



**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](#)
Any changes to the student cards are found in Mathology.ca and the updated print boxes. For information see: [Mathology.ca](#)

Overall Expectation		
A1. 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:		
<ul style="list-style-type: none"> ○ 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) 		

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	Number Unit 1: Counting	

<p>whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life</p>	<p>1: Numbers All Around Us <i>Student Card 1: Where Do We See Numbers?</i></p> <p>Number Unit 2: Number Relationships 6: Composing and Decomposing Quantities <i>Student Card 4: Escape the Room</i> 8: Number Relationships Consolidation</p> <p>Number Unit 3: Place Value 9: Building Numbers 10: Representing Numbers in Different Ways <i>Student Card 5: Canadian Animals Map</i> 11: What's the Number? <i>Student Card 6: What Number Am I?</i></p>	
<p>B1.2 compare and order whole numbers up to and including 1000, in various contexts</p>	<p>Number Unit 2: Number Relationships 7: Comparing and Ordering Quantities 8: Number Relationships Consolidation</p> <p>Number Unit 3: Place Value 9: Building Numbers 10: Representing Numbers in Different Ways <i>Student Card 5: Canadian Animals Map</i> 11: What's the Number? <i>Student Card 6: What Number Am I?</i></p>	
<p>B1.3 round whole numbers to the nearest ten or hundred, in various contexts</p>	<p>Number Unit 3: Place Value 12: Rounding Numbers <i>Student Card 7: Round We Go!</i> 13: Place Value Consolidation</p>	

<p>B1.4 count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies</p>	<p>Number Unit 1: Counting 2: Counting to 1000 <i>Student Card 2: Jumping on Clover</i> 3: Skip-Counting Forward and Backward <i>Student Card 2: Jumping on Clover</i> 4: Counting Consolidation <i>Student Card 3: First to 500!</i></p> <p>Number Unit 7: Financial Literacy 34: Estimating and Counting Money</p>	
<p>B1.5 use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials</p>	<p>Number Unit 3: Place Value 9: Building Numbers 10: Representing Numbers in Different Ways <i>Student Card 5: Canadian Animals Map</i> 11: What's the Number? <i>Student Card 6: What Number Am I?</i> 13: Place Value Consolidation</p>	

Specific Expectation Fractions		
<p>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</p>	<p>Number Unit 4: Fractions 14: Exploring Equal Parts 15: Comparing Fractions 1 17: Partitioning Sets 26: Exploring Division</p>	
<p>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</p> <p>Note: see B2.8</p>	<p>Number Unit 4: Fractions 15: Comparing Fractions 1 16: Comparing Fractions 2 <i>Student Card 8: Fractions of a Whole</i> 18: Fractions Consolidation</p> <p><i>Student Card 9: Fraction Collage</i></p>	

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 of operations, and the relationships between multiplication and division, to solve problems and check calculations	Number Unit 6: Multiplication and Division 27: Relating Multiplication and Division <i>Student Card 15: Array Avenue</i> 28: Properties of Multiplication 30: Creating and Solving Problems 31: Building Fluency: The Games Room <i>Student Card 16: Multiplication Squares</i>	
Specific Expectation		
Math Facts		
B2.2 recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts	Number Unit 6: Multiplication and Division 25: Exploring Multiplication <i>Student Card 15: Array Avenue</i> 26: Exploring Division 27: Relating Multiplication and Division <i>Student Card 15: Array Avenue</i> 29: Multiplying and Dividing Larger Numbers 30: Creating and Solving Problem 31: Building Fluency: The Games Room <i>Student Card 16: Multiplication Squares</i> 33: Multiplication and Division Consolidation	

Specific Expectation Mental Math		
<p>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</p>	<p>Number Unit 5: Addition and Subtraction 20: Estimating Sums and Differences <i>Student Card 11: Add to Fit!</i> 21: Using Mental Math to Add and Subtract <i>Student Card 12: Aim for 100! Aim for 1000! Aim for 0!</i></p>	
Specific Expectation Addition and Subtraction		
<p>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</p>	<p>Number Unit 5: Addition and Subtraction 19: Modelling Addition and Subtraction 22: Creating and Solving Problems 23: Creating and Solving Problems with Larger Numbers <i>Student Card 13: Tell a Number Story</i> 24: Addition and Subtraction Consolidation <i>Student Card 14: Fun Day!</i></p>	

