

Mathology 3 Correlation (Number) – Ontario

Changes to Print Student Cards (Prior 2020)

**LINE MASTERS FOR THE KITS (PRIOR TO 2020) CAN BE FOUND HERE:** [**MATHOLOGY LINE MASTERS ONTARIO VERSION**](https://www.pearson.com/ca/en/k-12-education/mathology/linemasters-correlations/grade-2/line-masters.html?tab=classroom-activity-kit-line-masters-(ontario-version))

**Any changes to the student cards are found in Mathology.ca and the updated print boxes. For information see:** [**Mathology.ca**](https://www.pearson.com/ca/en/k-12-education/mathology/online-tool.html)

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| **Overall ExpectationA1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes** |
| Mathology provides teachers with a flexible framework to support the development of students’ Social Emotional Learning:* By using diverse resources that represent a variety of students in real-world contexts, students can see themselves and others while positively engaging in mathematics
* By providing differentiated support that allows students to cope with challenges, start at a level that works for them, and build from there
* By providing students with opportunities to learn by way of different approaches, through the use of digital (e.g., virtual tools) and print resources (e.g., laminated student cards and math mats), allowing students to reveal their mathematical thinking in a risk-free environment.
* By providing students with a variety of learning opportunities (small group, pair, whole class), to work collaboratively on math problems, share their own thinking, and listen to the thinking of others
* By including a variety of voices (built by and for Canadian learners) and opportunities to support local contexts (modifiable resources)
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| **Curriculum Expectations 2020** | **Current Grade 3 Mathology.ca lessons (2022)****aligned with the old Student Cards (prior to 2020)** | **Tips on how to use the old Student Cards (prior to 2020) to meet the new Ontario Curriculum Expectations (matching the updated digital Student Cards in mathology.ca)** |
| **Overall Expectation****B1.** Number Sense: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life |
| **Specific Expectation**Whole Numbers |
| **B1.1** read, represent, compose and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life  | **Number Unit 1: Counting**1: Numbers All Around Us *Student Card 1: Where Do We See Numbers?***Number Unit 2: Number Relationships**6: Composing and Decomposing Quantities *Student Card 4: Escape the Room*8: Number Relationships Consolidation **Number Unit 3: Place Value**9: Building Numbers 10: Representing Numbers in Different Ways*Student Card 5: Canadian Animals Map*11: What’s the Number?*Student Card 6: What Number Am I?* |  |
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| **B1.2** compare and order whole numbers up to and including 1000, in various contexts | **Number Unit 2: Number Relationships** 7: Comparing and Ordering Quantities 8: Number Relationships Consolidation **Number Unit 3: Place Value**9: Building Numbers 10: Representing Numbers in Different Ways*Student Card 5: Canadian Animals Map*11: What’s the Number?*Student Card 6: What Number Am I?* |  |
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| **B1.3** round whole numbers to the nearest ten or hundred, in various contexts  | **Number Unit 3: Place Value**12: Rounding Numbers *Student Card 7: Round We Go!*13: Place Value Consolidation  |  |
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| **B1.4** count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies  | **Number Unit 1: Counting**2: Counting to 1000*Student Card 2: Jumping on Clover*3: Skip-Counting Forward and Backward *Student Card 2: Jumping on Clover*4: Counting Consolidation *Student Card 3: First to 500!***Number Unit 7: Financial Literacy**34: Estimating and Counting Money  |  |
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| **B1.5** use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials | **Number Unit 3: Place Value**9: Building Numbers 10: Representing Numbers in Different Ways*Student Card 5: Canadian Animals Map*11: What’s the Number?*Student Card 6: What Number Am I?*13: Place Value Consolidation  |  |
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| **Specific Expectation****Fractions** |
| **B1.6** use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6,8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts | **Number Unit 4: Fractions** 14: Exploring Equal Parts 15: Comparing Fractions 1 17: Partitioning Sets 26: Exploring Division  |  |
