

Grade Three Outcomes (Draft - Sept 2010)

Number (N)

1. 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
2. Represent and describe numbers to 1000, concretely, pictorially and symbolically.
3. Compare and order numbers to 1000.
4. Estimate quantities less than 1000 using referents.
5. Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000
6. Describe and apply mental mathematics strategies for adding two 2-digit numerals.
7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.
8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.
9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals).
10. 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).
11. Demonstrate an understanding of multiplication to 5×5 .
12. Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5).
13. 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.

Patterns & Relations (PR)

(Patterns)

1. Demonstrate an understanding of increasing patterns by: describing, extending, comparing, creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).
2. 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. Solve one-step addition and subtraction equations involving symbols representing an unknown number.

Shape and Space (SS)

(Measurement)

1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).
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.
3. Demonstrate an understanding of measuring length (cm, m) by: 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.
4. Demonstrate an understanding of measuring mass (g, kg).
5. Demonstrate an understanding of perimeter of regular and irregular shapes.

(3-D Objects and 2-D Shapes)

6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices.
7. Sort regular and irregular polygons, including: triangles, quadrilaterals, pentagons, hexagons, octagons, according to the number of sides.

(Transformations)

Statistics and Probability (SP)

(Data Analysis)

1. Collect first-hand data and organize it using: tally marks, line plots, charts, lists to answer questions.
2. Construct, label and interpret bar graphs to solve problems.

(Chance and Uncertainty)

