Correlation of Pearson Mathematics Makes Sense Grade 3
to
The Curriculum

Number

General Outcome

- Develop number sense

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 3***
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.	Unit 1, Lesson 4, pp. 15–17; Unit 1, Lesson 8, pp. 28–31; Unit 2, Lesson 1, pp. 38–41; Unit 2, Lesson 6, pp. 54–57; Unit 2, Lesson 7, pp. 58–61; Unit 2, Lesson 9, pp. 65–67; Unit 2, Unit Problem, pp. 78, 79
2. Represent and describe numbers to 1000, concretely, pictorially and symbolically.	Unit 2, Lesson 3, pp. 45–47; Unit 2, Lesson 4, pp. 48, 49; Unit 2, Lesson 8, pp. 62–64; Unit 2, Lesson 11, pp. 72–74; Unit 2, Unit Problem, pp. 78, 79; Unit 7, Lesson 6, pp. 260, 261
3. Compare and order numbers to 1000.	Unit 2, Lesson 5, pp. 50–53
4. Estimate quantities less than 1000 using referents.	Unit 2, Lesson 10, pp. 68–71; Unit 2, Unit Problem, pp. 78, 79
5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.	Unit 2, Lesson 2, pp. 42–44; Unit 7, Lesson 6, pp. 260, 261
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	Unit 3, Lesson 5, pp. 96–99; Unit 3, Lesson 6, pp. 100, 101; Unit 3, Lesson 13, pp. 124, 125; Unit 3, Unit Problem, pp. 128, 129

Specific Outcomes	*Pearson Mathematics Makes Sense 3*
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.	Unit 3, Lesson 9, pp. 110–113; Unit 3, Lesson 10, pp. 114–115; Unit 3, Unit Problem, pp. 128, 129
8. Applying estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.	Unit 3, Lesson 4, pp. 93–95; Unit 3, Lesson 5, pp. 96–99; Unit 3, Lesson 8, pp. 107–109; Unit 3, Lesson 9, pp. 110–113
9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2, and 3-digit numerals) by: • 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.	Unit 3, Lesson 1, pp. 82–85; Unit 3, Lesson 2, pp. 86–88; Unit 3, Lesson 5, pp. 96–99; Unit 3, Lesson 6, pp. 100, 101; Unit 3, Lesson 7, pp. 102–105; Unit 3, Lesson 9, pp. 110–113; Unit 3, Lesson 10, pp. 114, 115; Unit 3, Lesson 11, pp. 116–119; Unit 3, Lesson 12, pp. 120–123; Unit 3, Lesson 13, pp. 124, 125; Unit 3, Unit Problem, pp. 128, 129
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 recall basic addition facts to 18 and related subtraction facts.	Unit 3, Lesson 1, pp. 82–85; Unit 3, Lesson 2, pp. 86–88

Specific Outcomes	*Pearson Mathematics Makes Sense 3*
11. Demonstrate an understanding of multiplication to 5 x 5 by: • 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	Unit 8, Lesson 1, pp. 268–271; Unit 8, Lesson 2, pp. 273–275; Unit 8, Lesson 3, pp. 276–279; Unit 8, Lesson 4, pp. 280–282; Unit 8, Lesson 8, pp. 294–296; Unit 8, Lesson 9, pp. 297–299; Unit 8, Lesson 10, pp. 300, 301; Unit 8, Unit Problem, pp. 304, 305
12. Demonstrate an understanding of division by: • 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 x 5)	Unit 8, Lesson 5, pp. 283–286; Unit 8, Lesson 6, pp. 287–289; Unit 8, Lesson 7, pp. 290–293; Unit 8, Lesson 8, pp. 294–296; Unit 8, Lesson 9, pp. 297–299; Unit 8, Unit Problem, pp. 304, 305
13. Demonstrate and 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.	Unit 5, Lesson 1, pp. 182–184; Unit 5, Lesson 2, pp. 185–188; Unit 5, Lesson 3, pp. 189–192; Unit 5, Lesson 4, pp. 193–195; Unit 5, Lesson 5, pp. 197–199; Unit 5, Lesson 6, pp. 200, 201; Unit 5, Unit Problem, pp. 204, 205