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| **B1.7** represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths**Note:** see B2.8  | **Number Unit 4: Fractions**15: Comparing Fractions 1 16: Comparing Fractions 2 *Student Card 8: Fractions of a Whole*18: Fractions Consolidation *Student Card 9: Fraction Collage* |  |
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| **Overall Expectation****B2.** Operations: use knowledge of numbers and operations to solve mathematical problems encountered in everyday contexts |
| **Specific Expectation**Properties and Relationships |
| **B2.1** use the properties ofoperations, and the relationships between multiplication and division, to solve problems and check calculations | **Number Unit 6: Multiplication and****Division**27: Relating Multiplication and Division *Student Card 15: Array Avenue*28: Properties of Multiplication 30: Creating and Solving Problems 31: Building Fluency: The Games Room *Student Card 16: Multiplication Squares* |  |
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| **Specific Expectation**Math Facts |
| **B2.2** recall and demonstratemultiplication facts of 2, 5, and 10, and related division facts | **Number Unit 6: Multiplication and****Division**25: Exploring Multiplication *Student Card 15: Array Avenue*26: Exploring Division 27: Relating Multiplication and Division *Student Card 15: Array Avenue*29: Multiplying and Dividing Larger Numbers 30: Creating and Solving Problem 31: Building Fluency: The Games Room *Student Card 16: Multiplication Squares*33: Multiplication and Division Consolidation  |  |
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| **Specific Expectation**Mental Math |
| **B2.3** use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000 and explain the strategies used | **Number Unit 5: Addition and Subtraction**20: Estimating Sums and Differences *Student Card 11: Add to Fit!*21: Using Mental Math to Add and Subtract *Student Card 12: Aim for 100! Aim for 1000! Aim for 0!*  |  |
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| **Specific Expectation**Addition and Subtraction |
| **B2.4** demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract | **Number Unit 5: Addition and Subtraction**19: Modelling Addition and Subtraction 22: Creating and Solving Problems 23: Creating and Solving Problems with Larger Numbers *Student Card 13: Tell a Number Story*24: Addition and Subtraction Consolidation *Student Card 14: Fun Day!* |  |
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| **B2.5** represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms | **Number Unit 5: Addition and Subtraction**19: Modelling Addition and Subtraction 22: Creating and Solving Problems 23: Creating and Solving Problems with Larger Numbers *Student Card 13: Tell a Number Story*24: Addition and Subtraction Consolidation *Student Card 14: Fun Day!***Number Unit 7: Financial Literacy**36: Purchasing and Making Change *Student Card 17: Let’s Go Shopping!* | 36: Purchasing and Making Change Student Card 18: Let’s Go Shopping!Student card 18 Let's Go Shopping is no longer applicable as is. In mathology.ca, side A has been revised to amount to $1 (change from $1), side B revised to calculate purchases of 3 items and change from $100 (see Student Card 17 in mathology.ca). |
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| **Specific Expectation**Multiplication and Division |
| **B2.6** represent multiplication of numbers up to 10 × 10 and division up to 100 ÷ 10, using a variety of tools and drawings, including arrays | **Number Unit 6: Multiplication and Division**25: Exploring Multiplication *Student Card 15: Array Avenue*26: Exploring Division 27: Relating Multiplication and Division *Student Card 15: Array Avenue*28: Properties of Multiplication 29: Multiplying and Dividing Larger Numbers 30: Creating and Solving Problem 31: Building Fluency: The Games Room *Student Card 16: Multiplication Squares* |  |
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| **B2.7** represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings  | **Number Unit 6: Multiplication and Division**30: Creating and Solving Problems 31: Building Fluency: The Games Room *Student Card 16: Multiplication Squares*33: Multiplication and Division Consolidation  |  |
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| **B2.8** represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings, and standard fraction notation | **Number Unit 4: Fractions**18: Fractions Consolidation *Student Card 9: Fraction Collage* |  |
| **B2.9** use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and tosolve problems | **Number Unit 6: Multiplication and Division**32: Investigating Ratios  |  |

