms of the arts, and be able to express themselves through the arts;
- assess social, cultural, economic, and environmental interdependence in a local and global context;
- use the listening, viewing, speaking, and writing modes of language(s), and mathematical and scientific concepts and symbols, to think, learn, and communicate effectively;
- continue to learn and to pursue an active, healthy lifestyle;
- use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts;
- use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

More specifically, curriculum outcome statements articulate what students are expected to know and be able to do in particular subject areas. Through the achievement of curriculum outcomes, students demonstrate the essential graduation learnings.

➤ Curriculum Focus

There is an emphasis in the Prince Edward Island mathematics curriculum on particular key concepts at each grade which will result in greater depth of understanding. There is also more emphasis on number sense and operations in the early grades to ensure students develop a solid foundation in numeracy. The intent of this document is to clearly communicate to all educational partners high expectations for students in mathematics education. Students must learn mathematics with understanding, actively building new knowledge from experience and prior knowledge (NCTM *Principles and Standards for School Mathematics*, 2000).

The main goals of mathematics education are to prepare students to:

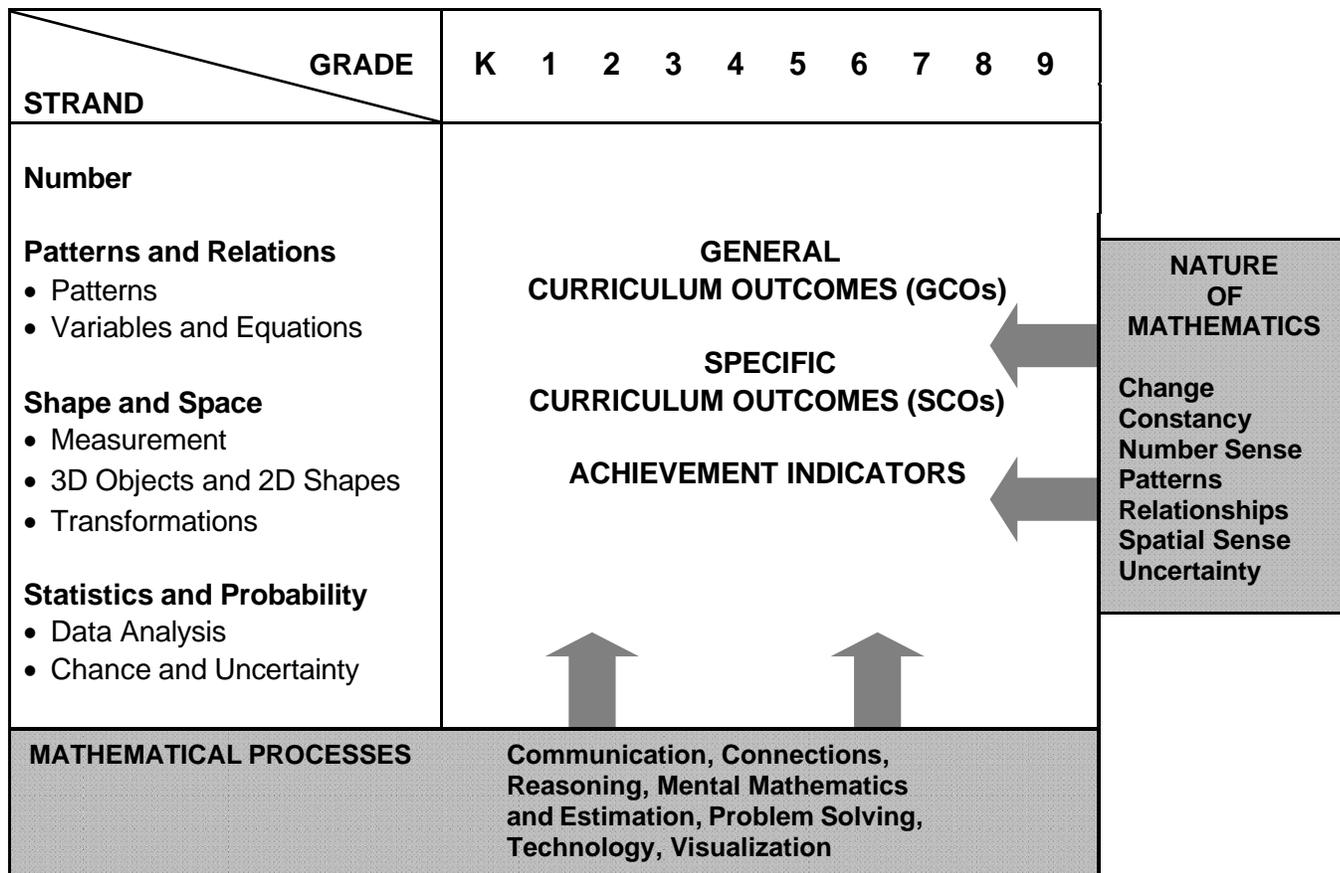
- use mathematics confidently to solve problems;
- communicate and reason mathematically;
- appreciate and value mathematics;
- make connections between mathematics and its applications;
- commit themselves to lifelong learning;
- become mathematically literate adults, using mathematics to contribute to society.

Students who have met these goals will:

- gain understanding and appreciation of the contributions of mathematics as a science, philosophy, and art;
- exhibit a positive attitude toward mathematics;
- engage and persevere in mathematical tasks and projects;
- contribute to mathematical discussions;
- take risks in performing mathematical tasks;
- exhibit curiosity.

Conceptual Framework for K-9 Mathematics

The chart below provides an overview of how mathematical processes and the nature of mathematics influence learning outcomes.



The mathematics curriculum describes the nature of mathematics, as well as the mathematical processes and the mathematical concepts to be addressed. This curriculum is arranged into four strands, namely **Number**, **Patterns and Relations**, **Shape and Space**, and **Statistics and Probability**. These strands are not intended to be discrete units of instruction. The integration of outcomes across strands makes mathematical experiences meaningful. Students should make the connections among concepts both within and across strands. Consider the following when planning for instruction:

- Integration of the mathematical processes within each strand is expected.
- Decreasing emphasis on rote calculation, drill, and practice, and the size of numbers used in paper and pencil calculations makes more time available for concept development.
- Problem solving, reasoning, and connections are vital to increasing mathematical fluency, and must be integrated throughout the program.
- There is to be a balance among mental mathematics and estimation, paper and pencil exercises, and the use of technology, including calculators and computers. Concepts should be introduced using models and gradually developed from the concrete to the pictorial to the symbolic.

➤ Mathematical Processes

There are critical components that students must encounter in a mathematics program in order to achieve the goals of mathematics education and encourage lifelong learning in mathematics. The Prince Edward Island mathematics curriculum incorporates the following seven interrelated mathematical processes that are intended to permeate teaching and learning. These unifying concepts serve to link the content to methodology.

Students are expected to:

- communicate in order to learn and express their understanding of mathematics; **[Communications: C]**
- connect mathematical ideas to other concepts in mathematics, to everyday experiences, and to other disciplines; **[Connections: CN]**
- demonstrate fluency with mental mathematics and estimation; **[Mental Mathematics and Estimation: ME]**
- develop and apply new mathematical knowledge through problem solving; **[Problem Solving: PS]**
- develop mathematical reasoning; **[Reasoning: R]**
- select and use technologies as tools for learning and solving problems; **[Technology: T]**
- develop visualization skills to assist in processing information, making connections, and solving problems. **[Visualization: V]**

Communication [C]

Students need opportunities to read about, represent, view, write about, listen to, and discuss mathematical ideas. These opportunities allow students to create links between their own language and ideas and the formal language and symbols of mathematics. Communication is important in clarifying, reinforcing, and modifying ideas, knowledge, attitudes, and beliefs about mathematics. Students should be encouraged to use a variety of forms of communication while learning mathematics. Students also need to communicate their learning using mathematical terminology. Communication can help students make connections among concrete, pictorial, symbolic, verbal, written, and mental representations of mathematical ideas.

Connections [CN]

Contextualization and making connections to the experiences of learners are powerful processes in developing mathematical understanding. When mathematical ideas are connected to each other or to real-world phenomena, students can begin to view mathematics as useful, relevant, and integrated. Learning mathematics within contexts and making connections relevant to learners can validate past experiences and increase student willingness to participate and be actively engaged. The brain is constantly looking for and making connections.

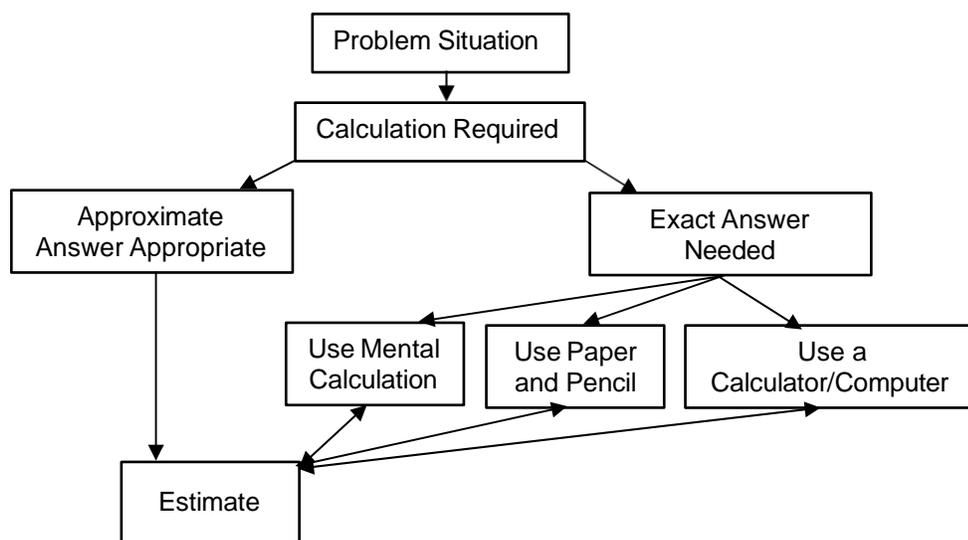
For instance, opportunities should be created frequently to link mathematics and career opportunities. Students need to become aware of the importance of mathematics and the need for mathematics in many career paths. This realization will help maximize the number of students who strive to develop and maintain the mathematical abilities required for success in further areas of study.

Mental Mathematics and Estimation [ME]

Mental mathematics is a combination of cognitive strategies that enhance flexible thinking and number sense. It involves calculation without the use of external memory aids. Mental mathematics enables students to determine answers without paper and pencil. It improves computational fluency by developing efficiency, accuracy, and flexibility. Even more important than performing computational procedures or using calculators is the greater facility that students need - more than ever before - with estimation and mental mathematics (National Council of Teachers of Mathematics, May 2005). Students proficient with mental mathematics “become liberated from calculator dependence, build confidence in doing mathematics, become more flexible thinkers and are more able to use multiple approaches to problem solving” (Rubenstein, 2001). Mental mathematics “provides a cornerstone for all estimation processes offering a variety of alternate algorithms and non-standard techniques for finding answers” (Hope, 1988).

Estimation is a strategy for determining approximate values or quantities, usually by referring to benchmarks or using referents, or for determining the reasonableness of calculated values. Students need to know when to estimate, what strategy to use, and how to use it. Estimation is used to make mathematical judgments and develop useful, efficient strategies for dealing with situations in daily life.

Students need to develop both mental mathematics and estimation skills through context and not in isolation so they are able to apply them to solve problems. Whenever a problem requires a calculation, students should follow the decision-making process described below:



(NCTM)

Problem Solving [PS]

Learning through problem solving should be the focus of mathematics at all grade levels. When students encounter new situations and respond to questions of the type, “How would you. . . ?” or “How could you. . . ?” the problem-solving approach is being modelled. Students develop their own problem-solving strategies by being open to listening, discussing, and trying different strategies.

In order for an activity to be problem-solving based, it must ask students to determine a way to get from what is known to what is sought. If students have already been given ways to solve the problem, it is not

a problem, but practice. A true problem requires students to use prior learning in new ways and contexts. Problem solving requires and builds depth of conceptual understanding and student engagement.

Problem solving is also a powerful teaching tool that fosters multiple, creative, and innovative solutions. Creating an environment where students openly look for and engage in finding a variety of strategies for solving problems empowers students to explore alternatives and develops confident and cognitive mathematical risk takers.

Over time, numerous problem-solving strategies should be modelled for students, and students should be encouraged to employ various strategies in many problem-solving situations. While choices with respect to the timing of the introduction of any given strategy will vary, the following strategies should all become familiar to students:

- use estimation
- guess and check
- look for a pattern
- make an organized list or table
- use a model
- work backwards
- use a formula
- use a graph, diagram, or flow chart
- solve a simpler problem
- use algebra.

Reasoning [R]

Mathematical reasoning helps students think logically and make sense of mathematics. Students need to develop confidence in their abilities to reason and justify their mathematical thinking. High-order questions challenge students to think and develop a sense of wonder about mathematics. Mathematical experiences in and out of the classroom provide opportunities for inductive and deductive reasoning. Inductive reasoning occurs when students explore and record results, analyse observations, make generalizations from patterns, and test these generalizations. Deductive reasoning occurs when students reach new conclusions based upon what is already known or assumed to be true.

Technology [T]

Technology contributes to the learning of a wide range of mathematical outcomes and enables students to explore and create patterns, examine relationships, test conjectures, and solve problems.

Calculators and computers can be used to:

- explore and demonstrate mathematical relationships and patterns;
- organize and display data;
- extrapolate and interpolate;
- assist with calculation procedures as part of solving problems;
- decrease the time spent on computations when other mathematical learning is the focus;
- reinforce the learning of basic facts and test properties;
- develop personal procedures for mathematical operations;
- create geometric displays;
- simulate situations;
- develop number sense.

Technology contributes to a learning environment in which the growing curiosity of students can lead to rich mathematical discoveries at all grade levels. While technology can be used in K-3 to enrich learning, it is expected that students will meet all outcomes without the use of technology.

Visualization [V]

Visualization involves thinking in pictures and images, and the ability to perceive, transform, and recreate different aspects of the visual-spatial world. The use of visualization in the study of mathematics provides students with opportunities to understand mathematical concepts and make connections among them. Visual images and visual reasoning are important components of number, spatial, and measurement sense. Number visualization occurs when students create mental representations of numbers.

Being able to create, interpret, and describe a visual representation is part of spatial sense and spatial reasoning. Spatial visualization and reasoning enable students to describe the relationships among and between 3D objects and 2D shapes.

Measurement visualization goes beyond the acquisition of specific measurement skills. Measurement sense includes the ability to determine when to measure and when to estimate, and knowledge of several estimation strategies (Shaw & Cliatt, 1989).

Visualization is fostered through the use of concrete materials, technology, and a variety of visual representations.

➤ The Nature of Mathematics

Mathematics is one way of trying to understand, interpret, and describe our world. There are a number of components that define the nature of mathematics which are woven throughout this document. These components include **change, constancy, number sense, patterns, relationships, spatial sense, and uncertainty**.

Change

It is important for students to understand that mathematics is dynamic and not static. As a result, recognizing change is a key component in understanding and developing mathematics. Within mathematics, students encounter conditions of change and are required to search for explanations of that change. To make predictions, students need to describe and quantify their observations, look for patterns, and describe those quantities that remain fixed and those that change. For example, the sequence 4, 6, 8, 10, 12, ... can be described as:

- skip counting by 2s, starting from 4;
- an arithmetic sequence, with first term 4 and a common difference of 2; or
- a linear function with a discrete domain.

Constancy

Different aspects of constancy are described by the terms stability, conservation, equilibrium, steady state, and symmetry (AAAS–Benchmarks, 1993, p. 270). Many important properties in mathematics and science relate to properties that do not change when outside conditions change. Examples of constancy include the following:

- The area of a rectangular region is the same regardless of the methods used to determine the solution.
- The sum of the interior angles of any triangle is 180° .
- The theoretical probability of flipping a coin and getting heads is 0.5.

Some problems in mathematics require students to focus on properties that remain constant. The recognition of constancy enables students to solve problems involving constant rates of change, lines with constant slope, direct variation situations, or the angle sums of polygons.

Number Sense

Number sense, which can be thought of as intuition about numbers, is the most important foundation of numeracy (*The Primary Program*, B.C., 2000, p. 146). A true sense of number goes well beyond the skills of simply counting, memorizing facts, and the situational rote use of algorithms. Number sense develops when students connect numbers to real-life experiences, and use benchmarks and referents. This results in students who are computationally fluent, and flexible and intuitive with numbers. The evolving number sense typically comes as a by-product of learning rather than through direct instruction. However, number sense can be developed by providing rich mathematical tasks that allow students to make connections.

Patterns

Mathematics is about recognizing, describing, and working with numerical and non-numerical patterns. Patterns exist in all strands and it is important that connections are made among strands. Working with patterns enables students to make connections within and beyond mathematics. These skills contribute to students' interaction with and understanding of their environment. Patterns may be represented in concrete, visual, or symbolic form. Students should develop fluency in moving from one representation to another. Students must learn to recognize, extend, create, and use mathematical patterns. Patterns allow students to make predictions and justify their reasoning when solving routine and non-routine problems. Learning to work with patterns in the early grades helps develop students' algebraic thinking that is foundational for working with more abstract mathematics in higher grades.

Relationships

Mathematics is used to describe and explain relationships. As part of the study of mathematics, students look for relationships among numbers, sets, shapes, objects, and concepts. The search for possible relationships involves the collecting and analysing of data, and describing relationships visually, symbolically, orally, or in written form.

