

# My Math Path 3—Ontario Curriculum Correlation

| STRAND/EXPECTATION  | MODULE/CHAPTER/LESSON  | PAGES  |
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| <b>Strand: A. Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes</b>  |  |  |
| <b>Overall Expectation</b>  |  |  |
| By the end of Grade 3, students will:   |  |  |
| <b>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes</b> <ul style="list-style-type: none"> <li>apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum</li> </ul> | <i>All chapters; see Specific Expectations below. SEL outcomes per lesson are also available in the Chapter Overview of each chapter in the Teacher's Resource.</i>  |  |
| <b>Specific Expectations</b>  |  |  |
| <b>A1.1</b> identify and manage emotions  | 3A: Chapter 1, Opener, Lesson 4<br>3A: Chapter 2, Opener<br>3A: Chapter 3, Opener<br>3A: Chapter 4, Lesson 5, Wrap Up<br>3B: Chapter 5, Opener, Wrap Up<br>3B: Chapter 7, Lesson 3<br>3C: Chapter 12, Opener, Wrap Up<br>3C: Chapter 13, Opener, Lesson 3, Wrap Up<br>3D: Chapter 16, Lesson 2, Wrap Up<br>3D: Chapter 17, Wrap Up   | pp. 1–8, pp. 31–43<br>pp. 45–50<br>pp. 81–87<br>pp. 154–160, pp. 161–162<br>pp. 1–3, p. 30<br>pp. 90–96<br>pp. 88–91, pp. 118–119<br>pp. 120–125, pp. 135–148, pp. 157–159<br>pp. 134–142, pp. 172–176<br>p. 200   |
| <b>A1.2</b> recognize sources of stress and cope with challenges  | 3A: Chapter 3, Lesson 1<br>3B: Chapter 5, Opener<br>3C: Chapter 10, Wrap Up<br>3C: Chapter 13, Lesson 1, Wrap Up<br>3D: Chapter 14, Wrap Up<br>3D: Chapter 15, Lesson 1<br>3D: Chapter 16, Opener, Lesson 2, Wrap Up<br>3D: Chapter 17, Wrap Up  | pp. 88–93<br>pp. 1–3<br>p. 62<br>pp. 126–131, pp. 157–159<br>pp. 51–52<br>pp. 63–73<br>pp. 110–119, pp. 134–142, pp. 172–176<br>p. 200   |
| <b>A1.3</b> maintain positive motivation and perseverance   | 3A: Chapter 1, Opener, Lessons 2, 4<br>3A: Chapter 3, Lesson 1<br>3A: Chapter 4, Opener, Lesson 5<br>3B: Chapter 5, Lesson 3<br>3B: Chapter 6, Lesson 4, Wrap Up<br>3B: Chapter 7, Lesson 3, Wrap Up<br>3C: Chapter 9, Opener, Lesson 3<br>3C: Chapter 11, Lessons 1, 3<br>3C: Chapter 12, Lessons 1, 3<br>3C: Chapter 13, Lesson 1, Wrap Up<br>3D: Chapter 14, Lesson 3<br>3D: Chapter 15, Lesson 1<br>3D: Chapter 16, Lesson 1 | pp. 1–8, pp. 16–23, pp. 31–43<br>pp. 88–93<br>pp. 124–128, pp. 154–160<br>pp. 23–29<br>pp. 61–65, pp. 66–68<br>pp. 90–96, pp. 105–106<br>pp. 1–7, pp. 25–35<br>pp. 67–69, pp. 75–85<br>pp. 92–99, pp. 111–117<br>pp. 126–131, pp. 157–159<br>pp. 18–24<br>pp. 63–73<br>pp. 120–133 |

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| <p><b>A1.4</b> build relationships and communicate effectively</p> | <p>3A: Chapter 1, Opener, Lessons 2–4, Wrap Up<br/> 3A: Chapter 2, Lessons 2–4<br/> 3A: Chapter 3, Opener, Lesson 3, Wrap Up<br/> 3A: Chapter 4, Lesson 5<br/> 3B: Chapter 5, Lesson 1, Wrap Up<br/> 3B: Chapter 6, Lessons 2, 4, Wrap Up<br/> 3B: Chapter 7, Lesson 3<br/> 3B: Chapter 8, Lesson 2<br/> 3C: Chapter 9, Lesson 1<br/> 3C: Chapter 10, Lesson 1<br/> 3C: Chapter 11, Lessons 1, 3<br/> 3C: Chapter 12, Lessons 1, 3<br/> 3C: Chapter 13, Opener, Lesson 3<br/> 3D: Chapter 14, Lesson 5<br/> 3D: Chapter 15, Opener, Lesson 1, Wrap Up<br/> 3D: Chapter 16, Lessons 1–2, 5, Wrap Up<br/> 3D: Chapter 17, Wrap Up</p> | <p>pp. 1–8, pp. 16–43, p. 44<br/> pp. 55–68<br/> pp. 81–87, pp. 99–104, pp. 122–123<br/> pp. 154–160<br/> pp. 4–14, p. 30<br/> pp. 43–54, pp. 61–65, pp. 66–68<br/> pp. 90–96<br/> pp. 116–121<br/> pp. 8–15<br/> pp. 45–52<br/> pp. 67–69, pp. 75–85<br/> pp. 92–99, pp. 111–117<br/> pp. 120–125, pp. 135–148<br/> pp. 29–33<br/> pp. 53–62, pp. 63–73, pp. 107–109<br/> pp. 120–142, pp. 160–171, pp. 172–176<br/> p. 200</p>                   |
