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This Practice Workbook is yours! Use it to see what you know and think about what you might need to work on.

Getting Started

Everything you learn builds on something you have experienced or learned before.

Take Your Time

- Don't rush. Not all math tasks take the same amount of time to complete.

What Might This Look Like?

- Use tools and materials to help you complete the tasks.
- Try “seeing the problem in your mind” to help you reason your way to a solution.

Try Your Best!

- Read over the tasks and think about questions you might have that would help you better understand them.
- Reflect on what you already know and use this information to help you complete the tasks.

Reflect On and Share Your Learning

- Share your thinking and findings—talk about strategies with your friends and family.
- Look back in the Practice Workbook to get ideas to help you solve new problems!

How Is the Practice Workbook Organized?

Unit 14 Data Management

What I Know

Write three things you know from this pictograph.

Types of Shoes Worn by Grade 3 Students

Shoe Type	Number of Students
Velcro®	  
Laces	   
Slip-on	  
Zipper	

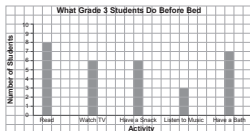
 = 1 student

Checking In

Interpreting Graphs

1 List three things you know from this bar graph.

What Grade 3 Students Do Before Bed



Activity	Number of Students
Read	8
Watch TV	6
Have a Snack	6
Listen to Music	3
Take a Bath	7

 **CONNECTIONS**

How does relating numbers help you interpret a bar graph?

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Unit 14 Data Management

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What I Know — Review the things you already know.

Checking In — Build on your understanding and make connections to the world around you. Use the space provided to clearly record your thinking so others can understand you.

Connections — Think of how working on this math task relates to other things you know.

Bringing It Together

GAME: Roll to the Finish!

Take turns to roll a number cube.

Choose and answer a question in the matching row.

If your answer is correct, shade the space.

The first player to shade a complete row wins!

	$5 \times 1 =$	$2 \div 1 =$	$1 \times =$	$18 \div 3 =$	$5 \times 4 =$
	$2 \times 2 =$	$10 \div 5 =$	$3 \times =$	$20 \div 4 =$	$5 \times 5 =$
	$3 \times 4 =$	$12 \div 3 =$	$4 \times =$	$12 \div 4 =$	$4 \times 6 =$
	$5 \times 3 =$	$16 \div 4 =$	$5 \times =$	$15 \div 3 =$	$5 \times 6 =$
	$8 \times 5 =$	$72 \div 9 =$	$9 \times =$	$42 \div 6 =$	$7 \times 5 =$
	$6 \times 6 =$	$54 \div 6 =$	$7 \times =$	$40 \div 5 =$	$9 \times 7 =$

Play again! Go to page 111 to create your own game board.

What I Learned

Use a model to show how multiplication and division are related.

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Unit 16 Multiplication and Division

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Bringing It Together — Work with others to discuss your thinking and strategies and show them what you know.

What I Learned — Answer the question by reflecting on what you know about important math learning.

Connecting and Reflecting: •••••

Multiplication and Division

Explore your kitchen for treasures that relate to multiplication and division, and area, mass, and capacity!

What did you find?

Choose one item from your list and show how it relates to the math.