<p>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</p>	<p>Number Unit 5: Addition and Subtraction 19: Modelling Addition and Subtraction 22: Creating and Solving Problems 23: Creating and Solving Problems with Larger Numbers <i>Student Card 13: Tell a Number Story</i> 24: Addition and Subtraction Consolidation <i>Student Card 14: Fun Day!</i></p> <p>Number Unit 7: Financial Literacy 36: Purchasing and Making Change <i>Student Card 17: Let's Go Shopping!</i></p>	<p>36: Purchasing and Making Change Student Card 18: Let's Go Shopping!</p> <p>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).</p>
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Specific Expectation Multiplication and Division		
B2.6 represent multiplication of numbers up to 10×10 and division up to $100 \div 10$, using a variety of tools and drawings, including arrays	Number Unit 6: Multiplication and Division 25: Exploring Multiplication <i>Student Card 15: Array Avenue</i> 26: Exploring Division 27: Relating Multiplication and Division <i>Student Card 15: Array Avenue</i> 28: Properties of Multiplication 29: Multiplying and Dividing Larger Numbers 30: Creating and Solving Problem 31: Building Fluency: The Games Room <i>Student Card 16: Multiplication Squares</i>	
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 <i>Student Card 16: Multiplication Squares</i> 33: Multiplication and Division Consolidation	
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 <i>Student Card 9: Fraction Collage</i>	
B2.9 use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems	Number Unit 6: Multiplication and Division 32: Investigating Ratios	



Mathology 3 Correlation (Patterning and Algebra) – Ontario

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 <i>Student Card 19: I'm Repeating!</i> 13: Repeating Patterns Consolidation	11: Identifying and Extending Patterns <i>Student Card 22: I'm Repeating!</i> 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.

<p>C1.2 create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values</p>	<p>Patterning and Algebra Unit 1: Patterns and Expressions 2: Representing Patterns 3: Creating Patterns 6: Exploring Multiplicative Patterns <i>Student Card 18: Input/Output Machine</i></p> <p>Patterning and Algebra Unit 2: Repeating Patterns 11: Identifying and Extending Patterns <i>Student Card 19: I'm Repeating!</i> 12: Creating Patterns 13: Repeating Patterns Consolidation</p>	<p>6: Exploring Multiplicative Patterns Student card Input/Output Machine #17A and 17B are now shown as 18A and 18B in Mathology.ca. No change to content on the card.</p> <p>11: Identifying and Extending Patterns <i>Student Card 22 I'm Repeating!</i> 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.</p>

<p>C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations</p>	<p>Patterning and Algebra Unit 1: Patterns and Expressions 1: Describing and Extending Patterns 2: Representing Patterns 4: Identifying Errors and Missing Terms</p> <p>Patterning and Algebra Unit 2: Repeating Patterns 11: Identifying and Extending Patterns <i>Student Card 19: I'm Repeating!</i> 13: Repeating Patterns Consolidation</p>	<p>11: Identifying and Extending Patterns <i>Student Card 22: I'm Repeating!</i></p> <p>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.</p>
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<p>C1.4 create and describe patterns to illustrate relationships among whole numbers up to 1000</p>	<p>Patterning and Algebra Unit 1: Patterns and Expressions 3: Creating Patterns 4: Identifying Errors and Missing Terms 6: Exploring Multiplicative Patterns <i>Student Card 18: Input/Output Machine</i> 7: Patterns in Whole Numbers 9: Patterns and Expressions Consolidation <i>Student Card 14: Fun Day!</i></p>	
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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		
<p>C2.1 describe how variables are used and use them in various contexts as appropriate</p>	<p>12.Exploring Movements <i>Student Card 22: At the Amusement Park</i></p> <p>Link to Other Strands Number Unit 5: Addition and Subtraction <i>22: Creating and Solving Problems</i> <i>23: Creating and Solving Problems with Larger Numbers</i> <i>Student Card 13: Tell a Number Story</i></p>	<p>12.Exploring Movements</p> <p>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.</p>
<p>C2.2 determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not</p>		
<p>C2.3 identify and use equivalent relationships for whole numbers up to 1000, in various contexts</p>		

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 <i>11: Describing Location</i> <i>13: Describing Movement on a Map</i> <i>Student Card 23: Neighbourhood Errands</i> <i>14: Coding on a Grid</i> <i>15: Exploring Loops in Coding</i>	<i>13: Describing Movement on a Map</i> <i>Student Card 29: Neighbourhood Errands</i> Describing Movement on a Map Student card #29A and #29B are now labelled as 23A and 23B. No change to content on the card.
C3.2 read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes	Link to Other Strands Geometry Unit 3: Mapping and Coding <i>14: Coding on a Grid</i> <i>15: Exploring Loops in Coding</i> <i>16: Altering Code</i> <i>17: Mapping and Coding Consolidation</i> <i>Student Card 23: Neighbourhood Errands</i>	

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 is an iterative 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

	<p>Number Unit 6: Multiplication and Division 26: Exploring Division 30: Creating and Solving Problems</p> <p>Number Unit 7: Financial Literacy 36: Purchasing and Making Change Student Card 17: Let's Go Shopping 37: Financial Literacy Consolidation</p> <p>Data Management and Probability Unit 1: Data Management 4: Drawing Graphs 6: Data Management Consolidation</p> <p>Data Management and Probability Unit 2: Probability and Chance 7: Making Predictions Student Card 25: Clear the Board!</p> <p>Geometry Unit 2: 3-D Solids 7: Building Solids</p> <p>Geometry Unit 3: Mapping and Coding 16: Altering Code</p>	<p>36: Purchasing and Making Change Student Card 18: Let's Go Shopping!</p> <p>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).</p>
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Mathology 3 Correlation (Data Management and Probability) – Ontario