| <p><b>A1.5</b> develop self-awareness and sense of identity</p>    | <p>3A: Chapter 2, Opener, Lesson 4, Wrap Up<br/> 3A: Chapter 3, Opener, Lesson 3, Wrap Up<br/> 3A: Chapter 4, Opener, Lesson 4, Wrap Up<br/> 3B: Chapter 5, Opener<br/> 3B: Chapter 6, Wrap Up<br/> 3B: Chapter 7, Lesson 2, Wrap Up<br/> 3B: Chapter 8, Wrap Up<br/> 3C: Chapter 9, Wrap Up<br/> 3C: Chapter 10, Opener, Lesson 1, Wrap Up<br/> 3C: Chapter 11, Opener, Wrap Up<br/> 3C: Chapter 12, Opener, Wrap Up<br/> 3C: Chapter 13, Lesson 3<br/> 3D: Chapter 14, Opener, Lesson 3, Wrap Up<br/> 3D: Chapter 15, Opener, Lesson 2, Wrap Up<br/> 3D: Chapter 16, Lesson 2, Wrap Up<br/> 3D: Chapter 17, Opener, Wrap Up</p>   | <p>pp. 45–50, pp. 62–68, pp. 79–80<br/> pp. 81–87, pp. 99–104, pp. 122–123<br/> pp. 124–128, pp. 150–153, pp. 161–162<br/> pp. 1–3<br/> pp. 66–68<br/> pp. 85–89, 105–106<br/> pp. 122–123<br/> pp. 36–38<br/> pp. 39–44, pp. 45–52, p. 62<br/> pp. 63–66, pp. 86–87<br/> pp. 88–91, pp. 118–119<br/> pp. 135–148<br/> pp. 1–5, pp. 18–24, pp. 51–52<br/> pp. 53–62, pp. 74–87, pp. 107–109<br/> pp. 134–142, 172–176<br/> pp. 177–181, p. 200</p> |

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| <b>A1.6</b> think critically and creatively   | 3A: Chapter 1, Lessons 2, 4<br>3A: Chapter 2, Opener<br>3A: Chapter 3, Lesson 3, Wrap Up<br>3A: Chapter 4, Opener, Lesson 4<br>3B: Chapter 5, Lessons 1, 3<br>3B: Chapter 6, Opener<br>3B: Chapter 7, Opener, Lesson 2<br>3B: Chapter 8, Opener, Lesson 2, Wrap Up<br>3C: Chapter 9, Opener, Lesson 3, Wrap Up<br>3C: Chapter 10, Opener, Lesson 1, Wrap Up<br>3C: Chapter 11, Opener, Wrap Up<br>3C: Chapter 12, Opener, Lesson 3<br>3C: Chapter 13, Opener, Lesson 1<br>3D: Chapter 14, Opener, Lesson 5, Wrap Up<br>3D: Chapter 15, Opener, Lessons 1–2<br>3D: Chapter 16, Opener<br>3D: Chapter 17, Opener | pp. 16–23, pp. 31–43<br>pp. 45–50<br>pp. 99–104, pp. 122–123<br>pp. 124–128, pp. 150–153<br>pp. 4–14, pp. 23–29<br>pp. 31–34<br>pp. 69–75, 85–89<br>pp. 107–110, pp. 116–121, pp. 122–123<br>pp. 1–7, pp. 25–35, pp. 36–38<br>pp. 39–44, pp. 45–52, p. 62<br>pp. 63–66, pp. 86–87<br>pp. 88–91, pp. 111–117<br>pp. 120–125, pp. 126–131<br>pp. 1–5, pp. 29–33, pp. 51–52<br>pp. 53–62, pp. 63–87<br>pp. 110–119<br>pp. 177–181 |
| <b>Strand: B. Number</b>  |  |  |
| <b>Overall Expectation</b><br>By the end of Grade 3, students will:   |  |  |
| <b>B1. Number Sense</b><br>• demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life  | 3A: Chapter 1, Lessons 1–4<br>3C: Chapter 9, Lesson 3<br>3C: Chapter 13, Lesson 3  | pp. 9–43<br>pp. 25–35<br>pp. 135–148   |
| <b>Specific Expectations</b>  |  |  |
| <i>Whole Numbers</i><br>By the end of Grade 3, students will:   |  |  |
| <b>B1.1</b> read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life | 3A: Chapter 1, Lesson 1  | pp. 9–15   |
| <b>B1.2</b> compare and order whole numbers up to and including 1000, in various contexts   | 3A: Chapter 1, Lessons 3–4   | pp. 24–43  |
| <b>B1.3</b> round whole numbers to the nearest ten or hundred, in various contexts  | 3C: Chapter 9, Lesson 3  | pp. 25–35  |
| <b>B1.4</b> count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies  | 3A: Chapter 1, Lessons 1, 4  | pp. 9–15, pp. 31–43  |
| <b>B1.5</b> use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials  | 3A: Chapter 1, Lesson 2  | pp. 16–23  |

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| <i>Fractions</i>  |   |  |
