Mathology 3 Correlation (Number) – Yukon

Curriculum Expectations	Grade 3 Mathology.ca	Mathology Little Books	Mathology Practice Workbook 3	Pearson Canada K-3 Mathematics Learning Progression
Number concepts to 1000 • Counting: - skip-counting by any number from any starting point, increasing and decreasing (i.e., forward and backward) - skip-counting is related to multiplication - investigating place-value based counting patterns (e.g., counting by 10s, 100s; bridging over a century; noticing the role of zero as a placeholder 698, 699, 700, 701; noticing the predictability of our number system)	**Number Unit 1: Counting** 1: Numbers All Around Us 2: Counting to 1000 3: Skip-Counting Forward and Backward 4: Counting Consolidation **Number Unit 7: Financial Literacy** 34: Estimating and Counting Money	Calla's Jingle Dress Planting Seeds Sports Camp Math Makes Me Laugh How Numbers Work Finding Buster The Street Party **To Scaffold:** What Would You Rather? Ways to Count Family Fun Day Array's Bakery The Money Jar	Unit 2 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pp. 8-12) Unit 8 Questions 1, 2, 4, 5, 10 (pp. 42-44, 47)	**Big Idea: Numbers tell us how many and how much. Applying the principles of counting** - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. - Uses number patterns to bridge hundreds when counting forward and backward (e.g., 399, 400, 401). - Fluently skip-counts by factors of 100 (e.g., 20, 25, 50) and multiples of 100 from any given number. **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units** **Unitizing quantities and comparing units to the whole** - Recognizes number patterns in repeated units (e.g., when skip-counting by 2s, 5s, 10s).

Number concepts to 1000 • Numbers to 1000 can be arranged and recognized: - comparing and ordering numbers	**Number Unit 2: Number Relationships** 7: Comparing and Ordering Quantities **Number Unit 3: Place Value** 9: Building Numbers 10: Representing Numbers in Different Ways	The Street Party Sports Camp Planting Seeds Math Makes Me Laugh Finding Buster Fantastic Journeys **To Scaffold:** What Would You Rather? Ways to Count Family Fun Day Back to Batoche A Class-full of Projects The Money Jar	Unit 3 Questions 5, 6, 7, 8, 9, 10, 11 (pp. 15-17) Unit 4 Questions 6, 8 (pp. 20-21)	**Big Idea: Numbers are related in many ways. Comparing and ordering quantities (multitude or magnitude** - Orders three or more quantities using sets and/or numerals. **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing quantities into ones, tens, and hundreds (place-value concepts)** - Writes, reads, composes, and decomposes three-digit numbers using ones, tens, and hundreds.
Number concepts to 1000 • Numbers to 1000 can be arranged and recognized: - estimating large quantities	**Number Unit 2: Number Relationships** 5: Estimating Quantities	Math Makes Me Laugh The Street Party Sports Camp Planting Seeds Finding Buster Fantastic Journeys **To Scaffold:** What Would You Rather? Ways to Count Family Fun Day Back to Batoche A Class-full of Projects The Money Jar	N/A	**Big Idea: Numbers are related in many ways. Estimating quantities and numbers** - Uses relevant benchmarks (e.g., multiples of 10) to compare and estimate quantities. - Estimates large quantities using visual strategies (e.g., arrays).

			Unit 4 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pp. 18-22)	
Number concepts to 1000 • Place value to 1000: - 100s, 10s, 1s - understanding the relationship between digit places and their values, to 1000 (e.g., the digit 4 in 342 has the value of 40 or 4 tens) - understanding the importance of 0 as a placeholder (e.g., in the number 408, the zero indicates that there are 0 tens)	**Number Unit 3: Place Value** 9: Building Numbers 10: Representing Numbers in Different Ways 11: What's the Number? 13: Place Value Consolidation	The Street Party Math Makes Me Laugh How Numbers Work Finding Buster **To Scaffold:** Back to Batoche A Class-full of Projects The Money Jar What Would You Rather? The Great Dogsled Race		**Big Idea: Numbers are related in many ways.** **Comparing and ordering quantities (multitude or magnitude)** - Orders three or more quantities using sets and/or numerals. **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Unitizing quantities into ones, tens, and hundreds (place-value concepts)** - Writes, reads, composes, and decomposes three-digit numbers using ones, tens, and hundreds.
Fraction concepts • Fractions are numbers that represent an amount or quantity. • Fractions can represent parts of a region, set, or linear model. • Fraction parts are equal shares or equal-sized portions of a whole or unit. • Provide opportunities to explore and create fractions with concrete materials. • recording pictorial representations of fraction models and connecting to symbolic notation • equal partitioning • equal sharing, pole ratios as visual parts, medicine wheel, seasons	**Number Unit 4: Fractions** 14: Exploring Equal Parts 15: Comparing Fractions 1 16: Comparing Fractions 2 17: Partitioning Sets 18: Fractions Consolidation	Hockey Homework	Unit 12 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13 (pp. 70-75)	**Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.** **Partitioning quantities to form fractions** - Partitions wholes into equal-sized parts to make fair shares or equal groups. - Partitions wholes (e.g., intervals, sets) into equal parts and names the unit fractions. - Relates the size of parts to the number of equal parts in a whole (e.g., a whole cut into 2 equal pieces has larger parts than a whole cut into 3 equal pieces).

