

My Math Path 3—WNCP Curriculum Correlation

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Number		
General Outcome <i>Develop number sense.</i>		
	3A: Chapter 1 3A: Chapter 2, Lessons 1–5 3A: Chapter 3, Lessons 1–5 3A: Chapter 4, Lessons 1–2 3A: Chapter 6 3B: Chapter 7 3B: Chapter 8, Lessons 1–4 3B: Chapter 9 3B: Chapter 10, Lesson 2 3B: Chapter 11, Lesson 5 3C: Chapter 14 3C: Chapter 15, Lesson 1	pp. 1–46 pp. 53–74 pp. 90–117 pp. 132–146 pp. 175–188 pp. 1–28 pp. 34–65 pp. 74–112 pp. 120–126 pp. 159–165 pp. 37–58 pp. 64–77
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Say the number sequence forward and backward from 0 to 1000 by: <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. [C, CN, ME] 	3A: Chapter 1, Lesson 1 3A: Chapter 1, Lesson 4 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 3C: Chapter 15, Lesson 1, Learn, Guided Learning Achievement Indicators partially covered: – Identify and correct errors and omissions in a given skip counting sequence.	pp. 9–15 pp. 33–44 pp. 43–54 pp. 55–61 pp. 82, 84–85 pp. 93, 94–95 p. 68
2. Represent and describe numbers to 1000, concretely, pictorially, and symbolically. [C, CN, V]	3A: Chapter 1, Lesson 1 Achievement Indicators partially covered: – Read a given number word (0 to 1000). Note: Coverage only to 100. Achievement Indicators not covered: – Represent a given number as an expression, e.g., $300 - 44$ for 256 or $20 + 236$. – Write number words for given multiples of a hundred to 900.	pp. 9–15

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3. Compare and order numbers to 1000. [CN, R, V]	3A: Chapter 1, Lesson 3 3A: Chapter 1, Lesson 4, Learn, Guided Learning, Math Journal Achievement Indicators not covered: – Create as many different 3-digit numerals as possible, given three different digits. Place the numbers in ascending or descending order. – Identify errors in a given ordered sequence. – Identify missing numbers in parts of a given hundred chart. – Identify errors in a given hundred chart.	pp. 26–32 pp. 33–35
4. Estimate quantities less than 1000 using referents. [ME, PS, R, V]	3A: Chapter 1, Lesson 2, Hands-On Activity Achievement Indicators not covered: – Select an estimate for a given quantity by choosing among three possible choices. – Select and justify a referent for determining an estimate for a given quantity. Note: Benchmark for 100 used.	pp. 20–21
5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]	3A: Chapter 1, Lesson 2 3B: Chapter 15, Lesson 1 Achievement Indicators not covered: – 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).	pp. 16–25 pp. 64–77
6. 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 • using doubles. [C, ME, PS, R, V]	3A: Chapter 4, Recall Prior Knowledge Note: This content is covered in <i>BC Edition of My Math Path 2</i> .	pp. 125–130
7. 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 • thinking of addition • using doubles. [C, ME, PS, R, V]	3A: Chapter 4, Recall Prior Knowledge Note: This content is covered in <i>BC Edition of My Math Path 2</i> .	pp. 125–130