Mathology 3 Correlation (Patterning and Algebra) – Ontario

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| **Curriculum Expectations 2020** | **Current Grade 3 Mathology.ca lessons (2022) aligned with the old Student Cards (prior to 2020)** | **Tips on how to use the old Student Cards (prior to 2020) to meet the new Ontario Curriculum Expectations (matching the updated digital Student Cards in mathology.ca)** |
| **Overall Expectation****C1.** Patterns and Relationships: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts |
| **Specific Expectation**Patterns |
| **C1.1** identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts  | **Patterning and Algebra Unit 1: Patterns and Expressions**1: Describing and Extending Patterns **Patterning and Algebra Unit 2: Repeating Patterns**11: Identifying and Extending Patterns *Student Card 19: I’m Repeating!*13: Repeating Patterns Consolidation  | 11: Identifying and Extending Patterns *Student Card 22: I’m Repeating!*Student card identifying and Extending Patterns #22A and #22B are now labelled as 19A and 19B in Mathology.ca. No change to content on the card. |
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| **C1.2** create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values  | **Patterning and Algebra Unit 1: Patterns and Expressions**2: Representing Patterns3: Creating Patterns6: Exploring Multiplicative Patterns*Student Card 18: Input/Output Machine***Patterning and Algebra Unit 2: Repeating Patterns**11: Identifying and Extending Patterns *Student Card 19: I’m Repeating!*12: Creating Patterns 13: Repeating Patterns Consolidation  | 6: Exploring Multiplicative PatternsStudent card Input/Output Machine #17A and 17B are now shown as 18A and 18B in Mathology.ca. No change to content on the card.11: Identifying and Extending Patterns *Student Card 22 I’m Repeating!*Student card identifying and Extending Patterns #22A and #22B are now labeled as 19A and 19B in Mathology.ca. No change to content on the card. |
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| **C1.3** determine pattern rulesand use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations | **Patterning and Algebra Unit 1:****Patterns and Expressions**1: Describing and Extending Patterns 2: Representing Patterns4: Identifying Errors and Missing Terms**Patterning and Algebra Unit 2: Repeating Patterns**11: Identifying and Extending Patterns *Student Card 19: I’m Repeating!*13: Repeating Patterns Consolidation  | 11: Identifying and Extending Patterns *Student Card 22: I’m Repeating!*Student card identifying and Extending Patterns #22A and #22B are now labelled as 19A and 19B in Mathology.ca. No change to content on the card. |
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| **C1.4** create and describe patterns to illustrate relationships among whole numbers up to 1000  | **Patterning and Algebra Unit 1: Patterns and Expressions**3: Creating Patterns4: Identifying Errors and Missing Terms 6: Exploring Multiplicative Patterns*Student Card 18: Input/Output Machine*7: Patterns in Whole Numbers 9: Patterns and Expressions Consolidation *Student Card 14: Fun Day!* |  |
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| **Overall Expectation****C2. Equations and Inequalities: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts** |
| **Specific Expectation**Variables |
| **C2.1 describe how variables are used and use them in various contexts as appropriate** | ***12.Exploring Movements****Student Card 22: At the Amusement Park****Link to Other Strands*** ***Number Unit 5: Addition and Subtraction****22: Creating and Solving Problems* *23: Creating and Solving Problems with Larger Numbers* *Student Card 13: Tell a Number Story* | ***12.Exploring Movements***Student card #21 A, B, C, D is now #22 A, B, C, D, respectively, within the Coding Unit in Mathology.ca. No change to content on the card. |
