

# My Math Path 3—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
<b>Big Idea: Fractions are a type of number that can represent quantities.</b>		
	3C: Chapter 14	pp. 37–58
<b>Content</b>		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>fraction concepts</li> </ul>		
– Fractions are numbers that represent an amount or quantity.	<b>Note: Children will be introduced to representing a fraction as part of a set in Grade 4.</b>	
– Fractions can represent parts of a region, set, or linear model.	3C: Chapter 14, Lessons 1–2	pp. 39–55
– Fraction parts are equal shares or equal-sized portions of a whole or unit.	3C: Chapter 14, Lessons 1–2	pp. 39–55
– Provide opportunities to explore and create fractions with concrete materials.	3C: Chapter 14, Lesson 1, Hands-On Activity	p. 43
	3C: Chapter 14, Lesson 1, Hands-On Activity	p. 46
	3C: Chapter 14, Lesson 2, Hands-On Activity	p. 53
– recording pictorial representations of fraction models and connecting to symbolic notation	3C: Chapter 14, Lesson 1, Hands-On Activity 3C: Chapter 14, Lesson 2, Learn, Guided Learning	p. 46 pp. 51–52
– equal partitioning	3C: Chapter 14, Lessons 1–2	pp. 39–55
– equal sharing, pole ratios as visual parts, medicine wheel, seasons	Teacher’s Resource, Indigenous Connection: Yup’ik Border Fractions 3C: Chapter 14, Teacher’s Resource, Indigenous Connections	p. 53
<b>Big Idea: Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.</b>		
	3A: Chapter 1 3A: Chapter 2, Lessons 1–5 3A: Chapter 3, Lessons 1–5 3A: Chapters 4–6 3B: Chapters 7–9 3B: Chapter 10, Lesson 2 3B: Chapter 11, Lesson 5 3B: Chapter 12, Lesson 3 3C: Chapter 15, Lesson 1	pp. 1–46 pp. 53–74 pp. 90–117 pp. 124–188 pp. 1–112 pp. 120–126 pp. 159–165 pp. 190–195 pp. 64–77
<b>Content</b>		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>number concepts to 1000</li> </ul>		
– skip counting by any number from any starting point, increasing and decreasing (i.e., forward and backward)	3A: Chapter 1, Lesson 1 3A: Chapter 1, Lesson 4 3B: Chapter 8, Lesson 1, Learn, Guided Learning	pp. 9–15 pp. 33–44 pp. 34–37

# My Math Path 3—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
– skip counting is related to multiplication	3B: Chapter 8, Lesson 1, Learn, Guided Learning 3B: Chapter 8, Lesson 2 3B: Chapter 8, Lesson 3 3B: Chapter 9, Lesson 1, Learn, Guided Learning 3B: Chapter 9, Lesson 2, Learn, Guided Learning	pp. 34–37 pp. 43–54 pp. 55–61 pp. 82, 84–85 pp. 93–94
– investigating place-value based counting patterns (e.g., counting by 10s, 100s; bridging over a century; noticing the role of zero as a placeholder (e.g., 698, 699, 700, 701); noticing the predictability of our number system)	3A: Chapter 1, Lesson 1	pp. 9–15
– comparing and ordering numbers to 1000	3A: Chapter 1, Lesson 3 3A: Chapter 1, Lesson 4, Learn, Guided Learning, Math Journal	pp. 26–32 pp. 33–35
– estimating large quantities	3A: Chapter 1, Lesson 2, Hands-On Activity	pp. 20–21
– place value <ul style="list-style-type: none"> <li>• 100s, 10s, and 1s</li> <li>• understand the relationship between digit places and their values, to 1000 (e.g., the digit 4 in 342 has the value of 40 or 4 tens)</li> <li>• understanding the importance of 0 as a place holder (e.g., in the number 408, the zero indicates that there are 0 tens)</li> </ul>	3A: Chapter 1, Lesson 2	pp. 16–25
<i>Students are expected to know the following:</i>		
• addition and subtraction facts to 20 (emerging computational fluency)		
– adding and subtracting of numbers to 20	3A: Chapter 2, Lesson 1	pp. 53–56
– demonstrating fluency with math strategies for addition and subtraction (e.g., decomposing, making and bridging 10, related doubles, and commutative property)	3A: Chapter 2, Lesson 1	pp. 53–56
– Addition and subtraction are related.	3A: Chapter 2, Recall Prior Knowledge	pp. 48–50
– At the end of Grade 3, most students should be able to recall addition facts to 20.	3A: Chapter 2, Lesson 1	pp. 53–56
<i>Students are expected to know the following:</i>		
• addition and subtraction to 1000		
– using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping	3A: Chapter 2, Lessons 2–5 3A: Chapter 3, Lessons 1–5 3A: Chapter 4, Lessons 1–2	pp. 57–74 pp. 90–117 pp. 132–146
– estimating sums and differences of all operations to 1000	3A: Chapter 5, Lessons 1–2 3A: Chapter 6, Lesson 1	pp. 160–173 pp. 180–187
– using addition and subtraction in real-life contexts and problem-based situations	3A: Chapter 6, Lesson 1 3B: Chapter 10, Lesson 2 3B: Chapter 11, Lesson 5 3B: Chapter 12, Lesson 3 3C: Chapter 15, Lessons 3–5	pp. 180–187 pp. 120–126 pp. 159–165 pp. 190–195 pp. 81–100