Spatial Sense

Spatial sense involves visualization, mental imagery, and spatial reasoning. These skills are central to the understanding of mathematics. Spatial sense enables students to interpret representations of 2D shapes and 3D objects, and identify relationships to mathematical strands. Spatial sense is developed through a variety of experiences and interactions within the environment. The development of spatial sense enables students to solve problems involving 2D shapes and 3D objects.

Spatial sense offers a way to interpret and reflect on the physical environment and its 3D or 2D representations. Some problems involve attaching numerals and appropriate units (measurement) to dimensions of objects. Spatial sense allows students to use dimensions and make predictions about the results of changing dimensions. For example:

- knowing the dimensions of an object enables students to communicate about the object and create representations;
- the volume of a rectangular solid can be calculated from given dimensions;
- doubling the length of the side of a square increases the area by a factor of four.

Uncertainty

In mathematics, interpretations of data and the predictions made from data may lack certainty. Events and experiments generate statistical data that can be used to make predictions. It is important to recognize that these predictions (interpolations and extrapolations) are based upon patterns that have a degree of uncertainty. The quality of the interpretation is directly related to the quality of the data. An awareness of uncertainty allows students to assess the reliability of data and data interpretation. Chance addresses the predictability of the occurrence of an outcome. As students develop their understanding of

probability, the language of mathematics becomes more specific and describes the degree of uncertainty more accurately.

Contexts for Learning and Teaching

The Prince Edward Island mathematics curriculum is based upon several key assumptions or beliefs about mathematics learning which have grown out of research and practice. These beliefs include:

- Mathematics learning is an active and constructive process.
- Learners are individuals who bring a wide range of prior knowledge and experiences, and who learn via various styles and at different rates.
- Learning is most likely to occur in meaningful contexts and in an environment that supports exploration, risk taking, and critical thinking, and that nurtures positive attitudes and sustained effort.
- Learning is most effective when standards of expectation are made clear with ongoing assessment and feedback.

Students are curious, active learners with individual interests, abilities, and needs. They come to classrooms with varying knowledge, life experiences, and backgrounds. A key component in successfully developing numeracy is making connections to these backgrounds and experiences.

Young children develop a variety of mathematical ideas before they enter school. They make sense of their environment through observations and interactions at home and in the community. Their mathematics learning is embedded in everyday activities, such as playing, reading, storytelling, and helping around the home. Such activities can contribute to the development of number and spatial sense in children. Initial problem solving and reasoning skills are fostered when children are engaged in activities such as comparing quantities, searching for patterns, sorting objects, ordering objects, creating designs, building with blocks, and talking about these activities. Positive early experiences in mathematics are as critical to child development as are early literacy experiences.

Students learn by attaching meaning to what they do, and they need to construct their own meaning of mathematics. This meaning is best developed when learners encounter mathematical experiences that proceed from the simple to the complex and from the concrete to the abstract. The use of models and a variety of pedagogical approaches can address the diversity of learning styles and developmental stages of students, and enhance the formation of sound, transferable, mathematical concepts. At all levels, students benefit from working with a variety of materials, tools, and contexts when constructing meaning about new mathematical ideas. Meaningful discussions can provide essential links among concrete, pictorial, and symbolic representations of mathematics.

The learning environment should value and respect the experiences and ways of thinking of all students, so that learners are comfortable taking intellectual risks, asking questions, and posing conjectures. Students need to explore problem-solving situations in order to develop personal strategies and become mathematically literate. Learners must be encouraged that it is acceptable to solve problems in different ways and realize that solutions may vary.

➤ **Connections across the Curriculum**

There are many possibilities for connecting Grade 3 mathematical learning with the learning occurring in other subject areas. Making connections between subject areas gives students experiences with transferring knowledge and provides rich contexts in which students are able to initiate, make sense of, and extend their learnings. When connections between subject areas are made, the possibilities for transdisciplinary inquiries and deeper understanding arise. When making such connections, however, teachers must be cautious not to lose the integrity of the learning in any of the subjects.

➤ **Homework**

Homework is an essential component of the mathematics program, as it extends the opportunity for students to think mathematically and to reflect on ideas explored during class time. The provision of this additional time for reflection and practice plays a valuable role in helping students to consolidate their learning.

Traditionally, homework has meant completing ten to twenty drill and practice questions relating to the procedure taught in a given day. With the increased emphasis on problem solving, conceptual understanding, and mathematical reasoning, however, it is important that homework assignments change accordingly. More assignments involving problem solving, mathematical investigations, written explanations and reflections, and data collection should replace some of the basic practice exercises given in isolation. In fact, a good problem can sometimes accomplish more than many drill-oriented exercises on a topic.

As is the case in designing all types of homework, the needs of the students and the purpose of the assignment will dictate the nature of the questions included. Homework need not be limited to reinforcing learning; it provides an excellent opportunity to revisit topics explored previously and to introduce new topics before teaching them in the classroom. Homework provides an effective way to communicate with parents and provides parents an opportunity to be actively involved in their child's learning. By ensuring that assignments model classroom instruction and sometimes require parental input, a teacher can give a parent clearer understanding of the mathematics curriculum and of the child's progress in relationship to it. As Van de Walle (1994, p. 454) suggests, homework can serve as a parent's window to the classroom.

➤ **Diversity in Student Needs**

Every class has students at many different cognitive levels. Rather than choosing a certain level at which to teach, a teacher is responsible for tailoring instruction to reach as many of these students as possible. In general, this may be accomplished by assigning different tasks to different students or assigning the same open-ended task to most students. Sometimes it is appropriate for a teacher to group students by interest or ability, assigning them different tasks in order to best meet their needs. These groupings may last anywhere from minutes to semesters, but should be designed to help all students (whether strong, weak or average) to reach their highest potential. There are other times when an appropriately open-ended task can be valuable to a broad spectrum of students. For example, asking students to make up an equation for which the answer is 5 allows some students to make up very simple equations while others can design more complex ones. The different equations constructed can become the basis for a very rich lesson from which all students come away with a better understanding of what the solution to an equation really means.

➤ Gender and Cultural Equity

The mathematics curriculum and mathematics instruction must be designed to equally empower both male and female students, as well as members of all cultural backgrounds. Ultimately, this should mean not only that enrolments of students of both genders and various cultural backgrounds in public school mathematics courses should reflect numbers in society, but also that representative numbers of both genders and the various cultural backgrounds should move on to successful post-secondary studies and careers in mathematics and mathematics-related areas.

➤ Mathematics for EAL Learners

The Prince Edward Island mathematics curriculum is committed to the principle that learners of English as an additional language (EAL) should be full participants in all aspects of mathematics education. English deficiencies and cultural differences must not be barriers to full participation. All students should study a comprehensive mathematics curriculum with high-quality instruction and co-ordinated assessment.

The *Principles and Standards for School Mathematics* (NCTM, 2000) emphasizes communication “as an essential part of mathematics and mathematics education (p.60).” The *Standards* elaborate that all students, and EAL learners in particular, need to have opportunities and be given encouragement and support for speaking, writing, reading, and listening in mathematics classes. Such efforts have the potential to help EAL learners overcome barriers and will facilitate “communicating to learn mathematics and learning to communicate mathematically” (NCTM, p.60).

To this end:

- schools should provide EAL learners with support in their dominant language and English language while learning mathematics;
- teachers, counsellors, and other professionals should consider the English-language proficiency level of EAL learners as well as their prior course work in mathematics;
- the mathematics proficiency level of EAL learners should be solely based on their prior academic record and not on other factors;
- mathematics teaching, curriculum, and assessment strategies should be based on best practices and build on the prior knowledge and experiences of students and on their cultural heritage;
- the importance of mathematics and the nature of the mathematics program should be communicated with appropriate language support to both students and parents;
- to verify that barriers have been removed, educators should monitor enrolment and achievement data to determine whether EAL learners have gained access to, and are succeeding in, mathematics courses.

➤ Education for Sustainable Development

Education for sustainable development (ESD) involves incorporating the key themes of sustainable development - such as poverty alleviation, human rights, health, environmental protection, and climate change - into the education system. ESD is a complex and evolving concept and requires learning about these key themes from a social, cultural, environmental, and economic perspective, and exploring how those factors are interrelated and interdependent.

With this in mind, it is important that all teachers, including mathematics teachers, attempt to incorporate these key themes in their subject areas. One tool that can be used is the searchable on-line database

Resources for Rethinking, found at <http://r4r.ca/en>. It provides teachers with access to materials that integrate ecological, social, and economic spheres through active, relevant, interdisciplinary learning.

Assessment and Evaluation

Assessment and evaluation are essential components of teaching and learning in mathematics. The basic principles of assessment and evaluation are as follows:

- Effective assessment and evaluation are essential to improving student learning.
- Effective assessment and evaluation are aligned with the curriculum outcomes.
- A variety of tasks in an appropriate balance gives students multiple opportunities to demonstrate their knowledge and skills.
- Effective evaluation requires multiple sources of assessment information to inform judgments and decisions about the quality of student learning.
- Meaningful assessment data can demonstrate student understanding of mathematical ideas, student proficiency in mathematical procedures, and student beliefs and attitudes about mathematics.

Without effective assessment and evaluation it is impossible to know whether students have learned, or teaching has been effective, or how best to address student learning needs. The quality of the assessment and evaluation in the educational process has a profound and well-established link to student performance. Research consistently shows that regular monitoring and feedback are essential to improving student learning. What is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others.

➤ Assessment

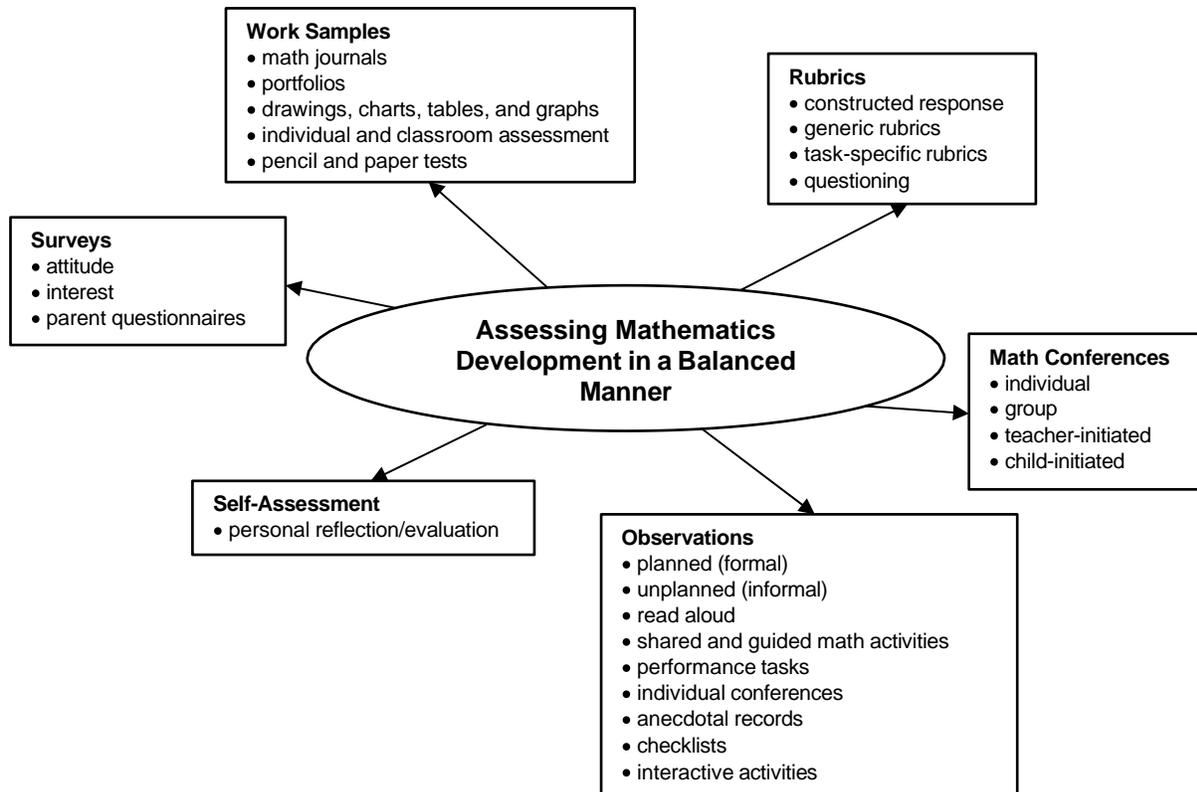
Assessment is the systematic process of gathering information on student learning. To determine how well students are learning, assessment strategies have to be designed to systematically gather information on the achievement of the curriculum outcomes. Teacher-developed assessments have a wide variety of uses, such as:

- providing feedback to improve student learning;
- determining if curriculum outcomes have been achieved;
- certifying that students have achieved certain levels of performance;
- setting goals for future student learning;
- communicating with parents about their children's learning;
- providing information to teachers on the effectiveness of their teaching, the program, and the learning environment;
- meeting the needs of guidance and administration.

A broad assessment plan for mathematics ensures a balanced approach to summarizing and reporting. It should consider evidence from a variety of sources, including:

- | | |
|------------------------------------|------------------------------|
| • formal and informal observations | • portfolios |
| • work samples | • learning journals |
| • anecdotal records | • questioning |
| • conferences | • performance assessment |
| • teacher-made and other tests | • peer- and self-assessment. |

This balanced approach for assessing mathematics development is illustrated in the diagram below.



There are three interrelated purposes for classroom assessment: assessment *as* learning, assessment *for* learning, and assessment *of* learning. Characteristics of each type of assessment are highlighted below.

Assessment *as* learning is used:

- to engage students in their own learning and self-assessment;
- to help students understand what is important in the mathematical concepts and particular tasks they encounter;
- to develop effective habits of metacognition and self-coaching;
- to help students understand themselves as learners - *how* they learn as well as *what* they learn - and to provide strategies for reflecting on and adjusting their learning.

Assessment *for* learning is used:

- to gather and use ongoing information in relation to curriculum outcomes in order to adjust instruction and determine next steps for individual learners and groups;
- to identify students who are at risk, and to develop insight into particular needs in order to differentiate learning and provide the scaffolding needed;
- to provide feedback to students about how they are doing and how they might improve;

- to provide feedback to other professionals and to parents about how to support students' learning.

Assessment of learning is used:

- to determine the level of proficiency that a student has demonstrated in terms of the designated learning outcomes for a unit or group of units;
- to facilitate reporting;
- to provide the basis for sound decision-making about next steps in a student's learning.

➤ Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered. Evaluation involves teachers and others in analyzing and reflecting upon information about student learning gathered in a variety of ways.

This process requires:

- developing clear criteria and guidelines for assigning marks or grades to student work;
- synthesizing information from multiple sources;
- weighing and balancing all available information;
- using a high level of professional judgment in making decisions based upon that information.

➤ Reporting

Reporting on student learning should focus on the extent to which students have achieved the curriculum outcomes. Reporting involves communicating the summary and interpretation of information about student learning to various audiences who require it. Teachers have a special responsibility to explain accurately what progress students have made in their learning and to respond to parent and student inquiries about learning. Narrative reports on progress and achievement can provide information on student learning which letter or number grades alone cannot. Such reports might, for example, suggest ways in which students can improve their learning and identify ways in which teachers and parents can best provide support. Effective communication with parents regarding their children's progress is essential in fostering successful home-school partnerships. The report card is one means of reporting individual student progress. Other means include the use of conferences, notes, and phone calls.

➤ Guiding Principles

In order to provide accurate, useful information about the achievement and instructional needs of students, certain guiding principles for the development, administration, and use of assessments must be followed. The document *Principles for Fair Student Assessment Practices for Education in Canada* (1993) articulates five fundamental assessment principles, as follows:

- Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.
- Students should be provided with sufficient opportunity to demonstrate the knowledge, skills, attitudes, or behaviours being assessed.
- Procedures for judging or scoring student performance should be appropriate for the assessment method used and be consistently applied and monitored.

- Procedures for summarizing and interpreting assessment results should yield accurate and informative representations of a student's performance in relation to the curriculum outcomes for the reporting period.
- Assessment reports should be clear, accurate, and of practical value to the audience for whom they are intended.

These principles highlight the need for assessment which ensures that:

- the best interests of the student are paramount;
- assessment informs teaching and promotes learning;
- assessment is an integral and ongoing part of the learning process and is clearly related to the curriculum outcomes;
- assessment is fair and equitable to all students and involves multiple sources of information.

While assessments may be used for different purposes and audiences, all assessments must give each student optimal opportunity to demonstrate what he/she knows and can do.

Structure and Design of the Curriculum Guide

The learning outcomes in the Prince Edward Island mathematics curriculum are organized into four strands across the grades K-9. They are **Number, Patterns and Relations, Shape and Space,** and **Statistics and Probability**. These strands are further subdivided into sub-strands, which are the general curriculum outcomes (GCOs). They are overarching statements about what students are expected to learn in each strand or sub-strand from grades K-9.

Strand	General Curriculum Outcome (GCO)
Number (N)	Number: Develop number sense.
Patterns and Relations (PR)	Patterns: Use patterns to describe the world and solve problems.
	Variables and Equations: Represent algebraic expressions in multiple ways.
Shape and Space (SS)	Measurement: Use direct and indirect measure to solve problems.
	3D Objects and 2D Shapes: Describe the characteristics of 3D objects and 2D shapes, and analyze the relationships among them.
	Transformations: Describe and analyze position and motion of objects and shapes.
Statistics and Probability (SP)	Data Analysis: Collect, display, and analyze data to solve problems.
	Chance and Uncertainty: Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Each general curriculum outcome is then subdivided into a number of specific curriculum outcomes (SCOs). Specific curriculum outcomes are statements that identify the specific skills, understandings, and knowledge students are required to attain by the end of a given grade.