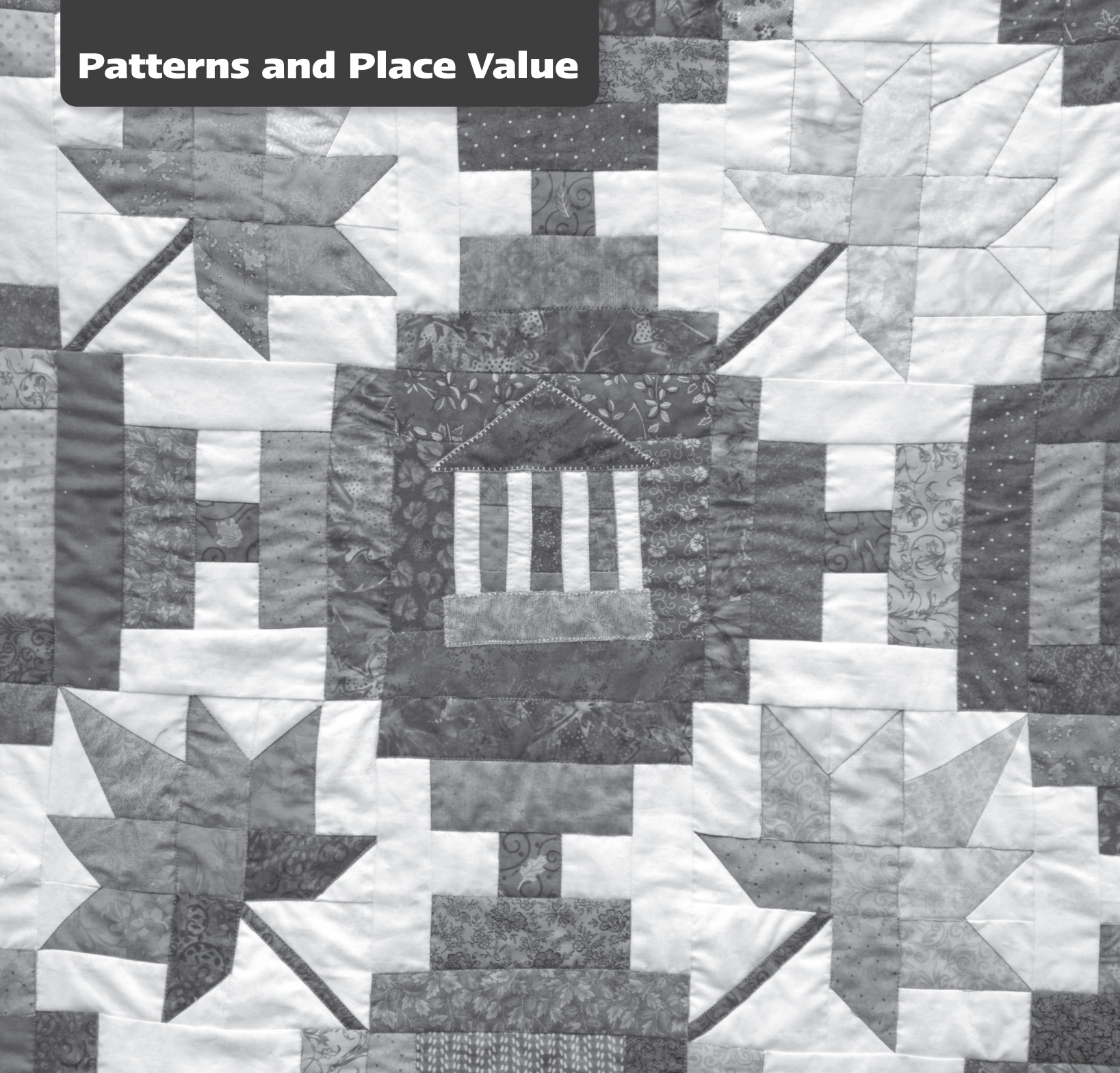
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Multiplication and Division

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Connecting and Reflecting — Use what you have learned to complete the task and to help you make sense of the world around you.

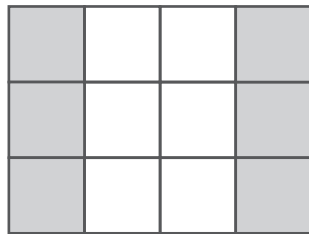
Patterns and Place Value



What math do you see in this picture?

What I Know

Draw Terms 2 and 4 of a pattern.
Describe your pattern.



Term 3

Checking In

Repeating Patterns

- 1** Complete the table for each pattern.
Circle the pattern core.