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>one-step addition and subtraction equations with an unknown number</li> </ul>		
<ul style="list-style-type: none"> <li>equations                             <ul style="list-style-type: none"> <li>start unknown (e.g., <math>n + 15 = 20</math> or <math>\square + 15 = 20</math>)</li> <li>change unknown (e.g., <math>12 + n = 20</math> or <math>12 + \square = 20</math>)</li> <li>result unknown (e.g., <math>6 + 13 = n</math> or <math>6 + 13 = \square</math>)</li> </ul> </li> </ul>	3A: Chapter 4, Lesson 3	pp. 147–155
<ul style="list-style-type: none"> <li>investigating even and odd numbers</li> </ul>	3B: Chapter 8, Lesson 5 3B: Chapter 9, Lesson 3, Let's Explore	pp. 66–69 p. 108
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>multiplication and division concepts</li> </ul>		
<ul style="list-style-type: none"> <li>understanding concepts of multiplication (e.g., groups of, arrays, repeated addition)</li> </ul>	3B: Chapter 7, Lesson 1 3B: Chapter 7, Lesson 3, Learn, Guided Learning	pp. 4–13 p. 22
<ul style="list-style-type: none"> <li>understanding concepts of division (e.g., sharing, grouping, repeated subtraction)</li> </ul>	3B: Chapter 7, Lesson 2 3B: Chapter 7, Lesson 3	pp. 14–21 pp. 22–27
<ul style="list-style-type: none"> <li>Multiplication and division are related.</li> </ul>	3B: Chapter 8, Lesson 4 3B: Chapter 9, Lesson 3	pp. 62–65 pp. 103–108
<ul style="list-style-type: none"> <li>Provide opportunities for concrete and pictorial representations of multiplication.</li> </ul>	3B: Chapter 7, Lesson 1	pp. 4–13
<ul style="list-style-type: none"> <li>Use games to develop opportunities for authentic practice of multiplication computations.</li> </ul>	3B: Chapter 8, Lesson 2, Game 3B: Chapter 8, Lesson 2, Game 3B: Chapter 8, Lesson 2, Game 3B: Chapter 9, Lesson 2, Game	pp. 43–44 p. 49 p. 52 p. 100
<ul style="list-style-type: none"> <li>looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation</li> </ul>	3B: Chapter 8, Lesson 3, Learn, Guided Learning 3B: Chapter 8, Lesson 3, Hands-On Activity 3B: Chapter 9, Lesson 3, Let's Explore	p. 55 p. 58 p. 108
<ul style="list-style-type: none"> <li>Connect multiplication to skip counting.</li> </ul>	3B: Chapter 8, Lesson 1, Learn, Guided Learning 3B: Chapter 8, Lesson 2 3B: Chapter 8, Lesson 3 3B: Chapter 9, Lesson 1, Learn, Guided Learning 3B: Chapter 9, Lesson 2, Learn, Guided Learning	pp. 34–37 pp. 43–54 pp. 55–61 pp. 82, 84–85 pp. 93–94
<ul style="list-style-type: none"> <li>Connect multiplication to division and repeated addition.</li> </ul>	3B: Chapter 8, Lesson 1, Learn, Guided Learning 3B: Chapter 8, Lesson 2 3B: Chapter 8, Lesson 3 3B: Chapter 8, Lesson 4 3B: Chapter 9, Lesson 1, Learn, Guided Learning 3B: Chapter 9, Lesson 2, Learn, Guided Learning	pp. 34–37 pp. 43–54 pp. 55–61 pp. 62–65 pp. 82, 84–85 pp. 93–94
<ul style="list-style-type: none"> <li>fish drying on rack; sharing of food resources in First Peoples communities</li> </ul>	3B: Chapter 7, Teacher's Resource, Indigenous Connection	p. 15