Finally, each specific curriculum outcome has a list of achievement indicators that are used to determine whether students have met the corresponding specific outcome.

The first two pages for each outcome contain the following information:

- the corresponding **strand** and **General Curriculum Outcome**;
- the **Specific Curriculum Outcome(s)** and the mathematical **processes** which link this content to instructional methodology;
- the **scope and sequence** of concept development related to this outcome(s) from grades 2 - 4;
- a list of **achievement indicators**; and
 - Students who have achieved a particular outcome should be able to demonstrate their understanding in the manner specified by the achievement indicators. It is important to remember, however, that these indicators are not intended to be an exhaustive list for each outcome. Teachers may choose to use additional indicators as evidence that the desired learning has been achieved.
- an **elaboration** of the outcome.

The last two pages for each outcome contain lists of **instructional strategies** and **strategies for assessment**.

The primary use of this section of the guide is as an **assessment for learning** (formative assessment) tool to assist teachers in planning instruction to improve learning. However, teachers may also find the ideas and suggestions useful in gathering **assessment of learning** (summative assessment) data to provide information on student achievement.

The **Mental Math Guide**, which outlines the **Fact Learning, Mental Computation and Estimation** strategies for this grade level, can be found at learn.edu.pe.ca. Included is an **Overview of the Thinking Strategies in Mental Math** for grades one to six complete with a description of each strategy as well as a scope and sequence table of the strategies for the elementary grades.

NUMBER

SPECIFIC CURRICULUM OUTCOMES

- 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.**
- 3.N2 – Represent and describe numbers to 1000, concretely, pictorially and symbolically.**
- 3.N3 – Compare and order numbers to 1000.**
- 3.N4 – Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000**
- 3.N5 – Describe and apply mental mathematics strategies for adding two 2-digit numerals.**
- 3.N6 – Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.**
- 3.N7 – Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.**
- 3.N8 – Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals).**
- 3.N9 – 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).**
- 3.N10 – Demonstrate an understanding of multiplication to products of 36 with single digit factors.**
- 3.N11 – Demonstrate an understanding of division (related multiplication to products of 36 with single digit factors).**
- 3.N12 – 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.**

SCO: **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.

[C, CN, ME]

[C] Communication
[T] Technology

[PS] Problem Solving
[V] Visualization

[CN] Connections
[R] Reasoning

[ME] Mental Math/Estimation

Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.N1 Say the number sequence from 0 to 100 by:</p> <ul style="list-style-type: none"> • 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively • 10s using starting points from 1 to 9 • 2s starting from 1. 	<p>3.N1 Say the number sequence forward and backward from 0 to 1000 by:</p> <ul style="list-style-type: none"> • 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. 	

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. extend a given skip counting sequence by 5s, 10s or 100s, forward and backward, using a given starting point;
- B. extend a given skip counting sequence by 3s, forward and backward, starting at a given multiple of 3;
- C. extend a given skip counting sequence by 4s, forward and backward, starting at a given multiple of 4;
- D. extend a given skip counting sequence by 25s, forward and backward, starting at a given multiple of 25;
- E. identify and correct errors and omissions in a given skip counting sequence; and
- F. identify and explain the skip counting pattern for a given number sequence.

SCO: **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.**

[C, CN, ME]

Elaboration

In grade 3, students are continuing to develop an understanding of number and counting. A focus on skip counting in the early years helps them recognize and apply the patterns in our place value system and prepares them for later work involving money (Small, 2008, p. 86). Skip counting by 2s, 3s, 4s and 25s, is a cornerstone for later multiplicative reasoning.

This year, students counting experiences will include numbers to 1000. Extending the place value pattern beyond 100 may be initially challenging for many students. Some may be unaware that the tens sequence repeats within each hundred (110, 120, 130, 140...) and will be uncertain about the pattern when it bridges a decade (e.g., 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111...). Students will need many opportunities to construct this understanding of place value. Experiences with identifying and correcting errors and omissions in a given skip counting sequence or recognizing and explaining the skip counting pattern for a given number sequence will help to reinforce the development of these concepts.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 1, Lesson 4, pp. 15–17
- Unit 1, Lesson 8, pp. 28–31
- Unit 2, Lesson 1, pp. 38–41
- Unit 2, Lesson 6, pp. 54–57
- Unit 2, Lesson 7, pp. 58–61
- Unit 2, Lesson 9, pp. 65–67
- Unit 2, Unit Problem, pp. 78, 79

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

SCO: 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.**

[C, CN, ME]

Instructional Strategies

Consider the following strategies when planning lessons:

- Give students frequent opportunities to count materials (large quantities) in a variety of ways.
- Highlight the numbers on a number line or hundred charts that occur when skip counting and ask students to describe the patterns they see. Ensure that the numbers extend beyond 100.
- Provide students with multiple experiences counting both forward and backward, with various starting points.
- Use the calculator constant feature to count by 3s, 4s, 5s, 10s, 25s, and 100s. Ask the student to predict what number will come next, before it appears on the display.

Note: Many calculators have a constant feature which enables students to explore skip counting patterns. For example, if counting by 4s, enter the following sequence into the calculator: $4 + = = =$. Each time the equal sign is pressed, a multiple of 4 will appear. The same feature can be used for backwards counting by 4s starting from a number which is a multiple of four, e.g., $712 - 4 = = =$.

Suggested Activities

- Provide students with a hundred chart (1-100, 101-200, etc.) and have them colour in the pattern for a given skip counting sequence.
- Provide students with many number patterns to encourage skip counting; for example:
 - 25, 50, , , 125, ,
 - 652, , 452, , 252,
 - 95, 90, , , 75, , ,
- Have students identify and correct the error in a given skip counting sequence, such as:
 - 12, 16, 21, 24, 28, 32
 - 27, 30, 33, 35, 39, 42
- Provide coins for the students. Ask: Can you use 6 coins to make \$1.00? Can you make a total of \$1.45 with only 6 coins? What are the coins? This activity could be extended to use bills.
- Provide students with play coins. Tell them that you have, for example, 5 coins in your hand that total 81 cents. Ask: What coins am I holding? (This is a problem situation and may require time.)
- Have students count beans in a jar. Ask them how they grouped the beans (e.g., by 2s, 5s, 10s) for ease of counting.
- Use the repeat (constant) function (press 0, +, 25, =, =, =, ...) on the calculator to skip count to a target number. For example, if you start at 0 and want to end at 400, by which number(s) could you skip count? (4, 5, 10, 25, 100) What if you started at a different point? What if you wanted to end at a different point?
- Play "What's in the Can?" Tell the student that you are going to drop nickels (or dimes or quarters) into a can. Have the student listen as the coins drop and count to find the total. As an extension, tell the student that there is, for example, 45 cents in the can. Tell him/her that you are going to add nickels (or dimes) and ask him/her to keep track to find the total.

SCO: 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.**

[C, CN, ME]

Assessment Strategies

- Begin to count, “25, 50, 75, 100, 125, 150.” Ask the student to continue to count to 500 by 25s.
- Provide students with a number of beans (e.g., 60). Ask the student to separate the beans from the pile as he/she counts them by 3s, then by 4s.
- Ask: Why do you say fewer numbers when counting to 100 by 10s than when counting by 5s?
- Tell the student to decide which starting point, 6 or 7, is easier when counting by 3s. Ask the student to explain his/her choice.
- Write and say, “25, 50, 60, 65, 70.” Ask: What coins am I counting?
- Give the student 4 quarters, 3 dimes, 2 nickels and 6 pennies. Ask him/her to count the coins to find if an item costing \$3 can be bought.
- Have students count by 5s until they reach sixty. Ask: What other numbers can you count by and still land on 60?
- Have students skip count following directions, such as:
 - Start at 95 and count forward by 5s to 140.
 - Start at 349 and count by 100s without going over 1000 but get as close as you can.
 - Start at 450 and count backward by 25s until you reach 250.

SCO: **3.N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.**
[C, CN, V]

[C] Communication
[T] Technology

[PS] Problem Solving
[V] Visualization

[CN] Connections
[R] Reasoning

[ME] Mental Math
and Estimation

Scope and Sequence

Grade Two	Grade Three	Grade Four
2.N4 Represent and describe numbers to 100, concretely, pictorially and symbolically.	3N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.	4N1 Represent and describe whole numbers to 10 000, concretely, pictorially and symbolically.

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. read a given three-digit numeral without using the word “and,” e.g., 321 is *three hundred twenty-one*, not *three hundred AND twenty-one*;
- B. read a given number word (0 to 1000);
- C. represent a given number as an expression, e.g., 300 – 50 for 250 or $230 + 2$;
- D. represent a given number using manipulatives, such as base ten materials, in multiple ways;
- E. represent a given number pictorially;
- F. write number words for given multiples of ten to 90; and
- G. write number words for given multiples of hundred to 900.

SCO: **3.N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.**
[C, CN, V]

Elaboration

At this stage in their number sense development, it is not uncommon for many students to ignore 0 as a placeholder in multi-digit numbers. For example, some may record 67 for *six hundred seven*. It is, therefore, essential that students have many opportunities to represent numbers using a variety of concrete materials and models to emphasize the fact that each position in a number has a place-value name and that these names determine the value of each digit in a multi-digit whole number.

Students who have a deep understanding of numbers up to 1000 will be able to partition numbers in flexible ways. For example, they will know that 750 is the same as $700 + 25 + 25$ or $500 + 200 + 30 + 20$ etc. They will also know that each of these “parts” can be further broken down as required.

Students will also represent and describe numbers as expressions. An expression is a mathematical phrase made up of numbers connected by an operation. For example, $60 + 40$ and $150 - 50$ are both expressions to represent 100.

When reading multi-digit numbers, it is important to remember that the word “*and*” is used when reading *decimal numbers*. For example, beginning in grade 4, a number such as 1.3 is read as “*one and three tenths*”, not “*one decimal three*” or “*one point three*”. A whole number such as 205 is read as “*two hundred five*”.

It should also be noted that when recording 4-digit numbers up to 9999, there is no space or comma between the thousands and hundreds place (e.g., 1000 not 1 000, nor 1,000). Although the focus in grade 3 is on numbers up to 1000, students in a *rich* classroom environment may explore numbers with five or more digits and should understand that these numbers are recorded with a space between the thousands and hundreds place (e.g., 10 000).

Students will also learn to write the number words for the multiples of ten and multiples of one hundred. However, while correct spelling of these words should be encouraged, it is not the ultimate intent of this outcome.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 2, Lesson 3, pp. 45–47
- Unit 2, Lesson 4, pp. 48, 49
- Unit 2, Lesson 8, pp. 62–64
- Unit 2, Lesson 11, pp. 72–74
- Unit 2, Unit Problem, pp. 78, 79
- Unit 7, Lesson 6, pp. 260, 261

SCO: **3.N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.**
[C, CN, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Ensure students have many opportunities to use a variety of concrete materials.
- Have a math word wall available for students to assist with the correct spelling of number words.
- Provide students with frequent opportunities to represent numbers using words, pictures and symbols.
- Have students create different expressions for the same numbers.

Suggested Activities

- Invite students to create a “thousand” chart by writing the number sequence in ten blank hundred grids.
- Ask students to find examples from newspapers, magazines, internet, etc., where numbers up to 1000 are used and to represent these numbers pictorially.
- Have students rename a number less than 1000 as the sum of other numbers.
- Draw a line labeled 0 and 100 at opposite ends (or 200 and 400, 100 and 600 etc.). Mark a few different points on this line and ask students what number they think each point might be and why they think that.
- Have students create and solve number riddles such as “I have written a secret number between 600 and 800. It is an odd number. What might it be?”
- Use literature to provide a context for the number 1000. For example, “*How Much, How Many, How Far, How Heavy, How Long, How Tall, is 1000?*” by Helen Nolan.
- Ask students to record a series of numbers that are read to them. Include examples of numbers that contain a zero.
- Ask students to *read* a number represented by an *informal* arrangement of base ten materials.

SCO: 3.N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.
[C, CN, V]

Assessment Strategies

- Ask students to rearrange the digits 1, 4 and 5 to create the number that is closest to 500.
- Provide students with a number line (0-1000) and have them place benchmark numbers such 250, 500, 750.
- Ask students, “How many numbers can you make using 3 digits (for example 2, 3 and 4) if you only use each digit once in each number”.
- Ask students to record numbers read orally, both symbolically and with words, making sure to include numbers that have a zero.
- Have students work with a partner and record a number with words, exchange with their partner, record that number symbolically then say that number to their partner.
- Ask students, “Which of the following expressions represent 360?”

$200+160$	$380-30$	$400-40$
$260+75+25$	$357+4$	$260+100$

SCO: 3.N3 Compare and order numbers to 1000.
[CN, R, V]

[C] Communication
[T] Technology

[PS] Problem Solving
[V] Visualization

[CN] Connections
[R] Reasoning

[ME] Mental Math
and Estimation

Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.N3 Describe order or relative position using ordinal numbers (up to tenth).</p> <p>2.N5 Compare and order numbers up to 100.</p>	<p>3.N3 Compare and order numbers to 1000.</p>	<p>4.N2 Compare and order numbers to 10 000.</p>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. place a given set of numbers in ascending or descending order and verify the result by using a hundred chart, e.g., a one hundred chart, a two hundred chart, a three hundred chart, a number line or by making references to place value;
- B. create as many different 3-digit numerals as possible, given three different digits. Place the numbers in ascending or descending order;
- C. identify errors in a given ordered sequence;
- D. identify missing numbers in isolated parts of a given hundred chart (include charts beyond 100); and
- E. identify errors in a given hundred chart (include charts beyond 100).

SCO: **3.N3: Compare and order numbers to 1000.**
[CN, R, V]

Elaboration

Students should be able to read, write, compare and order two or more whole numbers, each less than 1000. Early instructional strategies will include situations involving hundreds charts and number lines, but then gradually progress towards the use of *place value positional names* in determining relative sizes. For example, to compare 667 and 607, students should notice that both numbers have 6 hundreds, but that the 667 is greater than 607 because it has more tens in the tens place. The numbers could also be compared by considering their relative position in the counting sequence: 667 comes after 607, so 667 is greater than 607.

Students should also be able to name numbers *greater than*, *less than*, or *between* given numbers and be able to arrange numbers in *ascending* and *descending* order.

In grade 3, the symbols “<” and “>” are introduced to represent the relative size of two numbers. The instructional emphasis, however, should be on using the phrases *greater than* and *less than* rather than these symbols when comparing numbers.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 2, Lesson 5, pp. 50–53

SCO: 3.N3 Compare and order numbers to 1000.

[CN, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Have students plot numbers on an open number line (horizontal and vertical) to show their relative positions. Have students share their thinking.
- Give the student some prepared cards with 3-digit numbers on them. Ask him/her to order the number cards in ascending and descending order.
- Show the students two numbers (e.g. 501 and 398) and ask which is greater. Have the students explain their answers. Encourage them to use base ten blocks and place value language in their explanations.
- Give students many opportunities to explore the magnitude of similar digits. Example: How are the digits in 777 similar? How are they different?

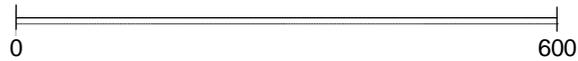
Suggested Activities

- Prepare a deck of number cards that contain both 2- and 3-digit numbers. Have the students deal all the cards face down to the players. Have each player turn the top card over; the one who has the greater (greatest) number “wins” both or all the cards in play. The winner is the one who has collected the most cards when all the cards are turned over.
- Provide a set of cards (10 to 15) with each card having a 2- or 3-digit number on it. Ask the student to order the number cards from least to greatest and to explain how he/she determined the relative number size.
- Have students use a prepared deck of 40 number cards (4 sets of 0 to 9). Have the student select three or four of the cards and arrange them to make the greatest possible number and the least possible number. Ask the student to model these numbers.
- As a class activity, repeatedly roll a die and have the students fill in the digits, one at a time, on a place-value chart. Alternate by having them try to make the greatest number or the least number. Model the task by placing your digits on an overhead chart or interactive whiteboard. Regularly ask questions such as, “What do you need? What don’t you want me to roll?”
- Play “Guess My Number”, in partners, with numbers less than 1000. Use *greater than*, *less than* in the response (e.g., “Is your number 489?” “No. My number is greater than that.”). Continue the game until the number is guessed and then change roles and have the other partner guess.
- Give each of two students a spinner with 10 numbers that are in the hundreds (e.g., 345, 354, 381, 309, 608, 680, 853, 835, 903, and 930). Have them spin at the same time. The one who spins the higher number gets a token. The students play until someone has gathered 10 tokens. Select numbers according to the students’ level of understanding.

SCO: **3.N3 Compare and order numbers to 1000.**
[CN, R, V]

Assessment Strategies

- Ask the student to use models to show why 243 is less than 324.
- Ask the student to find a number between 312 and 387 that can be represented using 8 base ten blocks.
- Ask: What do you do to compare the size of two numbers?
- Ask: Why are there more numbers greater than 123 than less than 123?
- Ask the student to write a number that is:
 - greater than 165 but less than 200
 - a little less than 300
 - between 463 and 474
 - greater than 348 but less than 360, etc.
- Ask the student to explain why a 3-digit number is always greater than a 2-digit number.
- Ask the student to select five numbers between 600 and 630, and to write them in increasing order.
- Provide number lines for students and ask them to estimate where some numbers might lie, and to give their reasoning; for example, 465.