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<p>8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. [C, ME, PS, R]</p>	<p>3A: Chapter 5, Recall Prior Knowledge</p> <p>Note: This content is covered in <i>BC Edition of My Math Path 2</i>.</p>	<p>p. 158</p>
<p>9. 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 in contexts that involve addition and subtraction of numbers concretely, pictorially, and symbolically. <p>[C, CN, ME, PS, R]</p>	<p>3A: Chapter 2, Lessons 2–5</p> <p>3A: Chapter 3, Lessons 1–5</p> <p>3A: Chapter 4, Lessons 1–2</p> <p>3A: Chapter 6, Lesson 1</p> <p>3B: Chapter 8, Lesson 5</p> <p>3B: Chapter 10, Lesson 2</p> <p>3B: Chapter 11, Lesson 5</p> <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> – Create an addition or subtraction story problem for a given solution. 	<p>pp. 57–74</p> <p>pp. 90–117</p> <p>pp. 132–146</p> <p>pp. 180–187</p> <p>pp. 66–69</p> <p>pp. 120–126</p> <p>pp. 159–165</p>
<p>10. 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 • building on a known double • thinking addition for subtraction to recall basic addition facts to 18 and related subtraction facts. <p>[C, CN, ME, R, V]</p>	<p>3A: Chapter 2, Lesson 1</p> <p>Note: To 20. This content is initially covered in <i>BC Edition of My Math Path 2</i>.</p> <p>Achievement Indicators partially covered:</p> <p>Describe a mental mathematics strategy that could be used to determine a given basic fact, such as:</p> <ul style="list-style-type: none"> • 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 $7 + ? = 13$. <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> – Provide a rule for determining answers for adding and subtracting zero. 	<p>pp. 53–56</p>

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<p>11. Demonstrate an understanding of multiplication to 5×5 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>[C, CN, PS, R]</p>	<p>3B: Chapter 7, Lesson 1</p> <p>3B: Chapter 7, Lesson 3, Learn, Guided Learning</p> <p>3B: Chapter 8, Lessons 1–2</p> <p>3B: Chapter 8, Lesson 4</p> <p>3B: Chapter 9, Lessons 1–3</p> <p>Note: Coverage extends to 5×10.</p> <p>Achievement Indicators partially covered:</p> <ul style="list-style-type: none"> Relate multiplication to division by using arrays and writing related number sentences. <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> Represent a given multiplication expression as repeated addition. Create and illustrate a story problem for a given number sentence, e.g., given 2×3, create and illustrate a story problem. Represent, concretely or pictorially, equal groups for a given number sentence. 	<p>pp. 4–13</p> <p>p. 22</p> <p>pp. 34–54</p> <p>pp. 62–65</p> <p>pp. 82–108</p>
<p>12. 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 modelling 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 5×5). <p>[C, CN, PS, R]</p>	<p>3B: Chapter 7, Lessons 2–3</p> <p>3B: Chapter 8, Lesson 4</p> <p>3B: Chapter 9, Lesson 3</p> <p>Achievement Indicators partially covered:</p> <ul style="list-style-type: none"> Relate multiplication to division by using arrays and writing related number sentences. <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> Illustrate, with counters or a diagram, a given story problem involving equal sharing, presented orally or through shared reading, and solve the problem. Listen to a story problem, represent the numbers using manipulatives or a sketch, and record the problem with a number sentence. 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. 	<p>pp. 14–27</p> <p>pp. 62–65</p> <p>pp. 103–108</p>

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<p>13. 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>[C, CN, ME, R, V]</p>	<p>3C: Chapter 14, Lessons 1–2</p> <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> – Identify common characteristics of a given set of fractions. – Describe everyday situations where fractions are used. – Sort a given set of diagrams of regions into those that represent equal parts and those that do not, and explain the sorting. – Represent a given fraction concretely or pictorially. – Compare given fractions with the same denominator using models. 	<p>pp. 39–55</p>