| By the end of Grade 3, students will:   |   |  |
| <b>B1.6</b> use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts | 3C: Chapter 13, Lesson 3  | pp. 135–148  |
| <b>B1.7</b> represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths  | 3C: Chapter 13, Lesson 3  | pp. 135–148  |
| <b>Overall Expectation</b>  |   |  |
| By the end of Grade 3, students will:   |   |  |
| <b>B2. Operations</b><br>• use knowledge of numbers and operations to solve mathematical problems encountered in everyday life  | 3A: Chapter 2, Lessons 1–4<br>3A: Chapter 3, Lessons 1–5<br>3A: Chapter 4, Lessons 1–5<br>3B: Chapter 5, Lessons 1–3<br>3B: Chapter 6, Lessons 1–4<br>3C: Chapter 9, Lessons 1–3<br>3C: Chapter 11, Lessons 1–3<br>3C: Chapter 13, Lessons 1–2, 4 | pp. 51–68<br>pp. 88–115<br>pp. 129–160<br>pp. 4–29<br>pp. 35–65<br>pp. 8–35<br>pp. 67–85<br>pp. 126–134, pp. 149–156 |
| <b>Specific Expectations</b>  |   |  |
| <i>Properties and Relationships</i>   |   |  |
| By the end of Grade 3, students will:   |   |  |
| <b>B2.1</b> use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations   | 3B: Chapter 5, Lessons 1–3<br>3B: Chapter 6, Lesson 4   | pp. 4–29<br>pp. 61–65  |
| <i>Math Facts</i>   |   |  |
| By the end of Grade 3, students will:   |   |  |
| <b>B2.2</b> recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts   | 3B: Chapter 6, Lessons 1–4  | pp. 35–65  |
| <i>Mental Math</i>  |   |  |
| By the end of Grade 3, students will:   |   |  |
| <b>B2.3</b> use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used   | 3C: Chapter 9, Lessons 1–3  | pp. 8–35   |
| <i>Addition and Subtraction</i>   |   |  |
| By the end of Grade 3, students will:   |   |  |
| <b>B2.4</b> demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract   | 3A: Chapter 2, Lessons 1–4<br>3A: Chapter 3, Lessons 1–5<br>3A: Chapter 4, Lesson 1   | pp. 51–68<br>pp. 88–115<br>pp. 129–137   |
| <b>B2.5</b> represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms   | 3A: Chapter 3, Lesson 5<br>3A: Chapter 4, Lessons 2–5   | pp. 111–115<br>pp. 138–160   |

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| <i>Multiplication and Division</i>   |   |   |
| By the end of Grade 3, students will:  |   |   |
| <b>B2.6</b> represent multiplication of numbers up to $10 \times 10$ and division up to $100 \div 10$ , using a variety of tools and drawings, including arrays  | 3B: Chapter 5, Lessons 1–3  | pp. 4–29  |
| <b>B2.7</b> represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings                              | 3C: Chapter 11, Lessons 1–3<br>3C: Chapter 13, Lesson 4   | pp. 67–85<br>pp. 149–156  |
| <b>B2.8</b> represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings, and standard fractional notation | 3C: Chapter 13, Lessons 1–2   | pp. 126–134   |
| <b>B2.9</b> use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems  | 3C: Chapter 13, Lesson 3  | pp. 135–148   |
| <b>Strand: C. Algebra</b>  |   |   |
| <b>Overall Expectation</b>   |   |   |
| By the end of Grade 3, students will:  |   |   |
| <b>C1. Patterns and Relationships</b><br>• identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts   | 3A: Chapter 2, Lesson 5<br>3A: Chapter 3, Lessons 4, 6<br>3D: Chapter 15, Lesson 4  | pp. 69–78<br>pp. 105–110, pp. 116–121<br>pp. 94–106                         |
| <b>Specific Expectations</b>   |   |   |
| <i>Patterns</i>  |   |   |
| By the end of Grade 3, students will:  |   |   |