SCO: 3.N4 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.
[C, CN, R, V]

[C] Communication
[T] Technology

[PS] Problem Solving
[V] Visualization

[CN] Connections
[R] Reasoning

[ME] Mental Math
and Estimation

Scope and Sequence

Grade Two	Grade Three	Grade Four
2.N7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	3.N4 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	4.N1 Represent and describe whole numbers to 10 000, pictorially and symbolically.

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. record, in more than one way, the number represented by given proportional and non-proportional concrete materials;
- B. represent a given number in different ways using proportional and non-proportional concrete materials and explain how they are equivalent, e.g., 351 can be represented as three 100s, five 10s and one 1s, or two 100s, fifteen 10s and one 1s, or three 100s, four 10s and eleven 1s;
- C. explain, and show with counters, the meaning of each digit for a given 3-digit numeral with all digits the same, e.g., for the numeral 222, the first digit represents two hundreds (two hundred counters) the second digit represents two tens (twenty counters) and the third digit represents two ones (two counters); and
- D. record a number represented by base ten blocks arranged informally (not grouped L to R from highest to lowest values).

SCO: **3.N4: Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.**
[C, CN, R, V]

Elaboration

In grade 3, students will come to understand that there is a constant multiplicative relationship between the place values in a multi-digit number; i.e., from R to L, the value increases by powers of 10.

As they develop a deeper understanding of numbers to 1000, students will be able to compose and decompose numbers in more flexible ways. For example, they will begin to recognize 842 as *84 tens and 2 ones* or *8 hundreds and 42 ones* or $800 + 40 + 2$, or $500 + 300 + 20 + 20 + 2$, etc.).

Many problems that children later encounter with place-value concepts are believed to stem from inadequate attention to place-value activities in the early grades. Students need many opportunities to explore the place value of the digits in a number using *proportional* models i.e., the model for 100, is *physically* ten times the size of the model for 10. Examples would include popsicle sticks and rubber bands, beans and cups, linking cubes etc. Students should proceed from this kind of *groupable* proportional model to a “pre-grouped” proportional model such as base ten blocks, math racks, ten frames and Cuisenaire® rods. An example of a *non-proportional* model would be money in which, for example, a “Loonie” is not ten times the size of a dime, even though it is ten times greater in value.

Many comprehensive reviews of the research into the use of mathematical models have concluded that student understanding and achievement is increased as a result of long-term exposure to mathematical models. It is important to remember, however, that it depends on how the models are used in the classroom. In themselves, mathematical models *do not teach* but, in concert with good teaching, make a great deal of difference.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 2, Lesson 2, pp. 42–44
- Unit 7, Lesson 6, pp 260, 261

SCO: **3.N4 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.**
[C, CN, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Ensure students have opportunities to use both proportional and non-proportional concrete materials.
- Have students represent the same number with different partitions. For example, 254 can be represented using 2 hundred dollar bills and 54 loonies or 1 hundred dollar bill, 15 ten dollar bills and 4 loonies.
- Provide multiple opportunities for students to show they understand that the position of a digit within a number determines its value.

Suggested Activities

- Ask student to record the number that is made up of 15 tens and 15 ones.
- Ask students to record the value of the base ten blocks shown:



- Ask students to build a model or draw a picture using base ten blocks. Ask: What is the value of the drawing or model?
- Have students create non-proportional concrete models and explain their values.
- Ask students to write as many numbers as possible with an 8 in the tens place.
- Give each group of students 12 base ten rods and 16 units. Have them record the number the blocks represent.
- Ask the students to model 507 in a variety of ways.
- Have students model numbers such as 421 and 139. Discuss which number has more tens, and how they know. Students should recognize that 421 has more tens, although has a smaller digit in the tens place.
- Ask the students to enter a certain number on a calculator (e.g., 235). Ask: How can you, without clearing the calculator, make the number 255? (35? 205? 261?).
- Ask students to record a specific 4-digit number, e.g., 3247 (or enter it into a calculator). Now, challenge them to remove one of the digits by performing only one operation. For example: to remove the value of the 2 from the number 3247, the student would need to subtract 200.

SCO: 3.N4 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.
[C, CN, R, V]

Assessment Strategies

- Ask the student to describe 324 without using the word “hundred” (e.g., thirty-two tens, four).
- Ask the student to show that 132 is 13 tens and 2 ones.
- Ask the student to describe 1000 in as many ways as they can.
- Ask the student to explain using words, numbers, and/or pictures how they know that 1000 is the same as 100 tens.
- Ask how 480 and 680 are the same and how they are different.

<p>SCO: 3.N5 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; and • using doubles. <p>SCO: 3.N6 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; • using doubles; and • thinking of addition. <p>[C, ME, PS, R, V]</p>
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[C] Communication	[PS] Problem Solving	[CN] Connections	[ME] Mental Math and Estimation
[T] Technology	[V] Visualization	[R] Reasoning	

Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.N10 Apply mental mathematics strategies, such as: using doubles; making 10; one more, one less; two more, two less; building on a known double; addition for subtraction to determine basic addition facts to 18 and related subtraction facts.</p>	<p>3.N5 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, and using doubles.</p> <p>3.N6 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, using doubles, and thinking of addition.</p>	<p>4.N3 Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: using personal strategies for adding and subtracting; estimating sums and differences; solving problems involving addition and subtraction.</p>

Achievement Indicators

Students who have achieved these outcomes should be able to:

3.N5

- A. add two given 2-digit numbers using a mental mathematics strategy and explain or illustrate the strategy;
- B. explain how to use the “adding from left to right” strategy, e.g., to determine the sum of $23 + 46$, think $20 + 40$ and $3 + 6$;
- C. explain how to use the “taking one addend to the nearest multiple of ten” strategy, e.g., to determine the sum of $28 + 47$, think $30 + 47 - 2$ or $50 + 28 - 3$;
- D. explain how to use the “using doubles” strategy, e.g., to determine the sum of $24 + 26$, think $25 + 25$; for $25 + 26$, think $25 + 25 + 1$; and
- E. apply a mental mathematics strategy for adding two given 2-digit numerals.

3.N6

- A. subtract two given 2-digit numerals using a mental mathematics strategy and explain or model the strategy used;
- B. explain how to use the “taking the subtrahend to the nearest multiple of ten” and then compensating strategy, e.g., to determine the difference of $48 - 19$, think $48 - 20 + 1$;
- C. explain how to use the “thinking of addition” strategy, e.g., to determine the difference of $62 - 45$, a student might think $45 + 5$, then $50 + 12$ and then $5 + 12$. Using an open number line is helpful with this strategy;
- D. explain how to use the “using doubles” strategy, e.g., to determine the of $24 - 12$, think $12 + 12$; and
- E. apply a mental mathematics strategy for subtracting two given 2-digit numerals.

SCO: **3.N5 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; and
- using doubles.

SCO: **3.N6 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;
- using doubles; and
- thinking of addition.

[C, ME, PS, R, V]

Elaboration

When a problem requires an exact answer, students should first determine if they are able to calculate it mentally. This should become an automatic response. Situations must be regularly provided to ensure that students have sufficient practice with mental math strategies and that they use their skills as required. Using mental math will focus a student on the relationships between numbers and operations rather than relying on completing a traditional algorithm. For example, students might solve $49 + 99$ mentally by adding 100 to 49, then subtracting 1. This method involves using benchmark numbers then compensating by adding or subtracting, whichever operation is necessary. Presenting appropriate practice items horizontally rather than vertically will encourage students to look to the numbers first and think about them in terms of their place values.

Students will develop, apply and describe mental math strategies to add and subtract two 2-digit numbers. Computational strategies that students should be introduced to include those listed in this outcome but are not limited to these alone. Some students may have already other, more sophisticated, thinking strategies that they use regularly.

Instruction of these two outcomes can take place together by teaching the nearest multiple of ten strategy for both addition and subtraction. Next, the using doubles strategy for addition and subtraction can be taught, rather than all of the addition strategies then all the subtraction strategies.

3.N5: This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 3, Lesson 5, pp. 96–99
- Unit 3, Lesson 6, pp. 100, 101
- Unit 3, Lesson 13, pp. 124, 125
- Unit 3, Unit Problem, pp. 128, 129

3.N6: This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 3, Lesson 9, pp. 110-113
- Unit 3, Lesson 10, pp.114-115
- Unit 3, Unit Problem, pp. 128, 129

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

SCO: 3.N5 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; and
- using doubles.

SCO: 3.N6 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as:

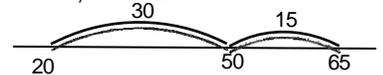
- taking the subtrahend to the nearest multiple of ten and then compensating;
- using doubles; and
- thinking of addition.

[C, ME, PS, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Ensure students recognize that mental math is an approach that they should use daily whenever they are required to calculate to solve a problem.
- Require that students know addition and subtraction facts to 18 with automaticity as described in outcome N10.
- Review “making a ten” with students. For example, for $28 + 4$, one might think 28 and 2 make 30, and 2 more is 32. This can be extended to 2-digit numbers. For example, for $38 + 24$, 38 plus 20 is 58, and 2 more is 60, plus 2 is 62.
- Have students add two 2-digit numbers using the front-end approach, and explain their thinking. For example, $24 + 31$. Students might say, “20 and 30 makes 50. 54, 55 - the answer is 55.”
- Relate addition to subtraction regularly, so students are better able to use this understanding to solve addition and subtraction problems and to check their work. Use missing addends to encourage this.
- Have students explain thinking using open number lines. For example, to solve $28 + 37$, think $20 + 30 + 15$ or $37 + 10 + 10 + 3 + 5$ etc.



Suggested Activities

- Provide a set of computation practice items and ask students to circle those that they would like to solve mentally and describe the strategy they would use.
- Have students explain how they would use a calculator to solve 2-digit addition questions, such as $34 + \square = 69$ or $39 + \square = 64$.
- Have the student make a list of calculations involving 2-digit numbers which would be quicker to do mentally than on paper or with a calculator.
- Present calculations, such as the following, orally (or on an overhead), and ask the student to write only the answer. Allow only a few seconds for each question (e.g., $300 + 600$, $200 - 40$, $200 + 80 + 30$, $220 - 40$).
- Ask: How many different ways can you add 19 to 63 in your head?
- Ask: How many different ways can you subtract 19 from 63 in your head? Which way was easiest?
- Have the student list the doubles facts that might help him/her solve expressions such as $28 + 29$ and $40 - 20$ or $57 - 29$.

SCO: 3.N5 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; and
- using doubles.

SCO: 3.N6 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;
- using doubles; and
- thinking of addition.

[C, ME, PS, R, V]

Assessment Strategies

- Ask the student to add mentally as you draw numbers from a bag, and to stop you when the sum has passed 40.
- Tell the student that to subtract 7 from 51, Jon said that he would rather subtract 6 from 50. Ask him/her if this works and why.
- Ask the student to describe a strategy for solving $48 - 9$ (or $76 + 11$) mentally using models, numbers, words, or pictures.
- Give the student this problem: $62 + 63$ and say: Dave said he could use the doubles plus/minus one strategy to solve this problem. Explain Dave's thinking.
- Have students explain what is wrong with Lisa's method to solve $45 - 26$. "Lisa said, $45 - 25 = 20$ and $20 + 1 = 21$. The answer is 21."
- Ask students how to solve $59 + 13$ mentally and explain their thinking.

SCO: **3.N7 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.**
[C, ME, PS, R]

[C] Communication
[T] Technology

[PS] Problem Solving
[V] Visualization

[CN] Connections
[R] Reasoning

[ME] Mental Math
and Estimation

Scope and Sequence

Grade Two	Grade Three	Grade Four
2.N6 Estimate quantities to 100 using referents.	3.N7 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.	4.N3 Demonstrate an understanding of addition of numbers with sums to 10 000 and their corresponding subtractions (limited to 3 and 4-digit numerals) by: <ul style="list-style-type: none"> • <i>using personal strategies for adding and subtracting</i> • <i>estimating sums and differences solving problems involving addition and subtraction.</i>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. estimate the solution for a given story problem involving the sum of two 2-digit numerals, e.g., to estimate the sum of $43 + 56$, use $40 + 50$; the sum is close to 90; and
- B. estimate the solution for a given story problem involving the difference of two 2-digit numerals, e.g., to estimate the difference of $56 - 23$, use $50 - 20$; the difference is close to 30.

SCO: 3.N7 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.
[C, ME, PS, R]

Elaboration

When asked to estimate, students often try to do the exact computation and then “round” their answer to produce an “estimate” that they think their teacher is looking for. Students need to understand that estimation is a valuable and useful “life skill”, one that is used on a daily basis by many people.

Estimates can be very broad and general, or they can be quite close to the actual answer. It all depends on the reason for estimating in the first place, and these reasons can vary in context and according to the needs of the individual at the time.

In mathematics, it is essential that estimation strategies are used by students before attempting pencil/paper or calculator computations to help them determine whether or not their answers are reasonable. When teaching estimation strategies, it is important to use words and phrases such as *about*, *almost*, *between*, *approximately*, *a little more/less than*, *close to* and *near*.

Estimation strategies include *rounding to the nearest multiple of ten or 100*, *front-end estimation* or a combination of the two. It should also be noted that, in some cases, it can be just as easy and appropriate to get the actual answer as it is to estimate. This is often the case when employing a front-end strategy.

For any estimation, students need to consider the numbers and the operation involved to determine the best strategy. For example, it would be best to round both numbers up or down to get the answer to $84 - 27$ but to add $84 + 27$ it would be better to round one up and one down. Exploring the proximity of the estimates to the exact answers and making comparisons to the numbers and operation used will enable students to become more efficient in their ability to estimate.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 3, Lesson 4, pp. 93–95
- Unit 3, Lesson 5, pp. 96-99
- Unit 3, Lesson 8, pp. 107-109
- Unit 3, Lesson 9, pp. 110-113

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

SCO: **3.N7 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.**
[C, ME, PS, R]

Instructional Strategies

Consider the following strategies when planning lessons:

- Ensure students recognize that estimation should be used daily whenever they are required to solve a problem, make predictions, or check answers.
- Use base ten blocks or a hundreds chart to help students as they begin estimating. For example, if the student thinks of the estimate of a two-digit number as a set of rods only, he/she might see that 37 (3 rods and 7 ones) is closer to 4 rods than to 3 rods. Eventually, students should realize that estimating can easily be performed without the base ten blocks.
- Help students to understand what it means to “round” numbers. Use number line models with multiples of 10 as increments (30, 40, 50, ...; 240, 250, 260 etc.). Ask students to place other numbers on these lines and indicate which “ten” is closest.
- Introduce **rounding** in addition and subtraction. This strategy involves rounding each number to the nearest ten or multiple of ten, and then adding or subtracting the rounded numbers. Allow students to jot down the rounded numbers if they need to and then do the computation mentally. For now, avoid numbers which involve 5 or 50 in the rounding procedure.
- Introduce a **front-end** strategy for addition and subtraction. This strategy involves combining or finding the difference between only the highest place values to get a “ball park” estimate. Such estimates are adequate in many situations. For example, to estimate the sum of $43 + 54$, think, “ $40 + 50$ is 90.” To estimate the difference between two numbers such as $534 - 254$, think, “500 minus 200 is 300.”

Suggested Activities

- Have students use estimation in story problem situations such as:
 - Tali baked 49 cookies and Miranda baked 58. Do they have enough to feed the hundred parents coming to Math Night?
- Tell the student that to estimate the sum of 36 and 29, Jake said, “30 and 20 are 50, and 6 and 9 are more than 10, so the answer is more than 60, but less than 70.” Ask him/her to describe Jake’s thinking.
- Play “A Fast Ten” with students. Students turn over two playing cards (a deck of cards numbered 1-9 only) to build a two-digit number. The student who determines which multiple of ten that number is closest to gets the cards. This game could be extended to add or subtract estimates of two pairs of cards.
- Tell the student that the sum of two numbers has been estimated to be about 120. Ask students to list four possible pairs of numbers that might have been added.

SCO: 3.N7 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.
[C, ME, PS, R]

Assessment Strategies

- Ask students to identify situations where an exact answer would be required and those in which an estimate would be sufficient.
- Have the student explain two different ways to estimate the difference in $54 - 28$.
- Tell the students that a number between 30 and 40 is added to a number between 40 and 50. Ask: What might be a good estimate for the answer? Why?
- Tell the student that José thinks she will need about 33 hot dogs for her party. Ask: If the hot dogs come in packages of ten, how many packages should José buy? Explain your answer.
- Tell the student that Jason knew there were 32 members in his Karate Club and about 28 members in the club in the neighbouring town. When asked to estimate the number of name tags to make for members of both clubs, Jason said, "I think I should make 60." Ask: How do you think Jason estimated? Was it a good estimate?
- Have the student toss two dice and create a 2-digit number. Ask the student to estimate of how much should be added to each number to get a sum of about 100 or how much could be subtracted to get a difference of about 10?
- Tell the student that $4\square + \square 8$ is about 70. Ask what digits might go in the blanks.
- Ask the student which of the following solutions is close to 150, if rounding is the strategy used, and explain why.
 $92 + 37$ $69 + 82$ $77 + 87$
- Show the student the number of sports cards in James' collection.
Baseball: 48 Football: 19 Hockey: 84
Ask the student to estimate the total number of cards in the collection and to describe the strategy used.