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Patterns and Relations (Patterns)		
General Outcome <i>Use patterns to describe the world and to solve problems.</i>		
	3A: Chapter 1, Lesson 4	pp. 33–44
	3A: Chapter 2, Lesson 6	pp. 75–80
	3A: Chapter 3, Lesson 6	pp. 118–119
	3B: Chapter 8, Lesson 3	pp. 55–61
	3C: Chapter 17, Lesson 2	pp. 153–159
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds, and actions (numbers to 1000). [C, CN, PS, R, V]	3A: Chapter 1, Lesson 4 3A: Chapter 1, Put on Your Thinking Cap! 3A: Chapter 2, Lesson 6 3B: Chapter 8, Lesson 3, Learn, Guided Learning 3B: Chapter 8, Lesson 3, Hands-On Activity 3C: Chapter 17, Lesson 2, Learn, Hands-On Activity, Guided Learning Achievement Indicators partially covered: <ul style="list-style-type: none"> – Compare numeric patterns of counting by 2s, 5s, 10s, 25s, and 100s. Achievement Indicators not covered: <ul style="list-style-type: none"> – Identify and explain errors in a given increasing pattern. – Create a concrete, pictorial, or symbolic representation of an increasing pattern for a given pattern rule. – Identify and describe increasing patterns in the environment. 	pp. 33–44 p. 45 pp. 75–80 p. 55 p. 58 pp. 157–158

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<p>2. 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). [C, CN, PS, R, V]</p>	<p>3A: Chapter 1, Lesson 4</p> <p>3A: Chapter 1, Put on Your Thinking Cap!</p> <p>3A: Chapter 3, Lesson 6</p> <p>3A: Chapter 3, Lesson 6, Put on Your Thinking Cap!</p> <p>3C: Chapter 17, Lesson 2, Learn, Hands-On Activity, Guided Learning</p> <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> – Identify and explain errors in a given decreasing pattern. – Identify and describe various decreasing patterns found on a hundred chart, such as horizontal, vertical, and diagonal patterns. – Compare decreasing numeric patterns of counting backward by 2s, 5s, 10s, 25s, and 100s. – Create a concrete, pictorial, or symbolic decreasing pattern for a given pattern rule. – Create a concrete, pictorial, or symbolic decreasing pattern and describe the pattern rule. – Identify and describe decreasing patterns in the environment. 	<p>pp. 33–44</p> <p>p. 45</p> <p>pp. 118–119</p> <p>pp. 120–121</p> <p>pp. 157–158</p>

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Patterns and Relations (Variables and Equations)		
General Outcome <i>Represent algebraic expressions in multiple ways.</i>		
	3A: Chapter 4, Lesson 3	pp. 147–155
Specific Outcomes		
<i>It is expected that students will:</i>		
3. Solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V]	3A: Chapter 4, Lesson 3 Achievement Indicators not covered: <ul style="list-style-type: none"> – 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. – Provide an alternative symbol for the unknown in a given addition or subtraction equation. – Solve a given addition or subtraction equation that represents combining or separating actions with one unknown using manipulatives. – Solve a given addition or subtraction equation with one unknown using a variety of strategies, including guess and test. – Explain why the unknown in a given addition or subtraction equation has only one value. Note: Coverage for the third achievement indicator above can be found in <i>BC Edition of My Math Path 2</i> .	pp. 147–155

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Shape and Space (Measurement)		
General Outcome <i>Use direct or indirect measurement to solve problems.</i>		
	3B: Chapter 11, Lessons 1–4	pp. 133–158
	3C: Chapter 13, Lesson 3	pp. 23–33
	3C: Chapter 16, Lessons 1–3	pp. 108–126
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]	3C: Chapter 16, Lessons 1–2 3C: Chapter 16, Lesson 3, Let’s Explore Achievement Indicators partially covered: – 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. – Identify activities that can or cannot be accomplished in minutes, hours, days, months, and years. – Provide personal referents for minutes and hours.	pp. 108–122 p. 126
2. 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]	3C: Chapter 16, Lesson 1 3C: Chapter 16, Lesson 3 Achievement Indicators partially covered: – Solve a given problem involving the number of minutes in an hour or the number of days in a given month.	pp. 108–116 pp. 123–126
3. Demonstrate an understanding of measuring length (cm, m) by: <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. [C, CN, ME, PS, R, V]	Note: This content is covered in <i>BC Edition of My Math Path 2</i> .	