# My Math Path 3—BC Curriculum Correlation

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<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>financial literacy—fluency with coins and bills to 100 dollars, and earning and payment</li> </ul>		
– counting mixed combinations of coins and bills up to \$100	3C: Chapter 15, Lesson 1, Learn, Guided Learning 3C: Chapter 15, Lesson 1 3C: Chapter 15, Lesson 2	p. 66 pp. 64–77 pp. 78–80
– using different combinations of coins and bills to make the same amount	3C: Chapter 15, Lesson 1, Learn, Guided Learning 3C: Chapter 15, Lesson 1, Let’s Explore	p. 67 p. 69
– understanding that payments can be made in flexible ways (e.g., cash, cheques, credit, electronic transactions, goods and services)	3C: Chapter 15, Put on Your Thinking Cap!	pp. 101–102
– understanding that there are different ways of earning money to reach a financial goal (e.g., recycling, holding bake sales, selling items, walking a neighbour’s dog)	3C: Chapter 15, Lesson 1, Learn 3C: Chapter 15, Lesson 2, Learn 3C: Chapter 15, Put on Your Thinking Cap!	pp. 71–72 p. 78 pp. 101–102
– Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game.	Teacher’s Resource, Indigenous Connection: Oolichan Oil Trading Game 3C: Chapter 15, Teacher’s Resource, Indigenous Connections	p. 65
<b>Big Idea:</b> Regular increases and decreases in patterns can be identified and used to make generalizations.		
	3A: Chapter 1, Lesson 4 3A: Chapter 2, Lesson 6 3A: Chapter 3, Lesson 6 3C: Chapter 17, Lesson 2	pp. 33–44 pp. 75–80 pp. 118–119 pp. 153–159
<b>Content</b>		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>increasing and decreasing patterns</li> </ul>		
– creating patterns using concrete, pictorial, and numerical representations	3A: Chapter 1, Lesson 4 3A: Chapter 1, Put on Your Thinking Cap! 3A: Chapter 2, Lesson 6 3A: Chapter 3, Lesson 6 3C: Chapter 17, Lesson 2, Learn, Hands-On Activity, Guided Learning	pp. 33–44 p. 45 pp. 75–80 pp. 118–119 pp. 157–158
– representing increasing and decreasing patterns in multiple ways	3A: Chapter 2, Lesson 6, Learn, Hands-On Activity, Math Journal 3C: Chapter 17, Lesson 2, Learn, Hands-On Activity, Guided Learning	pp. 76–78 pp. 157–158
– generalizing what makes the pattern increase or decrease (e.g., doubling, adding 2)	3A: Chapter 1, Lesson 4 3A: Chapter 1, Put on Your Thinking Cap! 3A: Chapter 2, Lesson 6 3A: Chapter 3, Lesson 6	pp. 33–44 p. 45 pp. 75–80 pp. 118–119