SCO: 3.N8 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]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.N9 Demonstrate an understanding of addition (limited to 1 and 2-digit numerals) with answers to 100 and the corresponding subtraction 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 that involve addition and subtraction • explaining that the order in which numbers are added does not affect the sum • explaining that the order in which numbers are subtracted may affect the difference. 	<p>3.N8 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 that involve addition and subtraction concretely, pictorially and symbolically 	<p>4.N3 Demonstrate an understanding of addition of numbers with sums to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting • estimating sums and differences • solving problems involving addition and subtraction.

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. model the addition of two or more given numbers using concrete or visual representations and record the process symbolically;
- B. model the subtraction of two given numbers using concrete or visual representations and record the process symbolically;
- C. create an addition or subtraction story problem for a given solution.
- D. determine the sum of two given numbers using a personal strategy, e.g., for $326 + 48$, record $300 + 60 + 14$;
- E. determine the difference of two given numbers using a personal strategy, e.g., for $127 - 38$, record $38 + 2 + 80 + 7$ or $127 - 20 - 10 - 8$; and
- F. solve a given problem involving the sum or difference of two given numbers.

SCO: 3.N8 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]

Elaboration

Students are expected to apply what they know about the addition and subtraction of single digit numbers and the meanings of those operations to 2- and 3-digit numbers. As their understanding of these processes and of place value deepens, they will begin to record their work in ways that make sense to them. One of these ways might look very much like the traditional right to left, borrow/carry algorithm, but there are other methods that are just as acceptable. It is important for teachers to accept all of these personal procedures if they reflect understanding and correct reasoning. By looking at addition and subtraction conceptually, rather than procedurally, many students will have no more difficulty with problems involving regrouping than with those that do not. A traditional algorithm, once it is understood, should be considered as one more strategy to put in the class "tool box" of methods. Reinforce the idea that, like other strategies, it may be more useful in some instances than in others. Present problems in which a mental strategy is much more useful, such as $504 - 498$. Discuss which method seems more reasonable to use.

In Grade 3, students are expected to be able to interpret word problems involving missing addends, minuends and subtrahends as well as missing sums, and write number sentences that represent these story situations. They are also expected to create their own word problems given an addition or subtraction number sentence.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 3, Lesson 1, pp. 82–85
- Unit 3, Lesson 2, pp. 86–88
- Unit 3, Lesson 5, pp. 96–99
- Unit 3, Lesson 6, pp. 100, 101
- Unit 3, Lesson 7, pp. 102–105
- Unit 3, Lesson 9, pp. 110–113
- Unit 3, Lesson 10, pp. 114, 115
- Unit 3, Lesson 11, pp. 116–119
- Unit 3, Lesson 12, pp. 120–123
- Unit 3, Lesson 13, pp. 124, 125
- Unit 3, Unit Problem, pp. 128, 129

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

SCO: 3.N8 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals) by:

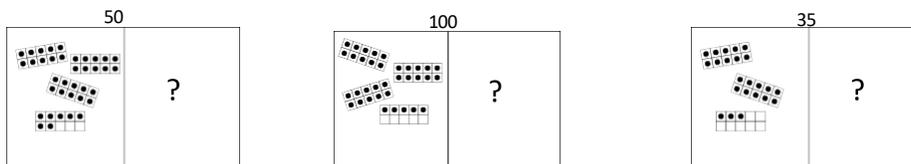
- using personal strategies for adding and subtracting with and without the support of manipulatives
- creating and solving problems in contexts that involve addition and subtraction of numbers concretely, pictorially and symbolically.

[C, CN, ME, PS, R]

Instructional Strategies

Consider the following strategies when planning lessons:

- Create sheets or overhead transparencies containing completely and partially filled ten-frames representing one part of a target number. Students apply strategies that make sense to them to determine the missing part. Since this is essentially a subtractive problem, many students will use “think addition” to work their way up to the target number.



- Help students extend their knowledge of addition and subtraction facts to addition and subtraction of 2- and 3-digit numbers with only one non-zero digit in each number. For example, $6 + 7 = 13$, so $60 + 70 = 13$ tens or 130; and $600 + 700 = 13$ hundreds or 1300.

Suggested Activities

- Tell students that Fran had 25 cents. She spent 16 cents. How much change does she get back? Encourage the students to explain how they go about solving the problem; for instance: “16 and 4 more are 20, plus 5 is 25. She gets 9 cents change.” Or, “16 cents and 10 cents are 26 cents, so she gets only 9 cents back.”
- Set up a “store” within the classroom and have the students take turns being the cashier. Model for them how to “count on” when making change.
- Tell students that Paul has 78 cents, and his brother has 92 cents. How much more money does Paul’s brother have?
- Use the following digits to create two, 2-digit numbers that have the greatest possible sum: 2, 3, 4, 5. Use the same digits to create the greatest difference. The diagrams below may be helpful to some students.



SCO: 3.N8 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]

Assessment Strategies

- Tell a student that someone told you that you do not have to learn to subtract if you know how to add. Ask: Do you agree? Why or why not?
- Observe the student as he/she adds 125 and 134 or subtracts 134 from 217 using base-ten materials.
- Provide the following addition or subtraction calculations for the student to complete. Ask the student to explain his/her strategy.
 - $38 + 97$
 - $98 - 44$
 - $400 - 255$
- Show the student a number of addition and subtraction questions, some of which require regrouping and some of which do not. Ask him/her to circle the questions they could do quickly and explain why they made those choices.
- Have the student explain in writing why someone might first subtract 30 from 67 in order to calculate $674 - 26$. Ask what would be done next.
- Display the numbers 124 and 75 with base ten blocks. Ask the student to describe the addition process as he/she manipulates the models.
- Tell the student that Sue was to add $36 + 59$ and said, "36, 96, 95." Have the student explain Sue's thinking.
- Ask why someone might find it easier to subtract $123 - 99$ than $123 - 87$.
- Ask the student to prepare a display showing a variety of ways to calculate $57 - 18$, indicating his/her preference and the reason for it.
- Ask the students to use a sales flyer to create some problems for his/her classmates. Have them record both problems and solutions.
- Using the numbers 62 and 25, create a subtraction problem that can be solved using addition. Solve.

SCO: 3.N9 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 recall basic addition facts to 18 and related subtraction facts.
[C, CN, ME, R, V]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.N10 Apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> • using doubles • making 10 • one/two more; one/two less • building on a known double • <i>think addition</i> for subtraction to determine basic addition facts to 18 and related subtraction facts. 	<p>3.N9 Apply mental mathematics strategies and number properties, such as:</p> <ul style="list-style-type: none"> • 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 to 18 related subtraction facts. 	<p>4.N5 Describe and apply mental mathematics strategies such as:</p> <ul style="list-style-type: none"> • skip counting from a known fact • using doubling or halving • using doubling or halving and adding or subtracting one more group • using patterns in the 9s facts • using repeated doubling to determine basic multiplication facts to 9×9 and related division facts.

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. describe a mental mathematics strategy that could be used to determine a given basic fact, such as:
 - doubles, e.g., for $6 + 8$, think $7 + 7$
 - doubles plus one, e.g., for $6 + 7$, think $6 + 6 + 1$
 - doubles take away one, e.g., for $6 + 7$, think $7 + 7 - 1$
 - doubles plus two, e.g., for $6 + 8$, think $6 + 6 + 2$
 - doubles take away two, e.g., for $6 + 8$, think $8 + 8 - 2$
 - making 10, e.g., for $6 + 8$, think $6 + 4 + 4$ or $8 + 2 + 4$
 - commutative property, e.g., for $3 + 9$, think $9 + 3$
 - addition to subtraction, e.g., for $13 - 7$, think $7 + ? = 13$;
- B. provide a rule for determining answers for adding and subtracting zero; and
- C. recall basic addition facts to 18 and related subtraction facts to solve problems.

SCO: 3.N9 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 recall basic addition facts to 18 and related subtraction facts.

[C, CN, ME, R, V]

Elaboration

Students develop and use thinking strategies to recall answers to basic facts, and are the foundation for the development of other mental calculation strategies. In Grade 3, they include using the *commutative* or “turn-around” property, the *zero property*, *doubles*, *make ten*, and *think addition for subtraction*. It is expected that by the end of Grade 3 students will have achieved fluency with the addition and subtraction facts to 18. It is important to provide regular and frequent opportunities to introduce, develop, reinforce and practice thinking strategies using games and meaningful contexts as much as possible. When recall of facts is automatic, students are no longer using strategies to retrieve them from memory.

Subtraction facts have traditionally been more difficult for students to master than addition. This is especially true when children have been taught subtraction through a “count three times” approach; for $9 - 5$, count out 9, count off 5, count what’s left. Research suggests that anyone who has mastered subtraction facts has not found this count-count-count approach very helpful. In fact, students learn very few, if any, subtraction facts without first mastering the corresponding addition facts. As students master groups of addition facts, it is appropriate to introduce the related subtraction facts as “think addition” so that they can apply their knowledge in a different way. For example, if students have mastered the “make ten” facts, they should be presented with subtraction facts such as $15 - 8$ and encouraged to think, “8 plus what equals 15?”

In the *Grade 2 Mathematics Curriculum*, it is expected that Grade 2 students will be able to recall addition facts to 18 and the related subtraction facts. Mastery of basic facts (recall within 3 seconds) is expected at the end of that grade level.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 3, Lesson 1, pp. 82–85
- Unit 3, Lesson 2, pp. 86–88

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

SCO: 3.N9 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 recall basic addition facts to 18 and related subtraction facts.

[C, CN, ME, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Provide students with a variety of models to practice and help visualize the basic facts. Students can also use other strategies, such as drawing pictures and role playing various sums and differences in a problem-solving context.
- Ensure students have the opportunity to share their strategies with others.
- Use practice and drills that are short with immediate feedback over an extended period of time. Practice items should be presented visually as well as orally.
- Use the addition table to explore patterns and help students identify the facts which they have mastered. The known facts can be shaded in with the goal of having the entire table shaded.

Suggested Activities

- Have students roll 2 number cubes (dice). They either add or subtract these values. For example: if a 5 and a 2 are rolled, they will work with either 5, 2, 7 or 5, 2, 3. Ask the students to make up a subtraction story based on these numbers, and write the corresponding number sentence. (Note: Ten-sided dice work well, as do prepared number cards.) If students are proficient with the addition facts, adapt this activity so that they must focus on subtraction.
- Play “Missing Part” game for two students to practice their fact recall. One student places a number of counters in front of them (e.g., 16) and then the student covers some of the counters with their hand. The other student must determine how many counters are hidden as quickly as possible.
- Use a “Looping Activity” where every student is given a card with a basic fact number sentence in which one of the numbers is missing; written as “Who has...?” (e.g., Who has $5 + \underline{\quad} = 11$). The card also has the answer from someone else’s card written as “I have...” Students take turns reading their cards in sequence by responding when their card answers someone else’s.

“I have 12.”
“Who has $7 + 0$?”

“I have 7.”
“Who has $8 + 6$?”

- Provide students with cards with a subtraction number sentence (e.g., $13 - 7 =$). Have students rewrite the sentence as a missing addend number sentence (e.g., $7 + \square = 13$) and solve it.

SCO: 3.N9 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 recall basic addition facts to 18 and related subtraction facts.**

[C, CN, ME, R, V]

Assessment Strategies

- Ask the student to explain, using a model, why he/she knows that $3 + 4$ has to equal $4 + 3$ even before finding the total.
- Ask: Why is it easy to add or subtract 0 to numbers? (interview student or write response in a journal)
- Ask: Why is it easy to add the numbers $5 + 5 + 6 + 4 + 8 + 2$?
- Ask: How can you use addition to solve $16 - 7$?
- Have students write all of the number sentences they can for a provided sum or difference (e.g., 6 as a difference: $6 - 0$, $7 - 1$, $8 - 2$, $9 - 3$, $10 - 4$, $11 - 5$, $12 - 6$, $13 - 7$, $14 - 8$, $15 - 9$).
- Ask: How does knowing $8 + 8 = 16$, help you solve $58 + 8$?
- Ask: How does knowing $13 - 6 = 7$, help you solve $53 - 6$?
- Ask students to describe as many different ways as possible to solve $8 + 9$.

SCO: 3.N10 Demonstrate an understanding of multiplication to products of 36 with single digit factors 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]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
	<p>3.N10 Demonstrate an understanding of multiplication to products of 36 with single digit factors 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>4.N4 Explain the properties of 0 and 1 for multiplication and the property of 1 for division.</p> <p>4.N5 Describe and apply mental mathematics strategies to determine basic multiplication facts to 9x9 and related division facts.</p> <p>4.N6 Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems.</p>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. identify events from experience that can be described as multiplication;
- B. represent a given story problem (orally, shared reading, written) using manipulatives or diagrams and record in a number sentence;
- C. represent a given multiplication expression as repeated addition;
- D. represent a given repeated addition as multiplication;
- E. create and illustrate a story problem for a given number sentence, e.g., given 2×3 , create and illustrate a story problem;
- F. represent, concretely or pictorially, equal groups for a given number sentence;
- G. represent a given multiplication expression using an array;
- H. create an array to model the commutative property of multiplication;
- I. relate multiplication to division by using arrays and writing related number sentences; and
- J. solve a given problem in context involving multiplication.

Note: It is not intended that students automatically recall the basic multiplication facts in grade 3, though many students will have mastered some by the end of the year. Teachers must help students become familiar with flexible ways to think about and work with numbers so that *products* can be determined. Thinking strategies should be introduced, practised, and reinforced on a regular basis in the classroom.

SCO: 3.N10 Demonstrate an understanding of multiplication to products of 36 with single digit factors by:

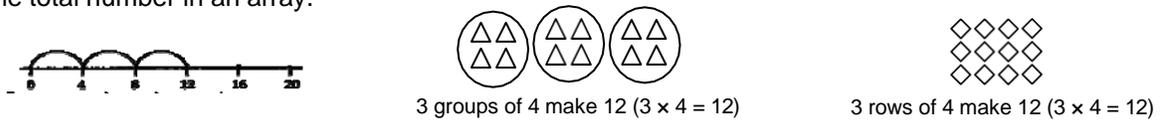
- representing and explaining multiplication using equal grouping and arrays
- creating and solving problems in context that involve multiplication
- modelling multiplication using concrete and visual representations, and recording the process symbolically
- relating multiplication to repeated addition
- relating multiplication to division.

[C, CN, PS, R]

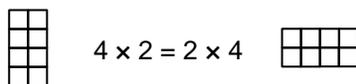
Elaboration

In multiplication, the numbers being multiplied are called *factors* and the answer is the *product*. It is important that students understand the “groups of” meaning for multiplication and to recognize that the product may be determined in a number of ways, including:

- repeated addition: for example, $4 + 4 + 4$ can be written as 3×4 ;
- making sets of equal groups: for example, students can create equal-sized groups with actual items;
- the total number in an array.



Repeated addition is a helpful introduction to understanding multiplication, but students need to move beyond this strategy as their knowledge develops and other models become more efficient and appropriate. The array is a powerful tool to illustrate the order or commutative property in multiplication.



It is important that students come to understand the inverse relationship of multiplication and division and it is recommended that teachers “combine multiplication and division soon after multiplication has been introduced in order to help students see how they are related” (Van de Walle & Lovin, vol. 2, 2006, p. 60).

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 8, Lesson 1, pp. 268–271
- Unit 8, Lesson 2, pp. 273-275
- Unit 8, Lesson 3, pp. 276-279
- Unit 8, Lesson 4, pp. 280-282
- Unit 8, Lesson 8, pp. 294-296
- Unit 8, Lesson 9, pp. 297–299
- Unit 8, Lesson 10, pp. 300, 301
- Unit 8, Unit Problem, pp. 304, 305

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

X	0	1	2	3	4	5	6	7	8	9
0										
1										
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SCO: **3.N10 Demonstrate an understanding of multiplication to products of 36 with single digit factors by:**

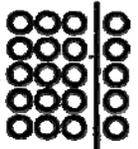
- **representing and explaining multiplication using equal grouping and arrays**
- **creating and solving problems in context that involve multiplication**
- **modelling multiplication using concrete and visual representations, and recording the process symbolically**
- **relating multiplication to repeated addition**
- **relating multiplication to division.**

[C, CN, PS, R]

Instructional Strategies

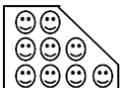
Consider the following strategies when planning lessons:

- Provide contexts involving multiplicative situations. For example, packaged foods - cans of pop (2×3), juice packs (1×3), hamburger buns (2×4).
- Play “Broken Calculator” to relate multiplication and addition. Students use the constant feature of the calculator to find various products without using the multiplication key. Challenge the students to model their product using counters.
- Explore the distributive property by displaying a 5×4 array of objects and place a ruler on the line as shown. Ask how this shows that $5 \times 4 = 5 \times 3 + 5 \times 1$. Then ask the student to move the ruler to show another way to find 5×4 and explain his/her thinking, and/or provide the student with a piece of paper upon which an array (5×5) has been drawn. Ask him/her to fold the paper to show different ways the multiplication can be expressed.
- Ask students to show multiple representations of a given multiplication fact.
- Ask the student to draw pictures showing various situations in which multiplication might be used.
- Give students many opportunities to solve missing factor problems. Example: It takes 4 toothpicks to build a square. How many of the same sized squares can be built with 16 toothpicks?