| <b>C1.1</b> identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts   | 3A: Chapter 2, Lesson 5<br>3A: Chapter 3, Lesson 6<br>3D: Chapter 15, Lesson 4  | pp. 69–78<br>pp. 116–121<br>pp. 94–106                                      |
| <b>C1.2</b> create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values                                      | 3A: Chapter 2, Lesson 5<br>3D: Chapter 15, Lesson 4   | pp. 69–78<br>pp. 94–106   |
| <b>C1.3</b> determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations                  | 3A: Chapter 2, Lesson 5<br>3A: Chapter 3, Lesson 6<br>3D: Chapter 15, Lesson 4  | pp. 69–78<br>pp. 116–121<br>pp. 94–106                                      |
| <b>C1.4</b> create and describe patterns to illustrate relationships among whole numbers up to 1000  | 3A: Chapter 3, Lesson 4   | pp. 105–110   |
| <b>Overall Expectation</b>   |   |   |
| By the end of Grade 3, students will:  |   |   |
| <b>C2. Equations and Inequalities</b><br>• demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts                                    | 3A: Chapter 1, Lesson 2<br>3A: Chapter 4, Lessons 1, 5<br>3B: Chapter 5, Lessons 1–2<br>3B: Chapter 6, Lesson 4<br>3C: Chapter 11, Opener | pp. 16–23<br>pp. 129–137, pp. 154–160<br>pp. 4–22<br>pp. 61–65<br>pp. 63–66 |
| <b>Specific Expectations</b>   |   |   |
| <i>Variables</i>   |   |   |
| By the end of Grade 3, students will:  |   |   |
| <b>C2.1</b> describe how variables are used, and use them in various contexts as appropriate   | 3A: Chapter 4, Lessons 1, 5<br>3C: Chapter 11, Opener   | pp. 129–137, pp. 154–160<br>pp. 63–66                                       |

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| <i>Equalities and Inequalities</i>   |   |  |
| By the end of Grade 3, students will:  |   |  |
| <b>C2.2</b> determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not  | 3B: Chapter 5, Lessons 1–2<br>3B: Chapter 6, Lesson 4                           | pp. 4–22<br>pp. 61–65                      |
| <b>C2.3</b> identify and use equivalent relationships for whole numbers up to 1000, in various contexts  | 3A: Chapter 1, Lesson 2   | pp. 16–23                                  |
| <b>Overall Expectation</b>   |   |  |
| By the end of Grade 3, students will:  |   |  |
| <b>C3. Coding</b><br>• solve problems and create computational representations of mathematical situations using coding concepts and skills   | 3A: Chapter 2, Lesson 5<br>3A: Chapter 3, Lesson 6<br>Coding Toolkit            | pp. 69–78<br>pp. 116–121<br>CD3_01, CD3_02 |
| <b>Specific Expectations</b>   |   |  |
| <i>Coding Skills</i>   |   |  |
| By the end of Grade 3, students will:  |   |  |
| <b>C3.1</b> solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events  | 3A: Chapter 2, Lesson 5<br>3A: Chapter 3, Lesson 6<br>Coding Toolkit            | pp. 69–78<br>pp. 116–121<br>CD3_01         |
| <b>C3.2</b> read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes  | 3A: Chapter 2, Lesson 5<br>3A: Chapter 3, Lesson 6<br>Coding Toolkit            | pp. 69–78<br>pp. 116–121<br>CD3_02         |
| <b>Overall Expectation</b>   |   |  |
| By the end of Grade 3, students will:  |   |  |
| <b>C4. Mathematical Modelling</b><br>• apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations  | 3B: Chapter 7, Lesson 3<br>3C: Chapter 10, Lesson 2<br>3D: Chapter 15, Lesson 1 | pp. 90–96<br>pp. 53–61<br>pp. 63–73        |
| <b>Specific Expectations</b>   |   |  |
| <i>Mathematical Modelling</i>  |   |  |
| By the end of Grade 3, students will:  |   |  |