Patterns	Attributes that are changing
D o G D o G D o G	

2 Circle a letter core.

AAB

ABC

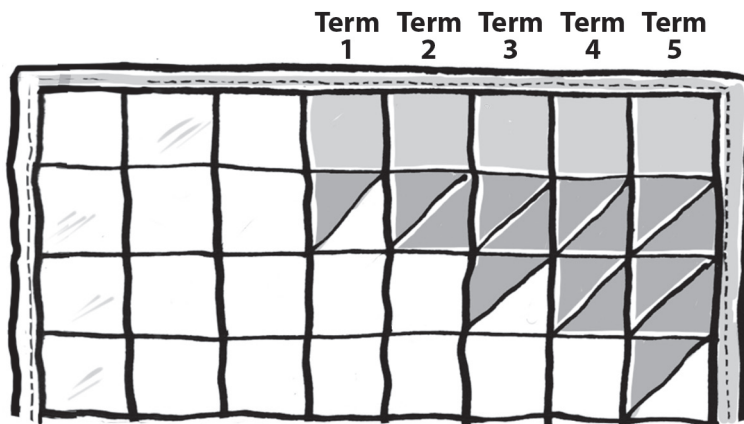
ABCC

ABBC

Create a matching repeating pattern with 2 attributes changing.
Describe your pattern.

Increasing and Decreasing Patterns

3 a) Describe this pattern.



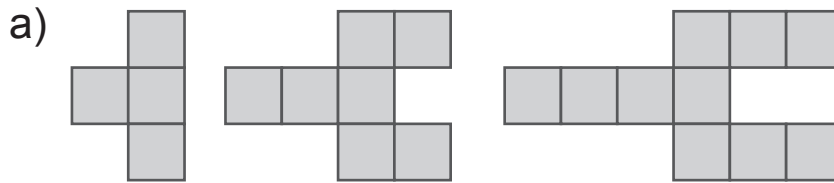
b) What is the pattern rule?

- 4 Extend each pattern by two terms.
Then write the pattern rule.



CONNECTIONS

In question 4, how can you use addition or subtraction to help you find the pattern rule?



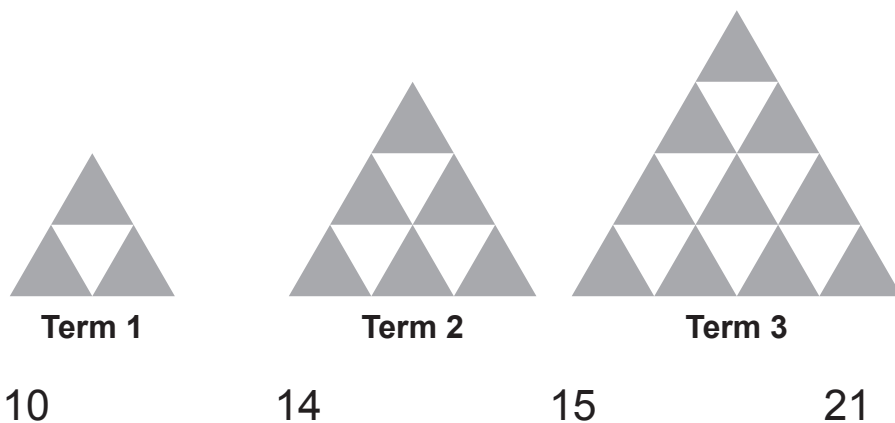
b) 8, 16, 24,,

c) 3, 8, 13,,

d) 100, 94, 88,,

e) 7, 10, 14, 19,,

- 5** How many white triangles will be in Term 5?
How do you know?



- 6** Shade squares on the grid to represent this number pattern in two different ways.
1, 5, 9, 13, ...
How are the ways alike? How are they different?