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| **C2.2** determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not. |  |  |
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| **C2.3** identify and use equivalent relationships for whole numbers up to 1000, in various contexts |  |  |
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| **Overall Expectation****C3.** Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills |
| **Specific Expectation**Coding Skills |
| **C3.1** solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events  | ***Link to Other Strands******Geometry Unit 3: Mapping and Coding****11: Describing Location**13: Describing Movement on a Map* *Student Card 23: Neighbourhood Errands**14: Coding on a Grid* *15: Exploring Loops in Coding*  | *13: Describing Movement on a Map* *Student Card 29: Neighbourhood Errands*Describing Movement on a Map Student card #29A and #29B are now labelled as 23A and 23B. No change to content on the card. |
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| **C3.2** read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect theoutcomes  | ***Link to Other Strands******Geometry Unit 3: Mapping and Coding****14: Coding on a Grid* *15: Exploring Loops in Coding* *16: Altering Code* *17: Mapping and Coding Consolidation* *Student Card 23: Neighbourhood Errands* |  |
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| **Overall Expectation**C4. Mathematical Modelling: apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations |
| **Specific Expectation**Mathematical Modelling |
| *This overall expectation has no specific expectations.* [*Mathematical modelling*](https://www.dcp.edu.gov.on.ca/en/) *is an* [*iterative*](https://www.dcp.edu.gov.on.ca/en/) *and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands. Students’ demonstration of the process of mathematical modelling, as they apply concepts and skills learned in other strands, is assessed and evaluated.* | **Patterning and Algebra Unit 1: Patterns and Expressions**2: Representing Patterns 3: Creating Patterns **Patterning and Algebra Unit 2: Repeating Patterns**12: Creating Patterns ***Link to Other Strands******Number Unit 2: Number Relationships****6: Composing and Decomposing Quantities* *Student Card 4: Escape the Room**8: Number Relationships Consolidation* ***Number Unit 3: Place Value****9: Building Numbers* ***Number Unit 4: Fractions****14: Exploring Equal Parts* ***Number Unit 5: Addition and Subtraction****20: Estimating Sums and Differences* *Student Card 11: Add to Fit!**21:* Using Mental Math to Add and Subtract *Student Card 12: Aim for 100! Aim for 1000! Aim for 0!* *22: Creating and Solving Problems* *23: Creating and Solving Problems with Larger Numbers* *Student Card 13: Tell a Number Story****Number Unit 6: Multiplication and Division****26: Exploring Division* *30: Creating and Solving Problems* ***Number Unit 7: Financial Literacy*** *36: Purchasing and Making Change* *Student Card 17: Let’s Go Shopping**37: Financial Literacy Consolidation* ***Data Management and Probability Unit 1: Data Management****4: Drawing Graphs**6: Data Management Consolidation* ***Data Management and Probability Unit 2: Probability and Chance****7: Making Predictions**Student Card 25: Clear the Board!****Geometry Unit 2: 3-D Solids****7: Building Solids* ***Geometry Unit 3: Mapping and Coding****16: Altering Code*  | 36: Purchasing and Making Change Student Card 18: Let’s Go Shopping!Student card 18 Let's Go Shopping is no longer applicable as is. In mathology.ca, side A has been revised to amount to $1 (change from $1), side B revised to calculate purchases of 3 items and change from $100 (see Student Card 17 in mathology.ca). |