Patterns and Relations (Patterns)

General Outcome

- Use patterns to describe the world and solve problems.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 3***
1. Demonstrate an understanding of increasing patterns by: • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).	Unit 1, Lesson 1, pp. 6–8; Unit 1, Lesson 2, pp. 9–11; Unit 1, Lesson 3, pp. 12–14; Unit 1, Lesson 4 , pp. 15–17; Unit 1, Lesson 5, pp. 18, 19; Unit 1, Unit Problem, pp. 34, 35
2. Demonstrate an understanding of decreasing patterns by: • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).	Unit 1, Lesson 6, pp. 21–24; Unit 1, Lesson 7, pp. 25–27; Unit 1, Lesson 8, pp. 28–31; Unit 1, Unit Problem, pp. 34, 35

Patterns and Relations

General Outcome

- Represent algebraic expressions in multiple ways.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 3***
3. Solve one-step addition and subtraction equations involving symbols representing an unknown number.	Unit 3, Lesson 3, pp. 89–92; Unit 3, Unit Problem, pp. 128, 129

Shape and Space (Measurement)

General Outcome

- Use direct or indirect measurement to solve problems.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 3***
1. Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).	Unit 4, Lesson 1, pp. 134–136; Unit 4, Unit Problem, pp. 176, 177
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.	Unit 4, Lesson 2, pp. 137–140; Unit 4, Lesson 3, pp. 141–144
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.	Unit 4, Lesson 4, pp. 145–148; Unit 4, Lesson 5, pp. 149–152; Unit 4, Lesson 6, pp. 154–157; Unit 4, Lesson 7, pp. 158, 159; Unit 4, Unit Problem, pp. 176, 177; Unit 7, Lesson 1, pp. 240–243
4. Demonstrate an understanding of measuring mass (g, kg) by: • 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.	Unit 4, Lesson 11, pp. 169, 170; Unit 4, Lesson 12, pp. 171–173; Unit 4, Unit Problem, pp. 176, 177

Specific Outcomes	*Pearson Mathematics Makes Sense 3*
5. Demonstrate an understanding of perimeter of regular and irregular shapes by: • 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.	Unit 4, Lesson 8, pp. 160–163; Unit 4, Lesson 9, pp. 164–166; Unit 4, Lesson 10, pp. 167, 168; Unit 4, Unit Problem, pp. 176, 177

Shape and Space (3-D Objects and 2-D Shapes)

General Outcome

- Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

It is expected that students will:

Specific Outcomes	*Pearson Mathematics Makes Sense 3*
6. Describe 3-D objects according to the shape of the faces, and the number of edges and vertices.	Unit 6, Lesson 4, pp. 218–221; Unit 6, Lesson 5, pp. 222–224; Unit 6, Lesson 6, pp. 225–227; Unit 6, Lesson 7, pp. 229–231; Unit 6, Unit Problem, pp. 234, 235
7. Sort regular and irregular polygons, including: • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides.	Unit 6, Lesson 1, pp. 208–211; Unit 6, Lesson 2, pp. 212–215; Unit 6, Lesson 3, pp. 216, 217; Unit 6, Unit Problem, pp. 234, 235

Statistics and Probability (Data Analysis)

General Outcome

- Collect, display and analyze data to solve problems.

It is expected that students will:

Specific Outcomes	***Pearson Mathematics Makes Sense 3***
1. Collect first-hand data and organize it using: • tally marks • line plots • charts • lists to answer questions.	Unit 7, Lesson 1, pp. 240–243; Unit 7, Lesson 2, pp. 244–247; Unit 7, Lesson 5, pp. 256–258; Unit 7, Lesson 6, pp. 260, 261; Unit 7, Unit Problem, pp. 264, 265
2. Construct, label and interpret bar graphs to solve problems.	Unit 7, Lesson 3, pp. 248–251; Unit 7, Lesson 4, pp. 252–255; Unit 7, Lesson 5, pp. 256–258