				- Compares unit fractions to determine relative size. - Counts by unit fractions (e.g., counting by $\frac{1}{4}$: $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$). - Uses fraction symbols to name fractional quantities. - Compares related fractions (e.g., same numerator, same denominator, unit fractions, familiar fractions) to determine more/less or equal.
Addition and subtraction to 1000 • using flexible computation strategies, involving taking apart (e.g., decomposing, using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping • estimating sums and differences of all operations to 1000 • using addition and subtraction in real-life contexts and problem-based situations	**Number Unit 2: Number Relationships** 6: Composing and Decomposing Quantities 8: Number Relationships Consolidation **Number Unit 5: Addition and Subtraction** 19: Modelling Addition and Subtraction 20: Estimating Sums and Differences 21: Adding and Subtracting Money Amounts 22: Using Mental Math to Add and Subtract 24: Creating and Solving Problems 25: Creating and Solving Problems with Larger Numbers	Calla's Jingle Dress The Street Party Sports Camp Planting Seeds Math Makes Me Laugh How Numbers Work Finding Buster **To Scaffold:** Array's Bakery Marbles, Alleys, Mibs, and Guli! A Class-full of Projects The Money Jar The Great Dogsled Race	Unit 3 Questions 1, 2, 3, 4, 5, 10 (pp. 13-14, 16) Unit 5 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 (pp. 25-30) Unit 8 Questions 9, 10 (pp. 46-47)	**Big Idea: Numbers are related in many ways. Decomposing wholes into parts and composing wholes from parts** - Composes two-digit numbers from parts (e.g., 14 and 14 is 28), and decomposes two-digit numbers into parts (28 is 20 and 8). **Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units. Unitizing quantities into ones, tens, and hundreds (place-value concepts)** - Writes, reads, composes, and decomposes three-digit numbers using ones, tens, and hundreds. **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much. Developing conceptual**

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	26: Creating and Solving Problems with Larger Numbers Consolidation		**meaning of addition and subtraction** - Models and symbolizes addition and subtraction problem types (i.e., join, separate, part-part- whole, and compare). - Relates addition and subtraction as inverse operations. - Uses properties of addition and subtraction to solve problems (e.g., adding or subtracting 0, commutativity of addition).
	Number Unit 7: Financial Literacy 36: Purchasing and Making Change		**Developing fluency of addition and subtraction computation** - Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers. - Estimates sums and differences of multi-digit numbers. - Fluently recalls complements to 100 (e.g., 64 + 36; 73 + 27). **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Understanding equality and inequality, building on generalized properties of numbers and operations** - Decomposes and combines numbers in equations to

				make them easier to solve (e.g., 8 + 5 = 3 + 5 + 5).
Addition and subtraction facts to 20 (emerging computational fluency) • adding and subtracting of numbers to 20 • demonstrating fluency with math strategies for addition and subtraction (e.g., decomposing, making and bridging 10, related doubles, and commutative property) • addition and subtraction are related	**Number Unit 5: Addition and Subtraction** 23: Mastering Addition and Subtraction Facts	Calla's Jingle Dress The Street Party Sports Camp Planting Seeds Math Makes Me Laugh **To Scaffold:** Array's Bakery Marbles, Alleys, Mibs, and Guli! A Class-full of Projects The Money Jar The Great Dogsled Race Kokum's Bannock	N/A	**Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing conceptual meaning of addition and subtraction** - Relates addition and subtraction as inverse operations. - Uses properties of addition and subtraction to solve problems (e.g., adding or subtracting 0, commutativity of addition). **Developing fluency of addition and subtraction computation** - Fluently adds and subtracts with quantities to 20.
Multiplication and division concepts • understanding concepts of multiplication (e.g., groups of, arrays, repeated addition) • understanding concepts of division (e.g., sharing, grouping, repeated subtraction) • Multiplication and division are related. • Provide opportunities for concrete and pictorial representations of multiplication. • Use games to develop opportunities for authentic practice of multiplication computations. • looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	**Number Unit 6: Multiplication and Division** 27: Exploring Multiplication 28: Exploring Division 29: Relating Multiplication and Division 30: Properties of Multiplication 31: Creating and Solving Problems 32: Building Fluency: The Games Room 33: Multiplication and Division Consolidation	Calla's Jingle Dress Sports Camp Planting Seeds	Unit 16 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 (pp. 96-101)	**Big Idea: Quantities and numbers can be grouped by, or partitioned into units to determine how many or how much.** **Developing conceptual meaning of multiplication and division** - Models and symbolizes single-digit multiplication problems involving equal groups or measures (i.e., equal jumps on a number line), and relates them to addition. - Uses properties of

• Connect multiplication to skip-counting. • Connect multiplication to division and repeated addition. • fish drying on rack; sharing of food resources in First Peoples communities				multiplication and division to solve problems (e.g., multiplying and dividing by 1, commutativity of multiplication). - Models and symbolizes equal sharing and grouping division problems and relates them to subtraction.