Suggested Activities

- Using counters, have students build as many arrays as possible for a given number, and write its corresponding equation.
- Create arrays on cards and cut off a corner so that some counters are missing but the intended number of rows and columns remains clear. Show cards to students and ask them how many counters the card had initially if all the rows and columns had the same number of counters.
- Have students investigate what happens when you multiply a number by 0, 1, 2, 3, 4, 5. Is there a pattern in the products?
- Invite a group of students to act out a skit modeling either a multiplication or division situation. Ask other students to suggest the number sentence being dramatized.
- Show students an array and have them provide the related multiplication and division sentences.
- Have the students create a realistic story problem to go with a given number sentence (e.g., 4×5) or describe a situation for which you might have to find the answer to 5×3 .
- Ask students how they might use a hundred chart or a number line to find the product of 5×4 .



SCO: 3.N10 Demonstrate an understanding of multiplication to products of 36 with single digit factors 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]

Assessment Strategies

- Have students represent story problems using models or diagrams and record the corresponding number sentences.
- Have students create a real-life story problem that involve multiplication and solve it.
- Have students represent a given multiplication sentence, such as 5×3 , using an array.
- Have students represent a given repeated addition as multiplication.
- Have students represent equal groups for a given number sentence concretely or pictorially.
- Ask students to model as many arrays as possible with 16 counters. Have them write the related multiplication and division facts for each array.
- Solve comparison problems such as: One tower is 8 blocks high. The other is 2 blocks high. How many times higher is the first tower?
- Ask students to put ten tiles, into rows of five. Ask how many rows are there.
- Ask students to model ten stamps in two rows. Ask how many stamps are in each row.

SCO: 3.N11 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
- modeling 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 products of 36 with single digit factors)

[C, CN, PS, R]

[C] Communication	[PS] Problem Solving	[CN] Connections	[ME] Mental Math and Estimation
[T] Technology	[V] Visualization	[R] Reasoning	

Scope and Sequence

Grade Two	Grade Three	Grade Four
	<p>3.N11 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 • modeling 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 products of 36 with single digit factors)</p>	<p>4.N4 Explain the properties of 0 and 1 for multiplication and the property of 1 for division.</p> <p>4.N5 Describe and apply mental mathematics strategies to determine basic multiplication facts to 9x9 and related division facts.</p> <p>4.N7 Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems.</p>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. identify events from experience that can be described as equal sharing;
- B. identify events from experience that can be described as equal grouping;
- C. illustrate, with counters or a diagram, a given story problem involving equal sharing, presented orally or through shared reading and solve the problem;
- D. illustrate, with counters or a diagram, a given story problem involving equal grouping, presented orally or through shared reading, and solve the problem;
- E. listen to a story problem, represent the numbers using manipulatives or a sketch and record the problem with a number sentence;
- F. create and illustrate with counters, a story problem for a given number sentence, e.g., given $6 \div 3$, create and illustrate a story problem;
- G. represent a given division expression as repeated subtraction;
- H. represent a given repeated subtraction as a division expression; and
- I. relate division to multiplication by using arrays and writing related number sentences.

SCO: 3.N11 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
 - modeling 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 products of 36 with single digit factors)
- [C, CN, PS, R]

Elaboration

In division, the number representing the quantity we're starting with is called the *dividend*. The size or number of groups that this amount is being separated into is called the *divisor*. The final answer in a division computation is called the *quotient*. It is important that students see that division can mean:

- equal sharing: $16 \div 4 = 4$ is the amount each person gets if 16 items are shared equally among 4 people
- equal grouping: $16 \div 4 = 4$ is the number of equal groups of 4 you can make with 16 items
- repeated subtraction: $16 \div 4 = 4$ is the number of times you can subtract 4 from 16 before you reach zero.

Multiplication and division are inverse operations so as students master clusters of multiplication facts, it is appropriate to have them learn the corresponding division facts as “think multiplication.”

Problems should be worded in such a way as to develop this understanding. For example:

The ferry can hold 8 trucks. How many trips will it have to make to carry all 64 trucks across the river?

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 8, Lesson 5, pp. 283–286
- Unit 8, Lesson 6, pp. 287–289
- Unit 8, Lesson 7, pp. 290–293
- Unit 8, Lesson 8, pp. 294–296
- Unit 8, Lesson 9, pp. 297–299
- Unit 8, Unit Problem, pp. 304, 305

Mental Math strategies will strengthen student understanding of this specific curriculum outcome. (Refer to the Grade 3 Mathematics page at learn.edu.pe.ca for the Mental Math Guide.)

SCO: 3.N11 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
 - modeling 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 products of 36 with single digit factors)
- [C, CN, PS, R]

Instructional Strategies

Consider the following strategies when planning lessons:

- Use concrete materials to help students understand the relationship between the meanings of division. Demonstrate that, in sharing 12 items among 3 people, for example, the actual giving of 1 item to each person is the same as creating a group of 3. In other words, sharing among 3 people is equivalent to finding how many groups of 3 can be formed.
- Play “Broken Calculator”. Students work in groups to find ways to use the calculator to solve division exercises without using the \div key.
- Provide problem-solving situations in which solutions can be found using either multiplication or division.
- Explore various types of division problems: equal share, equal groups, and comparison.

Suggested Activities

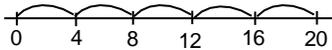
- Provide the student with some toothpicks and ask him/her to use 12 to make 4 identical shapes. Ask the student what division and multiplication sentences could describe the creation of the shapes.
- Set up a 3×4 array and ask the student to give two multiplication and two division sentences that describe it by looking at the array from different perspectives.
- Invite a group of students to act out a skit modeling either a multiplication or division situation. Ask other students to guess the number sentence being dramatized.
- Ask the student to write problems in which one has to multiply or divide to find the answer. Have him/her illustrate the solutions and describe the multiplication/division relationship.
- Ask students to skip count backwards by 2's, 4's, 5's from a given multiple of that number.
- Ask students to solve a division problem in as many ways as possible (including multiplication).

SCO: 3.N11 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
 - modeling 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 products of 36 with single digit factors)
- [C, CN, PS, R]

Assessment Strategies

- Ask the student to write a division story about $25 \div 5$.
- Have the student draw a picture or use counters to show what $12 \div 3$ means.
- Ask the student to describe a situation for which you might have to find the answer to $15 \div 3$.
- Ask the student to draw pictures showing various situations in which either multiplication or division might be used.
- Show the following number line. Ask the student to record what multiplication and division sentences it might be showing.



- Show the student the multiplication sentence $5 \times 4 = 20$. Ask the student to write related division sentences.
- Tell the students that amusement park rides are priced as follows:
 - \$1 for the Ferris wheel,
 - \$2 for the Bullet, and
 - \$3 for the Twister.Ask: How many rides, and of which kind, can you have for \$13? Are there other possibilities?
- Show students an array of up to 25 counters. Ask students which multiplication and division family is shown by the array.

SCO: **3.N12 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.

[C, CN, ME, R, V]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
	<p>3.N12 Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> • 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>4.N8 Demonstrate an understanding of fractions less than or equal to one by using concrete and pictorial representations to: name and record fractions for the parts of a whole or a set; compare and order fractions; model and explain that for different wholes, two identical fractions may not represent the same quantity; provide examples of where fractions are used.</p>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. identify common characteristics of a given set of fractions;
- B. describe everyday situations where fractions are used;
- C. cut or fold a whole into equal parts, or draw a whole in equal parts; demonstrate that the parts are equal and name the parts;
- D. sort a given set of diagrams of regions into those that represent equal parts and those that do not, and explain the sorting;
- E. represent a given fraction concretely or pictorially;
- F. name and record the fraction represented by the shaded and non-shaded parts of a given region;
- G. compare given fractions with the same denominator using models;
- H. identify the numerator and denominator for a given fraction; and
- I. model and explain the meaning of numerator and denominator.

SCO: 3.N12 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.

[C, CN, ME, R, V]

Elaboration

The first goal in the development of fractions should be to help students construct the idea of *fractional parts of the whole* – the parts that result when the whole has been partitioned into *fair shares* (equal-sized portions). Sharing tasks are good places to begin the development of fractions. (Van de Walle & Lovin, vol. 1, 2006, p. 252). Early work with fractions focuses on two big ideas:

- A fraction is a number that describes a relationship between a part (represented by the numerator) and a whole (represented by the denominator) (Small, 2008, p. 196).
- A fraction can be read/written/modeled in different ways but still has the same meaning.

$$\text{one fourth} = \text{one quarter} = \frac{1}{4} = \text{one of every four parts} = 25\text{¢}, \dots$$

Representing fraction concepts with a variety of materials and drawings and within real life situations is essential to the development of fractional understanding so that fractions don't simply become associated with pieces of a chocolate bar or pizza. It is important that students develop visual images for fractions and be able to tell "about how much" a particular fraction represents. Is it close to almost nothing (zero), half, or one whole thing?

In Grade 3, the focus is on students developing a beginning understanding of fractions less than one, relating fractions to authentic situations, and comparing fractions with the same denominator.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 5, Lesson 1, pp. 182–184
- Unit 5, Lesson 2, pp. 185–188
- Unit 5, Lesson 3, pp. 189–192
- Unit 5, Lesson 4, pp. 193–195
- Unit 5, Lesson 5, pp. 197–199
- Unit 5, Lesson 6, pp. 200, 201
- Unit 5, Unit Problem, pp. 204, 205

SCO: 3.N12 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.

[C, CN, ME, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Have students explore various models for fractions: part of a region and part of a length.
- Ensure students develop an understanding that a fraction is not meaningful without knowing what the “whole” is.
- Provide students with rectangles and number lines that are the same length. Ask students to color half of a rectangle, and indicate where half is on the number line. Once students understand the concept of half, this activity could be extended to fourths (quarters) and thirds, etc.



Suggested Activities

- Ask students to fold strips of paper into equal parts (halves, fourths, eighths etc.)
- Show students three pictures of varying sizes of the same item, all items cut into the same number of pieces. Ask students which of the pieces they would like to have. Explain why they made that choice.
- Have students model a specific fraction using at least one of each of the pattern blocks. Ask students to rearrange the blocks and show the same fraction. How many different ways can this be done?
- Ask students to model a specific fraction using five pattern blocks. Draw their model on isometric grid paper and color the fractional part they have represented with their model.
- Have students model on a number line to 100 where $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ would be?

SCO: 3.N12 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.

[C, CN, ME, R, V]

Assessment Strategies

- Ask students: “Is half a lot or a little?” Have them explain their thinking.
- Ask students to identify the numerator and denominator of a given fraction.
- Provide students with fractions with the same denominator and have them identify the larger (or smaller) and explain their reasoning using models.
- Ask students: “If you are really hungry and want a large piece of cake, would you cut the cake into thirds, fourths, or tenths?”
- Provide students with paper shapes. Have students cut or fold the shape into halves and/or fourths (quarters).
- Provide students with a five frame, and ask them to place a counter on $\frac{1}{5}$ of the squares.
- Have students place the following fractions on the number line below: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$.



PATTERNS AND RELATIONS

SPECIFIC CURRICULUM OUTCOMES**Patterns**

3.PR1 – Demonstrate an understanding of decreasing patterns by: describing, extending, comparing, creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).

Variables and Equations

3.PR2 – Solve one-step addition and subtraction equations involving symbols representing an unknown number.

SCO: **3.PR1 Demonstrate an understanding of *decreasing* patterns by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).**
 [C, CN, PS, R, V]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.PR1 Demonstrate an understanding of increasing patterns by: describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100).</p>	<p>3.PR1 Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> • describing • extending • comparing • creating <p>patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).</p>	<p>4.PR1 Identify and describe patterns found in tables and charts, including a multiplication chart.</p> <p>4.PR2 Reproduce a pattern shown in a table or chart using concrete materials.</p> <p>4.PR3 Represent and describe patterns and relationships using charts and tables to solve problems.</p>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. describe a given decreasing pattern by stating a pattern rule that includes the starting point and a description of how the pattern continues;
- B. identify the pattern rule of a given decreasing pattern and extend the pattern for the next three terms;
- C. identify and explain errors in a given decreasing pattern;
- D. identify and describe various decreasing patterns found on a hundred chart, such as horizontal, vertical and diagonal patterns;
- E. compare decreasing numeric patterns of counting backward by 2s, 5s, 10s, 25s and 100s;
- F. create a concrete, pictorial or symbolic decreasing pattern for a given pattern rule;
- G. create a concrete, pictorial or symbolic decreasing pattern and describe the pattern rule;
- H. solve a given problem using decreasing patterns;
- I. identify and describe decreasing patterns in the environment;
- J. identify and apply a pattern rule to determine missing elements for a given pattern; and
- K. describe the strategy used to determine missing elements in a given decreasing pattern.

SCO: 3.PR1 Demonstrate an understanding of *decreasing* patterns by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).
[C, CN, PS, R, V]

Elaboration

One of the key skills in learning mathematics is the ability to recognize, describe, and extend patterns, and to use them to solve problems. Number relationships, as well as concepts of equality, variable, and change are central to this work and are found in all strands of mathematics, including number, geometry, measurement and data. In grade 3, the work students do around “pattern rules” helps them recognize that patterns can be represented with numbers and with symbols, and this, in turn, leads to the development of algebraic thinking and the representation of this thinking with algebraic expressions.

Students will come to learn that a Pattern Rule has three aspects: starting point, direction and quantity.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 1, Lesson 1, pp. 6-8
- Unit 1, Lesson 2, pp. 9-11
- Unit 1, Lesson 3, pp. 12-14
- Unit 1, Lesson 4, pp. 15-17
- Unit 1, Lesson 5, pp. 18, 19
- Unit 1, Lesson 6, pp. 21-24
- Unit 1, Lesson 7, pp. 25-27
- Unit 1, Lesson 8, pp. 28-31
- Unit 1, Unit Problem, pp. 34, 35

SCO: 3.PR1 Demonstrate an understanding of *decreasing* patterns by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).
[C, CN, PS, R, V]

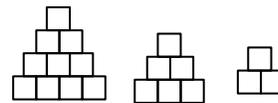
Instructional Strategies

Consider the following strategies when planning lessons:

- Provide students with a variety of concrete and pictorial materials such as linking cubes, colour tiles or pattern blocks to create and extend increasing and decreasing patterns.
- Encourage students to discuss and write about how patterns increase or decrease, and how they might be extended.
- Invite students to identify the “pattern rules” of various increasing/decreasing patterns.
- Have students describe errors or missing elements within an increasing or decreasing pattern.
- Help students identify ways to represent the same pattern in a variety of ways including *concretely, pictorially, symbolically, orally, rhythmically, and physically.*

Suggested Activities

- Have students look for number patterns when exploring hundred charts to 1000 (1-100, 101-200, 201-300, etc.)
- Take students on a “Pattern Hunt” identifying decreasing patterns in their school environment. Have them use numbers, pictures and words to describe the patterns they discover.
- Provide students with the first 3 or 4 elements of a pattern. Have them use appropriate materials to extend and explain the pattern.



SCO: 3.PR1 Demonstrate an understanding of *decreasing* patterns by describing, extending, comparing, and creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).
[C, CN, PS, R, V]

Assessment Strategies

- Give students a diagram showing a square table with 4 chairs (one on each side). Tell students that if 2 tables were put together, it would seat 6. Ask: how many can we seat with 6 tables? 8? 10? What if we started with a table of 6? Have students explain their reasoning.
- Ask students to show you different ways these patterns could be extended.
 - 20, 40, ____, ____, ____
 - 1, 4, ____, ____
- Tell students: "I am thinking of a pattern. I have landed on 50. What could I be counting by?" Accept any reasonable answer that includes an explanation.
- Ask the student to say a number that is 100 more (100 less, 10 more, 10 less) than a 2- or 3-digit number that is provided.
- Give students a pattern modeled with tiles and ask them to describe, recreate, and extend the pattern in another way.
- Have students identify the errors in the following patterns and correct them:
 - 3, 6, 9, 12, 15, 19, 21, 24, 28, 30
 - 5, 10, 15, 20, 25, 29, 35, 40

SCO: 3.PR2 Solve one-step addition and subtraction equations involving symbols representing an unknown number.
 [C, CN, PS, R, V]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.PR2 Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.</p> <p>2.PR3 Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol.</p>	<p>3.PR2 Solve one-step addition and subtraction equations involving symbols representing an unknown number.</p>	<p>4.PR4 Express a given problem as an equation in which a symbol is used to represent an unknown number.</p> <p>4.PR5 Solve one-step equations involving a symbol to represent an unknown number.</p>

Achievement Indicators

Students who have achieved this outcome should be able to:

- A. explain the purpose of the symbol, such as a triangle or a circle, in a given addition and in a given subtraction equation with one unknown;
- B. create an addition or subtraction equation with one unknown to represent a given combination or separation action;
- C. provide an alternative symbol for the unknown in a given addition or subtraction equation;
- D. solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives;
- E. solve a given addition or subtraction equation with one unknown using a variety of strategies including guess and test; and
- F. explain why the unknown in a given addition or subtraction equation has only one value.

SCO: 2.PR2 Solve one-step addition and subtraction equations involving symbols representing an unknown number.
[C, CN, PS, R, V]

Elaboration

In Grade 2, students learned the concepts of equality and inequality and the meaning of the symbols $=$ and \neq . This knowledge is extended in Grade 3 to solving equations that include symbols which represent *unknowns*. An equation is a mathematical statement that includes an equal sign and may have been called a “number sentence” in the earlier grades. It is important that students understand that unknowns can appear on either side of the equals sign, and that this sign indicates both sides of the equation are equal or *balanced*.