Mathology 3 Correlation (Data Management and Probability) – Ontario

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| **Curriculum Expectations 2020** | **Current Grade 3 Mathology.ca lessons (2022) aligned with the old Student Cards (prior to 2020)** | **Tips on how to use the old Student Cards (prior to 2020) to meet the new Ontario Curriculum Expectations (matching the updated digital Student Cards in mathology.ca) Curriculum Expectations 2020** |
| **Overall Expectation****D1.** Data Literacy: manage, analyse, and use data to make convincing arguments and informed decisions in various contexts drawn from real life |
| **Specific Expectation**Data Collection and Organization |
| **D1.1** sort sets of data about people or things according to two or three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams as appropriate. | **Data Management and Probability Unit 1: Data Management**1: Sorting People and Things 3: Collecting and Organizing Data 6: Data Management Consolidation ***Link to Other Strands******Geometry Unit 1: 2-D Shapes****1: Sorting Polygons**3: What’s the Sorting Rule?**5: 2-D shapes Consolidation* ***Geometry Unit 2: 3-D Solids****6: Exploring Geometric Attributes of Solids*  |  |
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| **D1.2** collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables | **Data Management and Probability Unit 1: Data Management**3: Collecting and Organizing Data 6: Data Management Consolidation  |  |
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| **Specific Expectation**Data Visualization |
| **D1.3** display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales  | **Data Management and Probability Unit 1: Data Management**4: Drawing Graphs6: Data Management Consolidation  |  |
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| **Specific Expectation**Data Analysis |
| **D1.4** determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data  | **Data Management and Probability Unit 1: Data Management**5: Identifying the Mode and the Mean 6: Data Management Consolidation  |  |  |
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| **D1.5** analyze different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions | **Data Management and Probability Unit 1: Data Management**2: Interpreting Graphs 3: Collecting and Organizing Data 4: Drawing Graphs5: Identifying the Mode and the Mean 6: Data Management Consolidation  |  |  |
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| **Overall Expectation****D2.** Probability: describe the likelihood that events will happen, and use that information to make predictions |
| **D2.1** use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions | **Data Management and Probability Unit 2: Probability and Chance** 8: Describing the Likelihood of Outcomes*Student Card 24: Jumbler Machine*10: Probability and Chance Consolidation *Student Card 26: Spinner* | 8: Describing the Likelihood of Outcomes*Student Card 30: Jumbler Machine*Describing the Likelihood of Outcomes Student Card #30 is now labelled as #24 in Mathology.ca. No change to content on the card.10: Probability and Chance Consolidation *Student Card 32: Spinner*Student Card #32 is now labelled as #26 in Mathology.ca. No change to content on the card. |
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| **D2.2** make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations | **Data Management and Probability Unit 1: Data Management**5: Identifying the Mode and the Mean **Data Management and Probability Unit 2: Probability and Chance**7: Making Predictions*Student Card 25: Clear the Board!*10: Probability and ChanceConsolidation *Student Card 26: Spinner* | 7: Making Predictions*Student Card 31: Clear the Board!*Data and Probability Making Predictions student card # 31A and #31 B are now #25A and #25 B in Mathology.ca. No change to content on the card.10: Probability and ChanceConsolidation *Student Card 32: Spinner*Data and Probability Consolidation student card #32A and #32B are now #26A and #26B in Mathology.ca. No change to content on the card. |