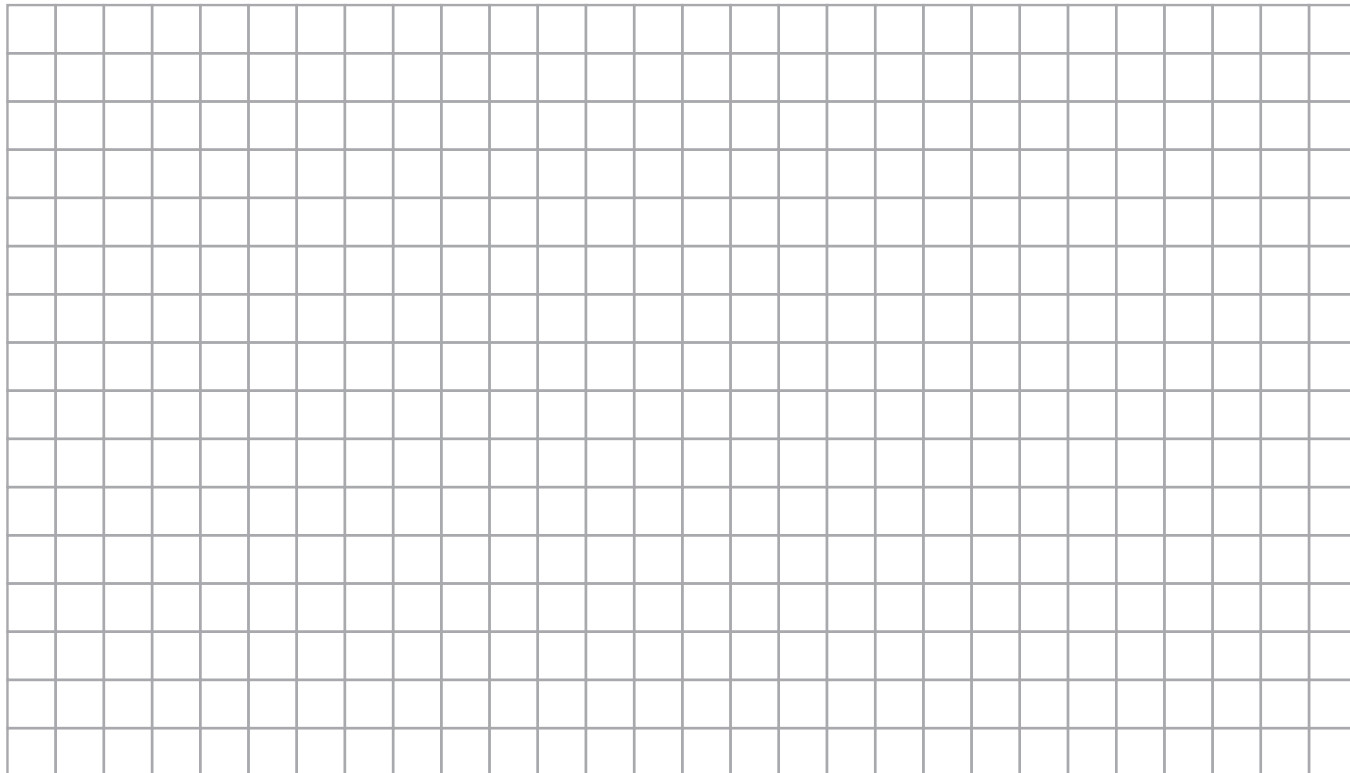


- 7** Mia went apple picking and picked 26 apples.
Mia's family eats 3 apples every day.
How many apples will be left after 1 week?
Use a pattern to solve the problem.

- 8** Noah wants to use up to 25 tiles to show
4 terms of a decreasing pattern.
What are some patterns Noah could make?



Noah does not have
to use all 25 tiles
each time.



Bringing It Together

9 GAME: First to 100!

Put a counter on 1.

Roll a number cube to see how the increasing pattern changes. Move 4 terms in the pattern.

Your partner takes a turn. Repeat, this time starting from where your counter is. First to 100 wins the game!



Play again!

This time, start at 100 and make decreasing patterns. First to 1 wins.



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

What I Learned

Use an example to explain why it is important to include the starting point in a pattern rule.