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
<p>4. 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. <p>[C, CN, ME, PS, R, V]</p>	<p>3B: Chapter 11, Lessons 1–4</p> <p>Achievement Indicators partially covered:</p> <ul style="list-style-type: none"> – Determine the mass of two given similar objects with different masses and explain the results. – Provide examples of 3-D objects that have a mass of approximately 1 g, 100 g, and 1 kg. <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> – Match a given standard unit to a given referent. – Estimate the mass of a given object using personal referents. – Determine the mass of an object, change its shape, re-measure its mass, and explain the results. 	pp. 133–158
<p>5. Demonstrate an understanding of perimeter of regular and irregular shapes by:</p> <ul style="list-style-type: none"> • 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. <p>[C, ME, PS, R, V]</p>	<p>3C: Chapter 13, Lesson 3</p> <p>Achievement Indicators partially covered:</p> <ul style="list-style-type: none"> – Measure and record the perimeter of a given regular shape, and explain the strategy used. – Measure and record the perimeter of a given irregular shape, and explain the strategy used. – Estimate the perimeter of a given shape (cm, m) using personal referents. <p>Achievement Indicators not covered:</p> <ul style="list-style-type: none"> – Construct a shape for a given perimeter (cm, m). 	pp. 23–33

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Shape and Space (3-D Objects and 2-D Shapes)		
General Outcome <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>		
	3C: Chapter 17, Lesson 1	pp. 143–152
Specific Outcomes		
<i>It is expected that students will:</i>		
6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices. [C, CN, PS, R, V]	3C: Chapter 17, Lesson 1, Learn, Guided Learning, Hands-On Activity	pp. 143–147
7. Sort regular and irregular polygons, including: <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons • according to the number of sides. [C, CN, R, V]	Note: Coverage of this content is split between <i>BC Edition of My Math Path 2</i> and <i>BC Edition of My Math Path 4</i> .	

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Statistics and Probability (Data Analysis)		
General Outcome <i>Collect, display, and analyze data to solve problems.</i>		
	3C: Chapter 18, Lessons 2–3	pp. 174–190
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Collect first-hand data and organize it using: <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions. [C, CN, V]	3C: Chapter 18, Lesson 2, Learn, Hands-On Activity 3C: Chapter 18, Lesson 3 Achievement Indicators partially covered: <ul style="list-style-type: none"> – Organize a given set of data using tally marks, line plots, charts, or lists. – Collect and organize data using tally marks, line plots, charts, and lists. – Answer questions arising from a given line plot, chart, or list. Achievement Indicators not covered: <ul style="list-style-type: none"> – Determine the common attributes of line plots by comparing line plots in a given set. 	pp. 174–177, 180 pp. 183–190
2. Construct, label, and interpret bar graphs to solve problems. [PS, R, V]	3C: Chapter 18, Lesson 2, Learn, Guided Learning, Hands-On Activity 3C: Chapter 18, Lesson 3, Learn, Guided Learning, Math Journal Achievement Indicators not covered: <ul style="list-style-type: none"> – Determine the common attributes, titles, and axes, of bar graphs by comparing bar graphs in a given set. 	pp. 174–180 pp. 183–186, 190

Note: The following content from BC *My Math Path 3* is not referenced in the WNCP Grade 3 Curriculum. Coverage of this content can be considered to be an early introduction to these topics.

Chapter 5: Rounding and Estimating—WNCP Grade 5

Chapter 10: Length, Lesson 1 Measuring in Kilometres—no WNCP coverage

Chapter 12: Capacity—WNCP Grade 5

Chapter 13: Area and Perimeter, Lesson 1 Area in Square Units, and Lesson 2 Area in Square Centimetres and Square Metres—WNCP Grade 4

Chapter 15: Money, Lesson 2 Comparing Amounts of Money, Lesson 3 Adding Money, Lesson 4 Subtracting Money, and Lesson 5 Real-World Problems: Money—WNCP Grade 4

Chapter 18: Graphs and Probability, Lesson 1 Pictographs, and Lesson 4 Describing Probability—WNCP Grade 2 and Grade 5, respectively