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 <i>Link to Other Strands</i> 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	

<p>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</p>	<p>Data Management and Probability Unit 1: Data Management 3: Collecting and Organizing Data 6: Data Management Consolidation</p>	
<p>Specific Expectation Data Visualization</p>		
<p>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</p>	<p>Data Management and Probability Unit 1: Data Management 4: Drawing Graphs 6: Data Management Consolidation</p>	

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	
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 Graphs 5: Identifying the Mode and the Mean 6: Data Management Consolidation	

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 <i>Student Card 24: Jumbler Machine</i> 10: Probability and Chance Consolidation <i>Student Card 26: Spinner</i>	8: Describing the Likelihood of Outcomes <i>Student Card 30: Jumbler Machine</i> 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 <i>Student Card 32: Spinner</i> Student Card #32 is now labelled as #26 in Mathology.ca. No change to content on the card.
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 <i>Student Card 25: Clear the Board!</i> 10: Probability and Chance Consolidation <i>Student Card 26: Spinner</i>	7: Making Predictions <i>Student Card 31: Clear the Board!</i> 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 Chance Consolidation <i>Student Card 32: Spinner</i> 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

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)
<p>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</p>		
<p>Specific Expectation Geometric Reasoning</p>		
<p>E1.1 sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles</p>	<p>Geometry Unit 2: 3-D Solids 6: Exploring Geometric Attributes of Solids 7: Building Solids</p> <p>Geometry Unit 4: Angles 18: Investigating Angles 19: Comparing Angles 20: Angles Consolidation</p>	

<p>E1.2 compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain</p>	<p>Geometry Unit 1: 2-D Shapes 4: Composing Shapes <i>Student Card 21: Fill Me!</i></p> <p>Geometry Unit 2: 3-D Solids 7: Building Solids 10: 3-D Solids Consolidation</p>	<p>4: Composing Shapes <i>Student Card 26: Fill Me!</i> Composing Shapes student card #26A and #26 B are now labelled as #21A and #21B. No change to content on the card.</p>
<p>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</p>	<p>Geometry Unit 1 2-D Shapes 5: 2-D shapes Consolidation</p> <p>Geometry Unit 2: 3-D Solids 6: Exploring Geometric Attributes 10: 3-D Solids Consolidation</p> <p>Geometry Unit 4: Angles 19: Comparing Angles 20: Angles Consolidation</p>	

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 Location 13: Describing Movement on a Map <i>Student Card 23: Neighbourhood Errands</i> 14: Coding on a Grid 12: Exploring Movements <i>Student Card 22: At the Amusement Park</i>	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.
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?	

<p>E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths</p>	<p>Measurement Unit 1: Length, Perimeter, and Time</p> <ul style="list-style-type: none">1: Estimating Length2: Relating Millimetres, Centimetre, Metres, and Kilometres3: Measuring Length4: Introducing Perimeter	
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<p>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</p>	<p>Geometry Unit 2: Area, Mass, and Capacity 12: Measuring Capacity with Non-Standard Units 13: Area, Mass, and Capacity Consolidation</p>	
<p>E2.4 compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units</p>	<p>Geometry Unit 2: Area, Mass, and Capacity 11: Measuring Mass Using Non-Standard Units 13: Area, Mass, and Capacity Consolidation</p>	
<p>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</p>	<p>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</p> <p>Measurement Unit 2: Area, Mass, and Capacity 9: Measuring Area Using Non-Standard Units <i>Student Card 20: Cover Me!</i></p>	<p>9: Measuring Area Using Non- Standard Units <i>Student Card 25: Cover Me!</i> 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.</p>

11: Measuring Mass Using Non-Standard Units
12: Measuring Capacity with Non-Standard Units
13: Area, Mass, and Capacity Consolidation

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	

Specific Expectation Area		
<p>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</p>	<p>Measurement Unit 2: Area, Mass, and Capacity 10: Measuring Area with Standard Units</p>	
<p>E2.8 use appropriate non- standard units to measure area, and explain the effect that gaps and overlaps have on accuracy</p>	<p>Measurement Unit 2: Area, Mass, and Capacity 9: Measuring Area Using Non- Standard Units <i>Student Card 20: Cover Me!</i> 10: Measuring Area with Standard Units</p>	<p>9: Measuring Area Using Non- Standard Units <i>Student Card 25: Cover Me!</i> 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.</p>

	13: Area Mass and Capacity Consolidation	
E2.9 use square centimetres (cm ²) and square metres (m ²) 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	



Mathology 3 Correlation (Financial Literacy) – Ontario

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 Amounts 36: Purchasing and Making Change <i>Student Card 17: Let's Go Shopping!</i> 37: Financial Literacy Consolidation	36: Purchasing and Making Change <i>Student Card 18: Let's Go Shopping!</i> 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 \$10.00 17B for extra support now includes whole dollar amounts to \$100-- found in Mathology.ca