Mathology 3 Correlation (Geometry and Measurement) – Ontario

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| **Curriculum Expectations 2020** | **Current Grade 3 Mathology.ca lessons (2022) aligned with the old Student Cards (prior to 2020)** | **Tips on how to use the old Student Cards (prior to 2020) to meet the new Ontario Curriculum Expectations (matching the updated digital Student Cards in mathology.ca)** |
| **Overall Expectation****E1.** Geometric and Spatial Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them |
| **Specific Expectation**Geometric Reasoning |
| **E1.1** sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles | **Geometry Unit 2: 3-D Solids**6: Exploring Geometric Attributes of Solids 7: Building Solids **Geometry Unit 4: Angles**18: Investigating Angles 19: Comparing Angles 20: Angles Consolidation  |  |
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| **E1.2** compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain  | **Geometry Unit 1: 2-D Shapes**4: Composing Shapes *Student Card 21: Fill Me!***Geometry Unit 2: 3-D Solids**7: Building Solids 10: 3-D Solids Consolidation  | 4: Composing Shapes *Student Card 26: Fill Me!*Composing Shapes student card #26A and #26 B are now labelled as #21A and #21B. No change to content on the card. |
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| **E1.3** identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent | **Geometry Unit 1 2-D Shapes**5: 2-D shapes Consolidation **Geometry Unit 2: 3-D Solids**6: Exploring Geometric Attributes 10: 3-D Solids Consolidation **Geometry Unit 4: Angles**19: Comparing Angles 20: Angles Consolidation  |  |
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| **Specific Expectation**Location and Movement |
| **E1.4** give and follow multi- step instructions involving movement from one location to another, including distances and half- and quarter-turns  | **Geometry Unit 3: Mapping and Coding**11: Describing Location13: Describing Movement on a Map *Student Card 23: Neighbourhood Errands*14: Coding on a Grid 12: Exploring Movements*Student Card 22: At the Amusement Park* | ***12.Exploring Movements***Exploring Movements student card #29 A, B, C, D are now #23 A, B, C, D within the Coding Unit in Mathology.ca. No change to content on the card. |
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| **Overall Expectation****E2.** Measurement: compare, estimate, and determine measurements in various contexts |
| **Specific Expectation**Length, Mass, and Capacity |
| **E2.1** use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter  | **Measurement Unit 1: Length, Perimeter, and Time**3: Measuring Length 4: Introducing Perimeter 5: Measuring Perimeter 6: How Many Can You Make?  |  |
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| **E2.2** explain the relationshipsbetween millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths  | **Measurement Unit 1: Length, Perimeter, and Time**1: Estimating Length 2: Relating Millimetres, Centimetre, Metres, and Kilometres 3: Measuring Length 4: Introducing Perimeter  |  |
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| **E2.3** use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy  | **Geometry Unit 2: Area, Mass, and Capacity**12: Measuring Capacity with Non-Standard Units 13: Area, Mass, and Capacity Consolidation  |  |
| **E2.4** compare, estimate, andmeasure the mass of various objects, using a pan balance and non-standard units  | **Geometry Unit 2: Area, Mass, and Capacity**11: Measuring Mass Using Non-Standard Units 13: Area, Mass, and Capacity Consolidation  |  |
| **E2.5** use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different- size units produce a different count, the size of the attribute remains the same  | **Measurement Unit 1: Length, Perimeter, and Time**1: Estimating Length 2: Relating Millimeters, Centimetres, Metres, and Kilometers 4: Introducing Perimeter 8: Length, Perimeter, and Time Consolidation **Measurement Unit 2: Area, Mass, and Capacity**9: Measuring Area Using Non-Standard Units *Student Card 20: Cover Me!* | 9: Measuring Area Using Non- Standard Units *Student Card 25: Cover Me!*Measuring Area Using Non-Standard Units Student Cards #25 A, B, C, D are now labelled as #20 A, B, C, D. No change to content on the card. |
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|  | 11: Measuring Mass Using Non-Standard Units 12: Measuring Capacity with Non-Standard Units 13: Area, Mass, and Capacity Consolidation  |  |
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| **Specific Expectation**Time |
| **E2.6** use analog and digital clocks and timers to tell time in hours, minutes, and seconds | **Measurement Unit 1: Length, Perimeter, and Time** 7: Telling Time 8: Length, Perimeter, and Time Consolidation  |  |
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| **Specific Expectation**Area |
| **E2.7** compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area | **Measurement Unit 2: Area, Mass, and Capacity**10: Measuring Area with Standard Units  |  |
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| **E2.8** use appropriate non- standard units to measure area, and explain the effect that gaps and overlaps have on accuracy | **Measurement Unit 2: Area, Mass, and Capacity**9: Measuring Area Using Non- Standard Units*Student Card 20: Cover Me!*10: Measuring Area with Standard Units  | 9: Measuring Area Using Non- Standard Units *Student Card 25: Cover Me!*Measuring Area Using Non Standard Units Student cards #25 A, B, C, D are now labelled as #20 A, B, C, D. No change to content on the card. |  |
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|  | 13: Area Mass and Capacity Consolidation  |  |
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| **E2.9** use square centimetres (cm2) and square metres (m2) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides  | **Measurement Unit 3: Area, Mass, and Capacity**10: Measuring Area with Standard Units  |  |
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Mathology 3 Correlation (Financial Literacy) – Ontario

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| **Curriculum Expectations 2020** | **Current Grade 3 Mathology.ca lessons (2022) aligned with the old Student Cards (prior to 2020)** | **Tips on how to use the old Student Cards (prior to 2020) to meet the new Ontario Curriculum Expectations (matching the updated digital Student Cards in mathology.ca)** |
| **Overall Expectation****F1.** Money and Finance: demonstrate an understanding of the value and use of Canadian currency |
| **Specific Expectation**Money Concepts |
| **F1.1** estimate and calculate the change required for various simple cash transactions involving whole- dollar amounts and amounts less than one dollar  | **Number Unit 7: Financial Literacy** 34: Estimating and Counting Money 35: Adding and Subtracting Money Amounts36: Purchasing and Making Change *Student Card 17: Let’s Go Shopping!*37: Financial Literacy Consolidation  | 36: Purchasing and Making Change *Student Card 18: Let’s Go Shopping!*Card #18A and #18B are now #17A and #17B#17A The updated card now includes money amounts to $10.00. Consider printing out new student card from Mathology.ca or change the money amounts on the card to include money amounts to $10.0017B for extra support now includes whole dollar amounts to $100-- found in Mathology.ca |
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