| <i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands. Students' demonstration of the process of mathematical modelling, as they apply concepts and skills learned in other strands, is assessed and evaluated.</i> | 3B: Chapter 7, Lesson 3<br>3C: Chapter 10, Lesson 2<br>3D: Chapter 15, Lesson 1 | pp. 90–96<br>pp. 53–61<br>pp. 63–73        |
| <b>Strand: D. Data</b>   |   |  |
| <b>Overall Expectation</b>   |   |  |
| By the end of Grade 3, students will:  |   |  |
| <b>D1. Data Literacy</b><br>• manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life  | 3D: Chapter 16, Lessons 1–5<br>3D: Chapter 17, Lesson 2                         | pp. 120–171<br>pp. 187–199                 |

| <b>Specific Expectations</b>   |  |   |
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| <i>Data Collection and Organization</i>  |  |   |
| By the end of Grade 3, students will:  |  |   |
| <b>D1.1</b> sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate  | 3D: Chapter 16, Lesson 1                                 | pp. 120–133                             |
| <b>D1.2</b> collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables   | 3D: Chapter 16, Lessons 1, 4<br>3D: Chapter 17, Lesson 2 | pp. 120–133, pp. 150–159<br>pp. 187–199 |
| <i>Data Visualization</i>  |  |   |
| By the end of Grade 3, students will:  |  |   |
| <b>D1.3</b> display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales  | 3D: Chapter 16, Lessons 2–3                              | pp. 134–149                             |
| <i>Data Analysis</i>   |  |   |
| By the end of Grade 3, students will:  |  |   |
| <b>D1.4</b> determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data   | 3D: Chapter 16, Lesson 5                                 | pp. 160–171                             |
| <b>D1.5</b> analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions | 3D: Chapter 16, Lessons 2–4                              | pp. 134–159                             |
| <b>Overall Expectation</b>   |  |   |
| By the end of Grade 3, students will:  |  |   |
| <b>D2. Probability</b><br>• describe the likelihood that events will happen, and use that information to make predictions  | 3D: Chapter 17, Lessons 1–2                              | pp. 182–199                             |
| <b>Specific Expectations</b>   |  |   |
| <i>Probability</i>   |  |   |
| By the end of Grade 3, students will:  |  |   |
| <b>D2.1</b> use mathematical language, including the terms “impossible,” “unlikely,” “equally likely,” “likely,” and “certain,” to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions                       | 3D: Chapter 17, Lessons 1–2                              | pp. 182–199                             |
| <b>D2.2</b> make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations  | 3D: Chapter 17, Lesson 2                                 | pp. 187–199                             |
| <b>Strand: E. Spatial Sense</b>  |  |   |
| <b>Overall Expectation</b>   |  |   |
| By the end of Grade 3, students will:  |  |   |
| <b>E1. Geometric and Spatial Reasoning</b><br>• describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them   | 3D: Chapter 15, Lessons 1–3                              | pp. 63–93                               |

| <b>Specific Expectations</b>  |  |   |
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| <i>Geometric Reasoning</i>  |  |   |
| By the end of Grade 3, students will:   |  |   |
| <b>E1.1</b> sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles   | 3D: Chapter 15, Lesson 2   | pp. 74–87   |