It is also important for students to recognize that the unknown value in an equation can be represented with a variety of symbols such as a square, a circle, a triangle, or a letter symbol. A variety of *combining* and *separating* story structures should be provided to help students understand that the unknown symbol can be in a different position in an equation depending on the context, but can have only one value. For example, “*Josh has some marbles and he bought 12 more. Now he has 33 marbles. How many marbles did he have at the start?*” This can be represented with an addition equation; $\triangle + 12 = 33$, or by a subtraction equation; $33 - 12 = \triangle$.

Problem contexts should vary to include the following equation forms:

$$\begin{array}{llll} a + b = \triangle & (\text{e.g., } 6 + 3 = \triangle) & \text{or} & (\triangle = a + b) \\ a + \bigcirc = c & (\text{e.g., } 2 + \bigcirc = 8) & \text{or} & (c = a + \bigcirc) \\ \square + b = c & (\text{e.g., } \square + 4 = 5) & \text{or} & (c = \square + b) \\ c - a = \diamond & (\text{e.g., } 7 - 2 = \diamond) & \text{or} & (\diamond = c - a) \\ c - \nabla = b & (\text{e.g., } 4 - \nabla = 2) & \text{or} & (b = c - \nabla) \\ \square - a = b & (\text{e.g., } \square - 8 = 1) & \text{or} & (b = \square - a) \end{array}$$

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 3, Lesson 3, pp. 89–92
- Unit 3, Unit Problem, pp. 128, 129

SCO: 3.PR2 Solve one-step addition and subtraction equations involving symbols representing an unknown number.

[C, CN, PS, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

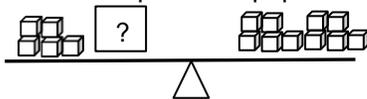
- Ensure students see and use a variety of symbols representing the unknown.
- Re-emphasize the part-part-whole relationship of addition and subtraction. For example, $8 + 4 = 12$; “If I put the two parts (8 & 4) together, I get the whole (12); If I take one of the parts away from the whole, I’m left with the other part; OR If I know one of the parts is 4 and the whole is 12, then I can figure out what the missing part is by counting on, adding, or subtracting.” Provide story structures that involve more than basic fact knowledge in the equations (e.g., $\triangle + 15 = 36$). Suggest that they explore the use of “guess and test” as a strategy to solve for the unknown.
- Use models such as counters to help students solve equations.

Suggested Activities

- Have students match equations with word problems where the unknown is in different locations. In the following examples, an *addition* OR a *subtraction* equation could be used to represent each problem.

Word Problem	Equation
Mia has 15 cherries and eats some. Now she has 6. How many did she eat?	$15 - 6 = \bigcirc$
Edmond has 6 hockey cards, but he would like to have 15. How many more does he need?	$15 - \triangle = 6$
Zane has 15 markers, but 6 of them no longer work. How many does he have that work?	$6 + \square = 15$
Some cookies are on a plate. Six cookies are in a jar making 15 cookies altogether. How many cookies are on the plate?	$\square + 6 = 15$

- Have students create problems to represent equations such as the following:
 $4 + 7 = \triangle$ $\nabla - 8 = 8$ $\square + 4 = 13$
- Show the students a balance scale with linking cubes to represent an equation. Represent the unknown with a piece of paper with a question mark. Have the student write the equation and solve it. Students can replace the paper with linking cubes to help solve the equation or to check their answer.



SCO: 3.PR2 Solve one-step addition and subtraction equations involving symbols representing an unknown number.
[C, CN, PS, R, V]

Assessment Strategies

- Ask the student to find the number that makes each equation true.
 $5 + \square = 13$
 $16 - \square = 7$
 $\square = 6 + 4$
Have the student explain the strategy they used to solve it.
Ask: Can there be more than one answer for each? Why or why not?
- Ask: How might you use counters to find the number to make this equation true?
 $\triangle + 18 = 25$
Have the student write a story problem for this equation.
- Ask the student to create four different equations with unknowns for which the solution is 9. Ensure he/she uses the same fact and includes both addition and subtraction equations.
- Have students write the corresponding equation for a word problem and solve it. For example:
“Gabrielle had some stickers and gave her friend 9. Now she has 8 left. How many did she have at the start?” ($\star - 9 = 8$)

SHAPE AND SPACE

SPECIFIC CURRICULUM OUTCOMES**Measurement**

- 3.SS1 – Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).**
- 3.SS2 – 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.**
- 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.**
- 3.SS4 – Demonstrate an understanding of measuring mass (g, kg).**

3D Objects and 2D Shapes

- 3.SS5 – Demonstrate an understanding of perimeter of regular and irregular shapes.**
- 3.SS6 – Sort regular and irregular polygons, including: triangles, quadrilaterals, pentagons, hexagons, octagons, according to the number of sides.**

<p>SCO: 3.SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]</p> <p>SCO: 3.SS2 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]</p>
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[C] Communication	[PS] Problem Solving	[CN] Connections	[ME] Mental Math and Estimation
[T] Technology	[V] Visualization	[R] Reasoning	

Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.SS1 Relate the number of days to a week and the number of months to a year in a problem-solving context.</p>	<p>3.SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). 3.SS2 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.</p>	<p>4.SS1 Read and record time using digital and analog clocks, including 24-hour clocks. 4.SS2 Read and record calendar dates in a variety of formats.</p>

Achievement Indicators

Students who have achieved these outcomes should be able to:

3.SS1

- A. select and use a non-standard unit of measure, such as television shows or pendulum swings, to measure the passage of time and explain the choice;
- B. identify activities that can or cannot be accomplished in minutes, hours, days, months and years; and
- C. provide personal referents for minutes and hours.

3.SS2

- A. determine the number of days in any given month using a calendar;
- B. solve a given problem involving the number of minutes in an hour or the number of days in a given month; and
- C. create a calendar that includes days of the week, dates and personal events.

SCO: **3.SS1** Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).

[CN, ME, R]

SCO: **3.SS2** 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]

Elaboration

Time is about the duration of an event from beginning to end and, as such, is a form of measurement. *Reading a clock* or *telling time* has **little to do** with actually measuring time. To measure time, students need to develop their own personal understanding of how long time units last. Personal referents for the passage of time can include such things as the time it takes to brush your teeth, the duration of a favourite television show, the amount of play time for recess, or the amount of time asleep each night. In grade 3, *passage of time* is measured using tools such as pendulums, sand timers, metronomes and calendars. In addition, it is important for students to have many opportunities to *estimate* and then *check* how many time units are needed to accomplish a variety of tasks. For example:

How high can you count in one minute?

How many times can you write your first name in one minute?

How many times will the pendulum swing back and forth in one minute?

As with all other types of measurement, the key understanding for students to construct is that the units must be uniform and appropriate and used consistently to ensure uniformity.

Although it is not an expectation that students use a digital or analog clock to tell time, these instruments may be referred to throughout the development of this outcome.

3.SS1: This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 4, Lesson 1, pp. 134–136
- Unit 4, Unit Problem, pp. 176, 177

3.SS2: This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 4, Lesson 2, pp. 137-140
- Unit 4, Lesson 3, pp. 141-144

SCO: **3.SS1** Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).

[CN, ME, R]

SCO: **3.SS2** 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]

Instructional Strategies

Consider the following strategies when planning lessons:

- Ask students to identify events that take exactly one minute. More than a minute? Less than a minute? This could be extended to other durations of time.
- Have students create their own non-standard unit timers to compare durations. (For examples, see Van de Walle, K-3, p. 242, Fig. 8.14)
- Discuss the duration of various school events occurring throughout the school day and year.
- Use children's literature such as *Counting Crocodiles* by Judy Sierra, *Time Flies* by Ellen Goodenow or *Time* by Nina Filipek to provide connections for students with this outcome.
- Provide a calendar for the year, and have the students figure out how many school days each month will have. How many Friday 13ths are there in the year? On what days do the birthdays of friends and family fall? Ask the students to write about their findings.

Suggested Activities

- Create time circles for days of the week and months of the year to demonstrate the cyclical nature of the passage of time (Small, p. 441).



- Ask the student to estimate how many times one can count to ten, while walking heel-to-toe across the classroom. Have the student verify his/her estimate. Ask why another student might get a different result.
- Have students work in pairs to predict which of two specified activities will take longer. One student times the other performing the two activities, then roles are reversed. Activities could include:
 - printing their name five times
 - walking the length of the classroom heel to toe
 - making a chain of 25 links or paperclips or linking cubes
 - completing 10 jumping jacks
 - singing "Happy Birthday"
- Show the student a calendar for the year. Ask him/her to point out the day's date and to find out what date it will be in six weeks. Seven weeks?
- Ask students to build a timeline reflecting the time and duration of a sequence of events, then make comparisons between the events.

SCO: **3.SS1** Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).

[CN, ME, R]

SCO: **3.SS2** 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]

Assessment Strategies

- Have students describe the duration of an event (e.g., physical education class) using their personal referent.
- Ask: How might you use a calendar to help subtract 14 from a number?
- Tell the student to find the 11th day in a month on a calendar. Ask: how might you use it to add 16, and what is the date?
- Show the student a calendar for the year and ask him/her to identify ways in which months are the same and ways in which they differ.
- Ask: What is something you can do about 10 times in a minute? In an hour?
- Have students create a calendar and include their birthday and 3 other important dates for them.
- Ask students to tell how many:
 - seconds in a minute
 - minutes in an hour
 - days in a given month
- Give students a set of time cards (*minutes, hours, days, months, years*) and have students hold up the appropriate card to describe the duration of an event named by the teacher (e.g., recess – student holds up *minutes*).

SCO: **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.

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

[C] Communication	[PS] Problem Solving	[CN] Connections	[ME] Mental Math and Estimation
[T] Technology	[V] Visualization	[R] Reasoning	

Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.SS4 Measure length to the nearest non-standard unit by:</p> <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process). 	<p>3.SS3 Demonstrate an understanding of measuring length (cm, 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. 	

Achievement Indicators

Students who have achieved this outcome(s) should be able to:

- A. provide a personal referent for one centimetre and explain the choice;
- B. provide a personal referent for one metre and explain the choice;
- C. match a given standard unit to a given referent;
- D. show that 100 centimetres is equivalent to 1 metre by using concrete materials;
- E. estimate the length of an object using personal referents;
- F. determine and record the length and width of a given 2D shape;
- G. determine and record the length, width or height of a given 3D object;
- H. draw a line segment of a given length using a ruler; and
- I. sketch a line segment of a given length without using a ruler.

SCO: **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.

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

Elaboration

Students have become familiar with measurement attributes using direct comparison and nonstandard units. Now, they will have the opportunity to explore why *standard* units are necessary to ensure consistency and uniformity when measuring and communicating measurements. Two *standard* units of length, the *centimetre (cm)* and *metre (m)*, and the attributes of *width* and *height* will be introduced in grade 3.

Throughout this unit, students are encouraged to develop *referents* for metre and centimetre, and use these to estimate various lengths. For example, the thickness of a CD case is about 1 cm; the distance from the floor to the door knob is about 1 m. Using referents helps students think in a more concrete way about the actual size of each unit. Instead of just thinking that a centimetre is *really small* and a metre is *pretty big*, students can relate these measures to more familiar objects and visualize the actual length of a particular measure

This is the first year where students will begin to use a standard tool to measure length. If students actually make simple measuring instruments using unit models with which they are familiar, it is more likely they will understand how an instrument measures. For example:



By comparing their individual non-standard units with standard measurement tools (*eg. ruler, tape measure, meter stick*), students will recognize how the formal instrument performs the same function.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 4, Lesson 4, pp. 145-148
- Unit 4, Lesson 5, pp. 149–152
- Unit 4, Lesson 6, pp. 154-157
- Unit 4, Lesson 7, pp. 158, 159
- Unit 4, Unit Problem, pp. 176, 177
- Unit 7, Lesson 1, pp. 240-243

SCO: 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.

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

Instructional Strategies

Consider the following strategies when planning lessons:

- Provide opportunities for students to discover and share their personal referents for centimetres and metres. They should be able to explain their choices and recognize that there are many appropriate referents for each unit.
- Include measurement situations which are of interest to the students and that provide useful information, such as measuring book heights for a new bookcase or determining if a large piece of furniture can fit through the door.
- Have students create their own rulers. Initially numbers should not be included so students need to count the number of units, rather than looking at the number on the ruler. As they become more familiar with its use, numbers can be added.
- Present situations requiring students to choose the most appropriate unit of measure.

Suggested Activities

- Have students relate lengths to their own bodies. For example: “My legs are about half a metre long, my nose is 4 cm long, and 8 of my footprints would make a metre.”
- Compare connected 100 centimetre cubes (base ten blocks) to a metre.
- Have students use the same ruler to measure the same object in different ways (e.g., changing the start points or measuring different parts of the object and combining results (Van de Walle & Lovin, vol. 1, 2006, p. 233).
- Read the book, *How Big is a Foot?* by Rolf Myller, and relate the story to why standard units of measurement are valuable. As a follow up, discuss why it is not a good idea to tell someone how long a table is by using pieces of paper as a measurement unit.
- Have students develop a book on measurement that they can add to over time. This could include drawings of their personal referents, pictures of objects that they have estimated and measured, and descriptions of length, width and height.
- Give each student a metre-long piece of twine and ask them to use it to measure objects in their homes. Have them make lists of items that are almost a metre, one metre, or a little more than a metre. Have the students enter their findings in a table such as the one shown below.

almost a metre	one metre	more than a metre

How could one use the twine to identify objects that are about half a metre?

- Set up a mini-Olympics in which students compete in events such as a tissue kick, a penny thumb toss, and cotton ball puffing. Have students measure results to the nearest centimetre or metre, and then record and compare them.

SCO: **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.**

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

Assessment Strategies

- Ask students to estimate the length of a book using a personal referent for centimetres.
- Ask students to estimate the length of the classroom using a personal referent for metres.
- Ask students to cut a length of about 1 m from a ball of string. Have them verify their estimates.
- Have students draw a line segment that is about 7 cm long without using a ruler.
- Show students a line segment that is 95 cm and have students estimate its length and then measure it with a ruler.
- Have students use materials to show that a metre is the same as 100 centimetres.
- Provide students with a shoebox or other box and have them measure the length, width, and height.
- Have students use a ruler to measure the length of a pencil or other object without using zero as the starting point.
- Provide students with a photograph and have the student measure the length and width of the picture.

SCO: 3.SS4 Demonstrate an understanding of measuring mass (g, kg) by:

- selecting and justifying referents for the units g and kg
- modeling and describing the relationship between the units g and kg
- estimating mass using referents
- measuring and recording mass.

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

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.SS2 Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight).</p> <p>2.SS3 Compare and order objects by length, height, distance around and mass (weight) using nonstandard units, and make statements of comparison.</p>	<p>3.SS4 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. 	

Achievement Indicators

Students who have achieved this outcome(s) should be able to:

- A. provide a personal referent for one gram and explain the choice;
- B. provide a personal referent for one kilogram and explain the choice;
- C. match a given standard unit to a given referent;
- D. explain the relationship between 1000 grams and 1 kilogram using a model;
- E. Estimate the mass of a given object using personal referents;
- F. Determine and record the mass of a given 3D object;
- G. Measure, using a scale, and record the mass of given everyday objects using the units g and kg;
- H. Provide examples of 3D objects that have a mass of approximately 1 g, 100 g and 1 kg;
- I. Determine the mass of two given similar objects with different masses and explain the results; and
- J. Determine the mass of an object, change its shape, re-measure its mass and explain the results.

SCO: **3.SS4 Demonstrate an understanding of measuring mass (g, kg) by:**

- **selecting and justifying referents for the units g and kg**
- **modeling and describing the relationship between the units g and kg**
- **estimating mass using referents**
- **measuring and recording mass.**

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

Elaboration

In previous grades, students have investigated mass using non-standard units. They will now begin to estimate and measure masses, using the gram (g) and kilogram (kg). Estimating mass is more difficult than estimating other measures, as the object's size and shape is not directly related to its mass. They should develop a sense of what a gram and kilogram "feel" like.

Students need to understand that grams are used to measure very light objects and kilograms are more appropriate units for heavier objects. It is also important for student to know that 1000 grams is equal to a kilogram. As with all measurement units, it is valuable for students to have a personal referent for:

- a gram (e.g. a raisin, paper clip, unit cube);
- 100 grams (e.g., individual size yogurt, 40 pennies, a 3D base ten flat, a granola bar);
- a kilogram (e.g., a bag of sugar, 1L of water).

Measuring and comparing items with different masses will help students understand the necessity for using the same unit of measurement when comparing the amount of matter those objects contain. Having opportunities to compare objects that are alike will strengthen the understanding that the same object rearranged will maintain its original mass.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 4, Lesson 11, pp. 1169-170
- Unit 4, Lesson 12, pp. 171-173
- Unit 4, Unit Problem, pp. 176, 177

SCO: 3.SS4 Demonstrate an understanding of measuring mass (g, kg) by:

- selecting and justifying referents for the units g and kg
- modeling and describing the relationship between the units g and kg
- estimating mass using referents
- measuring and recording mass.