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
<b>Content</b>		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>• pattern rules using words and numbers, based on concrete experiences</li> </ul>		
– form a concrete pattern, describing the pattern rule using words and numbers	3A: Chapter 2, Lesson 6, Learn, Hands-On Activity, Math Journal 3C: Chapter 17, Lesson 2	pp. 76–78 pp. 153–159
– predictability in song rhythm and patterns	3C: Chapter 17, Lesson 2, Hands-On Activity	p. 158
– Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork.	Teacher's Resource, Indigenous Connection: Cedar-Root Basket Patterns 3A: Chapter 2, Teacher's Resource, Indigenous Connections 3C: Chapter 17, Teacher's Resource, Indigenous Connections	p. 78 p. 156
<b>Big Idea:</b> Standard units are used to describe, measure, and compare attributes of objects' shapes.		
	3B: Chapters 10–12 3C: Chapter 13 3C: Chapter 16 3C: Chapter 17, Lesson 1	pp. 113–198 pp. 1–36 pp. 105–138 pp. 143–152
<b>Content</b>		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>• measurement, using standard units (linear, mass, and capacity)</li> </ul>		
– linear measurements, using standard units (e.g., centimetre, metre, kilometre)	3B: Chapter 10, Lessons 1–2	pp. 116–126
– capacity measurements, using standard units (e.g., millilitre, litre)	3B: Chapter 12, Lessons 1–3	pp. 173–195
– Introduce concepts of perimeter, area, and circumference (the distance around); use of formula and pi to calculate not intended—the focus is on the concepts.	3C: Chapter 13, Lesson 1, Learn, Guided Learning 3C: Chapter 13, Lesson 1, Hands-On Activity 3C: Chapter 13, Lesson 3	pp. 4–5 p. 7 pp. 23–33
– area measurement, using square units (standard and non-standard)	3C: Chapter 13, Lesson 1 3C: Chapter 13, Lesson 2 3C: Chapter 13, Lesson 3	pp. 4–11 pp. 12–22 pp. 23–33
– mass measurements, using standard units (e.g., gram, kilogram)	3B: Chapter 11, Lessons 1–5	pp. 133–165
– estimation of measurements, using standard referents (e.g., If this cup holds 100 millilitres, about how much does this jug hold?)	3B: Chapter 10, Lesson 1, Hands-On Activity 3B: Chapter 11, Lesson 1, Learn 3B: Chapter 12, Lesson 1, Let's Explore	p. 117 p. 136 p. 176
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> <li>• time concepts</li> </ul>		
– understanding concepts of time (e.g., second, minute, hour, day, week, month, year)	3C: Chapter 16, Lessons 1–2	pp. 108–122

# My Math Path 3—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
– understanding the relationships between units of time	3C: Chapter 16, Lesson 3	pp. 123–126
– Telling time is not expected at this level.	3C: Chapter 16, Lessons 4–5 <i>Note: An early introduction to telling time is provided.</i>	pp. 127–136
– estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar	3C: Chapter 16, Lesson 1, Learn, Guided Learning, Hands-On Activity 3C: Chapter 16, Lesson 2 Teacher’s Resource, Indigenous Connection: Creating a Calendar 3C: Chapter 16, Teacher’s Resource, Indigenous Connections	pp. 114–115 pp. 117–122 p. 116
<i>Students are expected to know the following:</i>		
• construction of 3-D objects		
– identifying 3-D objects according to the 2-D shapes of the faces and the number of edges and vertices (e.g., construction of nets, skeletons)	3C: Chapter 17, Lesson 1, Hands-On Activity, Learn, Let’s Explore, Guided Learning	pp. 146–151
– describing the attributes of 3-D objects (e.g., faces, edges, vertices)	3C: Chapter 17, Lesson 1, Learn, Guided Learning, Hands-On Activity	pp. 143–147
– identifying 3-D objects by their mathematical terms (e.g., sphere, cube, prism, cone, cylinder)	3C: Chapter 17, Lesson 1, Learn, Guided Learning	pp. 143–145
– comparing 3-D objects (e.g., How are rectangular prisms and cubes the same or different?)	3C: Chapter 17, Lesson 1, Learn, Hands-On Activity	pp. 143–144, 146–147
– understanding the preservation of shape (e.g., the orientation of a shape will not change its properties)	3C: Chapter 17, Lesson 1, Math Journal	p. 151
– jingle dress bells, bentwood box, birchbark baskets, pithouses	Teacher’s Resource, Indigenous Connection: 3-D Objects from First Peoples Cultures 3C: Chapter 17, Teacher’s Resource, Indigenous Connections	p. 145–146, 156
<b>Big Idea:</b> The likelihood of possible outcomes can be examined, compared, and interpreted.		
	3C: Chapter 18	pp. 163–204
<b>Content</b>		
<i>Students are expected to know the following:</i>		
• one-to-one correspondence with bar graphs, pictographs, charts, and tables		
– collecting data, creating a graph, and describing, comparing, and discussing the results	3C: Chapter 18, Lessons 1–3	pp. 168–190
– choosing a suitable representation	3C: Chapter 18, Lesson 3, Math Journal	p. 190
<i>Students are expected to know the following:</i>		
• likelihood of simulated events, using comparative language		
– using comparative language (e.g., certain, uncertain; more, less, or equally likely)	3C: Chapter 18, Lesson 4	pp. 191–198
– developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners, and rolling dice all simulate probability events)	3C: Chapter 18, Lesson 4, Learn, Guided Learning, Hands-On Activity	pp. 193–196