| <b>E1.2</b> compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain   | 3D: Chapter 15, Lessons 2–3  | pp. 74–93   |
| <b>E1.3</b> identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent   | 3D: Chapter 15, Lessons 2–3  | pp. 74–93   |
| <i>Location and Movement</i>  |  |   |
| By the end of Grade 3, students will:   |  |   |
| <b>E1.4</b> give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns   | 3D: Chapter 15, Lesson 1   | pp. 63–73   |
| <b>Overall Expectation</b>  |  |   |
| By the end of Grade 3, students will:   |  |   |
| <b>E2. Measurement</b><br>• compare, estimate, and determine measurements in various contexts   | 3B: Chapter 7, Lessons 1–4<br>3B: Chapter 8, Lessons 1–2<br>3C: Chapter 12, Lessons 1–3<br>3D: Chapter 14, Lessons 1–8 | pp. 76–104<br>pp. 111–121<br>pp. 92–117<br>pp. 6–50 |
| <b>Specific Expectations</b>  |  |   |
| <i>Length, Mass, and Capacity</i>   |  |   |
| By the end of Grade 3, students will:   |  |   |
| <b>E2.1</b> use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter   | 3B: Chapter 7, Lesson 3<br>3C: Chapter 12, Lesson 3  | pp. 90–96<br>pp. 111–117                            |
| <b>E2.2</b> explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths  | 3B: Chapter 7, Lessons 1–2, 4  | pp. 76–89, pp. 97–104                               |
| <b>E2.3</b> use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy                                      | 3B: Chapter 8, Lesson 2  | pp. 116–121   |
| <b>E2.4</b> compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units  | 3B: Chapter 8, Lesson 1  | pp. 111–115   |
| <b>E2.5</b> use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same | 3B: Chapter 8, Lessons 1–2<br>3C: Chapter 12, Lesson 1   | pp. 111–121<br>pp. 92–99                            |
| <i>Time</i>   |  |   |
| By the end of Grade 3, students will:   |  |   |
| <b>E2.6</b> use analog and digital clocks and timers to tell time in hours, minutes, and seconds  | 3D: Chapter 14, Lessons 1–8  | pp. 6–50  |



|  |                             |             |
|--|-----------------------------|-------------|
| <b>Area</b>  |                             |             |
| By the end of Grade 3, students will:  |                             |             |
| <b>E2.7</b> compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area                     | 3C: Chapter 12, Lesson 1    | pp. 92–99   |
| <b>E2.8</b> use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy   | 3C: Chapter 12, Lesson 1    | pp. 92–99   |
| <b>E2.9</b> use square centimetres (cm <sup>2</sup> ) and square metres (m <sup>2</sup> ) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides | 3C: Chapter 12, Lessons 2–3 | pp. 100–117 |
| <b>Strand: F. Financial Literacy</b>   |                             |             |
| <b>Overall Expectation</b>   |                             |             |
| By the end of Grade 3, students will:  |                             |             |
| <b>F1. Money and Finances</b><br>• demonstrate an understanding of the value and use of Canadian currency  | 3C: Chapter 10, Lessons 1–2 | pp. 45–61   |
| <b>Specific Expectations</b>   |                             |             |
| <i>Money Concepts</i>  |                             |             |
| By the end of Grade 3, students will:  |                             |             |
| <b>F1.1</b> estimate and calculate the change required for various simple cash transactions involving whole-dollar amounts and amounts of less than one dollar   | 3C: Chapter 10, Lessons 1–2 | pp. 45–61   |