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

Instructional Strategies

Consider the following strategies when planning lessons:

- Have students compare the mass of objects to an established gram, 100 gram and 1 kg mass.
- Have students create masses of 1 g, 100 g, 1 kg (e.g., ask students to fill containers with various materials until they think a mass of 1 kg is reached).
- Have students find common items that are measured in grams and kilograms. Create a classroom display.
- Have students measure mass on a balance scale or other more accurate scales, as opposed to a bathroom scale with which mass is harder to interpret.
- Ensure students estimate and measure mass, using grams and kilograms as the units.
- Provide situations in which students make comparisons between the masses of two objects, one in grams; the other in kilograms.
- Provide opportunities for students to explore what happens to the mass of the same object if the shape of the object changes.

Suggested Activities

- Have students estimate and then measure the mass of different objects in the classroom.
- Ask the student to predict, from a collection of objects, which one has a mass of about 1 kilogram.
- Ask the student to choose a small item. Next have the student estimate and determine how many of the items would be required to make a mass of a kilogram.
- Ask the student to find something which has the same mass as two bags of marbles.
- Ask the student to find the number of potatoes in 2 kg. Ask: Will the number always be the same? Why or why not?
- Have students predict and measure the number of pennies needed for a mass of 100 grams. Repeat with other coins. Ask students how much 1 kg of that coin would be worth.
- Have students measure 20 g of un-popped popcorn. Have students predict, if the mass will be greater, the same, or less after it has been popped? Have students compare how much space is taken up by the popped versus un-popped popcorn.
- Investigate the number of kilograms students could comfortably carry in their backpack or the total number of kilograms of a group of books on a shelf, etc.
- Use balance scales to have students investigate the mass of different kinds of balls (e.g., ping pong ball vs. golf ball).
- Have students write what they know about the relationship between 1000 grams and a kilogram.
- Have the students select a personal referent for 1 g and 1 kg and explain their choice.

SCO: 3.SS4 Demonstrate an understanding of measuring mass (g, kg) by:

- **selecting and justifying referents for the units g and kg**
- **modeling and describing the relationship between the units g and kg**
- **estimating mass using referents**
- **measuring and recording mass.**

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

Assessment Strategies

- Ask: Could you eat a 1 kg cantaloupe? 1 kg of popcorn? Have students explain their thinking.
- Have students discuss which unit (g or kg) is more likely to be used in measuring:
 - a bag of potatoes
 - a box of paper clips
 - an apple
 - a bicycle
- Have students measure the mass of a ball of modeling clay. Have them use all of the clay to make a new object. Ask them to predict the mass of the new object and verify their prediction.
- Provide students with a collection of objects. Ask students to predict which have a mass of about 100 g and 1 kg. Have students explain their choices.

SCO: **3.SS5 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]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.SS4 Measure length to the nearest non-standard unit by: using multiple copies of a unit; using a single copy of a unit (iteration process).</p> <p>.</p>	<p>3.SS5 Demonstrate an understanding of perimeter of regular and irregular shapes by:</p> <ul style="list-style-type: none"> • estimating perimeter, using referents for cm or m; • 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>4.SS3 Demonstrate an understanding of area of regular and irregular 2D shapes by: recognizing that area is measured in square units; selecting and justifying referents for the units cm^2 or m^2; estimating area by using referents for cm^2 or m^2; determining and recording area' constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area.</p>

Achievement Indicators

Students who have achieved this outcome(s) should be able to:

- A. measure and record the perimeter of a given regular shape, and explain the strategy used;
- B. measure and record the perimeter of a given irregular shape, and explain the strategy used;
- C. construct a shape for a given perimeter (cm, m);
- D. construct or draw more than one shape for the same given perimeter; and
- E. estimate the perimeter of a given shape (cm, m) using personal referents.

SCO: 3.SS5 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]

Elaboration

Students extend their knowledge of measuring length to measuring a distance that is not a straight line. Perimeter is a linear measure of a distance that is a continuous line and is often referred to as the “distance around” an object. Constructing this meaning for perimeter will enable students to recognize the outside of any object as its perimeter. This is a foundation for a later understanding of dimensions, area, and the area model for multiplication. In grade 3, the standard units used to measure perimeter are centimetres and metres. Students should also use personal referents when estimating perimeter. Through estimation, students can verify whether their measurements are reasonable. Estimation may also be the only measurement necessary.

Teachers should provide investigations with a variety of concrete materials to help students develop strategies for finding perimeter. These strategies should include those involving direct and indirect measurement. Students should also be given opportunities to construct shapes with a given perimeter. The intent of this outcome is for students to explore their own methods for determining the perimeter of a shape and not developing or following a formula for perimeter.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 4, Lesson 8, pp. 160–163
- Unit 4, Lesson 9, pp. 164–166
- Unit 4, Lesson 10, pp. 167, 168
- Unit 4, Unit Problem, pp. 176, 177

SCO: 3.SS5 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]

Instructional Strategies

Consider the following strategies when planning lessons:

- Ask students to predict the perimeter of a shape prior to making their measurements.
- Provide students with frequent opportunities to construct, measure and record perimeter of regular and irregular shapes.
- Ask students to construct or draw more than one shape for the same given perimeter.
- Use perimeter problem-solving situations that provide a context for students (e.g., border around rooms or bulletin boards, frames, fences, trim, etc.).
- Provide many opportunities for students to measure the perimeter of irregular shapes using indirect measure with materials such as a string and ruler,
- Ask students to make comparisons between quantities of one object and the perimeter of another to make estimations concerning one fitting the dimensions of the other.

Suggested Activities

- Ask students, “*How can we find the distance around an object?*”(Provide regular and irregular shapes).
- Give each group a metre stick, tape measure and a 30 cm ruler, and string. Ask them to figure out how to find the perimeter of objects around the classroom. Discuss different results.
- Give students pieces of string (different lengths) and ask, “How many different objects can you find with a perimeter that is equal to the length of your string?”
- Ask students “How many objects can you find with a perimeter of 10 cm? 30 cm? 1 m? 3 m?”
- Provide students with geoboards or grid paper and ask “How many different shapes can you make with a given perimeter?”
- Say to students, “*I have drawn a shape in grid paper with a perimeter of 24 cm. What might my shape look like?*”
- Have students trace the outline of their bodies with sidewalk chalk and then estimate and measure the perimeter of their bodies.
- Use a trundle wheel to find the perimeter of the gym or playground.
- Ask students to estimate if a roll of crepe paper would be sufficient to go around the outside of their desk, a window, the door, the outside of the room...Explain why or why not?

SCO: 3.SS5 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]

Assessment Strategies

- Give students regular and irregular shapes and have them find the perimeter.
- Ask students to construct two different shapes with the same given perimeter.
- Ask students to estimate the perimeter of a given shape. Have them measure and record the actual length.
- Ask students to solve the following problem: “*Farmer Bill has 48 metres of fencing. How many different rectangular chicken coops can he make?*”

SCO: 3.SS6 Sort regular and irregular polygons, including:

- triangles
- quadrilaterals
- pentagons
- hexagons
- octagons

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

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.SS6 Describe, compare and construct 2D shapes, including: triangles; squares; rectangles; circles.</p>	<p>3.SS6 Sort regular and irregular polygons, including:</p> <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons <p>according to the number of sides.</p>	

Achievement Indicators

Students who have achieved this outcome(s) should be able to:

- A. classify a given set of regular and irregular polygons according to the number of sides;
- B. identify given regular and irregular polygons having different dimensions; and
- C. identify given regular and irregular polygons having different orientations.

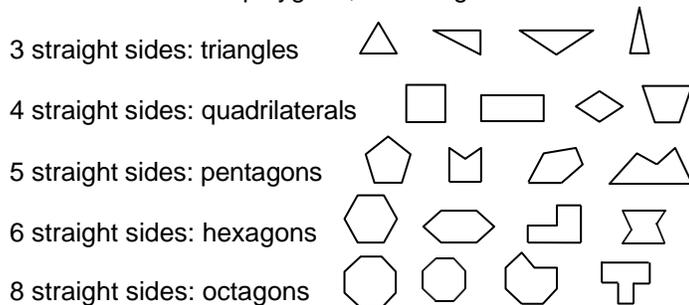
SCO: 3.SS6 Sort regular and irregular polygons, including:

- triangles
 - quadrilaterals
 - pentagons
 - hexagons
 - octagons
- according to the number of sides.

[C, CN, R, V]

Elaboration

Prior to grade 3, students have had many opportunities to explore 2D shapes through sorting, patterning, and building activities. Their previous experiences with describing and comparing *regular* polygons included squares, triangles, and rectangles and probably the shapes in a set of “pattern blocks”. Some students may form the misconceptions for example, that a triangle must be equilateral, or a hexagon must be the same shape as the one in the pattern blocks set. When sorting or classifying polygons, students should focus on the number of sides as the key attribute and they should come to know the names of a number of different kinds of polygons, including:



Varying the orientation, form, configuration, and size of 2D shapes will help students focus on the number of sides as the key attribute in naming polygons and lead them to construct the understanding that side lengths in regular polygons are *equal*, but in irregular polygons, they are not.

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 6, Lesson 1, pp. 208-211
- Unit 6, Lesson 2, pp. 212-215
- Unit 6, Lesson 3, pp. 216, 217
- Unit 6, Unit Problem, pp. 234, 235

SCO: 3.SS6 Sort regular and irregular polygons, including:

- triangles
- quadrilaterals
- pentagons
- hexagons
- octagons

according to the number of sides.

[C, CN, R, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Use questioning to assist student focusing on the attributes of polygons. For example: What other shapes look like this one? In what way are the shapes alike? In which ways are they different?
- Have students create different polygons on geoboards or dot paper. Challenge the students to create different types of triangles (quadrilaterals, pentagons, etc.).
- Have students create a book of polygon shapes. Include a variety of examples (regular and irregular) for each type of polygon included in this outcome. This could be extended to include other types of polygons.
- Use geo-strips or strips of paper of different lengths to create various polygons.
- Use children’s literature, such as *The Greedy Triangle* by Marilyn Burns and *The Warlord’s Puzzle* by Virginia Walton Pilegard to further explore the attributes of polygons.
- Integrate art activities using these shapes. For example, create a piece of art using only a single 2D shape, but changing the other attributes (size, orientation, length of sides, colour, etc.).

Suggested Activities

- Ask the students to make a triangle on a geoboard that has 2 pegs inside, then one that has three. Ask: What is the greatest number of pegs that can be inside a triangle on a geoboard? Repeat this activity with other shapes.
- Have students sort a collection of pattern blocks by the type of polygon.
- Provide students with sets of tangrams and pentominoes. Have them sort the shapes into triangles, quadrilaterals, pentagons, hexagons, and octagons. Note: there are no pentagons and there are some shapes that have more than 8 sides.
- Have groups of students create a “path of polygons” using sidewalk chalk and drawing a sequence of different polygons.

SCO: 3.SS6 Sort regular and irregular polygons, including:

- triangles
 - quadrilaterals
 - pentagons
 - hexagons
 - octagons
- according to the number of sides.**

[C, CN, R, V]

Assessment Strategies

- Provide students with a sheet that includes a number of different polygons (regular and irregular) that are different sizes, forms, configurations, and/or orientations. Have the students sort and name the polygons.
- Have students create two different pentagons (or other polygons) on a geoboard.
- Have students explain how an octagon and a hexagon (or other shapes) look similar and different.
- Ask: if you draw a pentagon (or other shape) and your friend draws a pentagon, will the two shapes look exactly the same? Why or why not?

STATISTICS AND PROBABILITY

SPECIFIC CURRICULUM OUTCOMES**Data Analysis**

3.SP1 – Collect first-hand data and organize it using: tally marks, line plots, charts, lists to answer questions.

SCO: 3.SP1 Collect first-hand data and organize it using tally marks, line plots, charts, and lists to answer questions.
[C, CN, V]

[C] Communication [T] Technology	[PS] Problem Solving [V] Visualization	[CN] Connections [R] Reasoning	[ME] Mental Math and Estimation
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Scope and Sequence

Grade Two	Grade Three	Grade Four
<p>2.SP1 Gather and record data about self and others to answer questions.</p> <p>2.SP2 Construct and interpret concrete graphs and pictographs to solve problems.</p>	<p>3.SP1 Collect first-hand data and organize it using:</p> <ul style="list-style-type: none"> • tally marks • line plots • charts • lists <p>to answer questions.</p>	<p>4.SP1 Demonstrate an understanding of many-to-one correspondence.</p> <p>4.SP2 Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions.</p>

Achievement Indicators

Students who have achieved this outcome(s) should be able to:

- A. record the number of objects in a given set using tally marks;
- B. determine the common attributes of line plots by comparing line plots in a given set;
- C. organize a given set of data using tally marks, line plots, charts or lists;
- D. collect and organize data using tally marks, line plots, charts and lists;
- E. answer questions arising from a given line plot, chart or list; and
- F. answer questions using collected data.

SCO: 3.SP1 Collect first-hand data and organize it using tally marks, line plots, charts, and lists to answer questions.
 [C, CN, V]

Elaboration

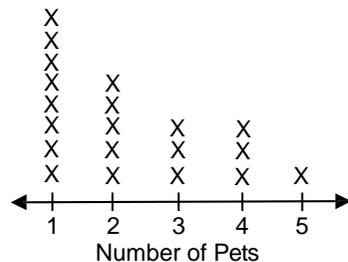
Students should develop strategies to collect and record information. This first-hand data (data that students have collected themselves) should concern the students themselves, their school or community, and/or other topics that are meaningful to them. Attention should be paid as to how best to ask questions (if necessary) to gather information.

It is important to use real-world contexts in order to establish a purpose for collecting data, and to use this data to solve problems. Students can compare and analyze data then make predictions by arranging the data graphically. The expectation is that students will communicate their understanding by recording data in an organized manner and by writing, asking and answering questions concerning data.

Students should be encouraged to organize and record their data using a tally system, line plots, charts and lists to solve problems. A line plot is a graph that uses a number line or words as its base and shows each piece of data with an “x”. “Line plots are useful counts of things along a numeric scale. One advantage of a line plot is that every piece of data is shown on the graph” (Van de Walle & Lovin, vol. 2, 2006, p. 333).

Number of Pets	Number of Students
1	III
2	
3	
4	
5	I

Tally system



Line plot

Number of Pets	Number of Students
1	8
2	5
3	3
4	3
5	1

Chart/List

This specific curriculum outcome is addressed in *Math Makes Sense 3* in the following units:

- Unit 7, Lesson 1, pp. 240-243
- Unit 7, Lesson 2, pp. 244-247
- Unit 7, Lesson 5, pp. 256-258
- Unit 7, Lesson 6, pp. 260, 261
- Unit 7, Unit Problem, pp. 264, 265

SCO: 3.SP1 Collect first-hand data and organize it using tally marks, line plots, charts, and lists to answer questions.
[C, CN, V]

Instructional Strategies

Consider the following strategies when planning lessons:

- Have pairs of students decide on the procedure they will use to collect and display data that will show interesting information about class members.
- Have students plan and conduct an in-class survey about a favourite _____ (e.g., toy, television program, hockey player). Ask them to present the results of the survey in an organized form.
- Have students conduct a survey to find out what types of things 8- and 9-year-olds like to collect. They will need to decide who to survey and how to organize and present their data.
- Ask small groups of students to brainstorm an interesting list of questions for a possible survey.
- Use a variety of objects to represent a tally (e.g., paper clips chains, linking cubes, clothespins, craft sticks).

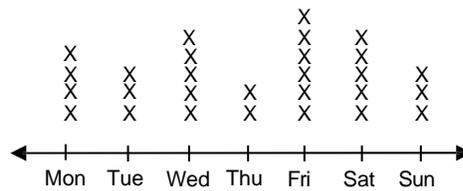
Suggested Activities

- Ask students why it is easier to count the “yes” responses when they are shown like this,  , rather than like this:  / \
- Have students collect, record and organize data in a line plot, chart, or list to describe the favourite books of their classmates (or other relevant topic).
- Model recording the same data in a line plot, list and chart format and discuss the advantages and disadvantages of each type of data display.
- Collect and display data that represent:
 - accomplishments of favourite sport figures or friends (e.g., the number of goals, hits, points)
 - the distance class members can throw a ball
 - prices of board games
 - mass of various fruits or vegetables
 - mass of subject textbooks
 - mass of different breeds of dogs
- Give students a list of questions and have them identify the questions that might be used for a particular graph or set of data.
- Ask students to build a list of criteria they would expect to find in every “well built” line plot.
- Give students a graph that has no labels nor name and ask them to label and name it then analyze the data.

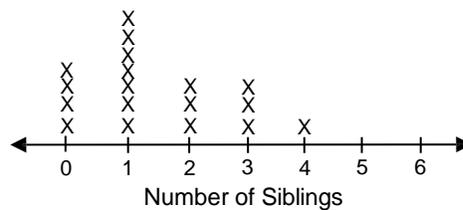
SCO: 3.SP1 Collect first-hand data and organize it using tally marks, line plots, charts, and lists to answer questions.
 [C, CN, V]

Assessment Strategies

- Ask students to select a topic, survey family members and/or neighbours, and present their findings to the class in an organized way.
- Ask the students to keep track of weather conditions over the period of one month and to design a way to present the information in an organized manner.
- Show students a line plot such as the one below and ask what it may represent.



- Ask students how they would represent the children in their class who play soccer and those who do not.
- Show the student the following line plot and ask questions such as:
 What is the most common number of siblings (brothers and sisters)?
 How many students have two siblings or less? How many students have 4 siblings?



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