Mathology 3 Correlation (Patterns) – Yukon

Curriculum Expectations	Grade 3 Mathology.ca	Mathology Little Books	Mathology Practice Workbook 3	Pearson Canada K-3 Mathematics Learning Progression
Increasing and decreasing patterns • creating patterns using concrete, pictorial, and numerical representations • representing increasing and decreasing patterns in multiple ways • generalizing what makes the pattern increase or decrease (e.g., doubling, adding 2)	**Pattern Unit 1: Increasing and Decreasing Patterns** 1: Describing and Extending Patterns 2: Representing Patterns 3: Creating Patterns	Namir's Marvellous Masterpieces **To Scaffold:** The Best Surprise	Unit 1 Questions 4, 6, 7, 8, 9 (pp. 4-7)	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically. Representing and generalizing increasing/decreasing patterns** - Identifies and extends non-numeric increasing/decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap-clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. - Creates an increasing/decreasing pattern (concretely, pictorially, and/or

				numerically) and explains the pattern rule. - Generalizes and explains the rule for arithmetic patterns including the starting point and change (e.g., for 28, 32, 36, the rule is start at 28 and add 4 each time).
Pattern rules using words and numbers, based on concrete experience • from a concrete pattern, describing the pattern rule using words and numbers • predictability in song rhythm and patterns • Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork.	**Pattern Unit 1: Increasing and Decreasing Patterns** 1: Describing and Extending Patterns 3: Creating Patterns 7: Increasing and Decreasing Patterns Consolidation	Namir's Marvellous Masterpieces **To Scaffold:** The Best Surprise	Unit 1 Question 3, 4, 5, 7, 8, 9 (pp. 3-7)	**Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically. Representing and generalizing increasing/decreasing patterns** - Identifies and extends non-numeric increasing/decreasing patterns (e.g., jump-clap; jump-clap-clap; jump-clap-clap-clap, etc.). - Identifies and extends familiar number patterns and makes connections to addition (e.g., skip-counting by 2s, 5s, 10s). - Identifies, reproduces, and extends increasing/decreasing patterns concretely, pictorially, and numerically using repeated addition or subtraction. - Generalizes and explains the rule for arithmetic patterns including the starting point and change (e.g., for 28, 32, 36, the rule is start at 28 and add 4 each time).

One-step addition and subtraction equations with an unknown number • start unknown (e.g., n + 15 = 20 or □ + 15 = 20 • change unknown (e.g., 12 + n = 20 or 12 + □ = 20) • result unknown (e.g., 6 + 13 = n or 6 + 13 = □) • investigating odd and even numbers	**Patterning Unit 2: Variables and Equations** 8: Solving Equations Concretely 9: Strategies for Solving Equations 12: Variables and Equations Consolidation	A Week of Challenges	Unit 7 Questions 1, 2, 3, 4, 6, 7, 10 (pp. 37-41)	**Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Understanding equality and inequality, building on generalized properties of numbers and operations** - Investigates addition and subtraction as inverse operations. - Explores properties of addition and subtraction (e.g., adding or subtracting 0, commutativity of addition). **Using symbols, unknowns, and variables to represent mathematical relations** - Uses placeholders (e.g., □) for unknown values in equations. - Solves for an unknown value in a one-step addition and subtraction problem (e.g., $n + 5 = 15$).

Mathology 3 Correlation (Measurement) – Yukon

Curriculum Expectations	Grade 3 Mathology.ca	Mathology Little Books	Mathology Practice Workbook 3	Pearson Canada K-3 Mathematics Learning Progression
Measurement, using standard units (linear, mass, capacity) • linear measurements, using standard units (e.g., centimetre, metre, kilometre)	**Measurement Unit 1: Length and Perimeter** 1: Estimating Length 2: Relating Centimetres and Metres 3: Measuring Length	Goat Island Measurements About YOU! **To Scaffold:** Getting Ready for School The Discovery	Unit 6 Questions 1, 2, 3, 4, 5, 6 (pp. 31-33)	**Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding attributes that can be measured** - Extends understanding of length to other linear measurements (e.g., height, width, distance around). **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using standard units to estimate, measure, and make comparisons** - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by: using an intermediary object of a known measure; using multiple copies of a unit; iterating a single unit.

				- Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. - Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units (e.g., doorknob is 1 m from the ground; room temperature is 21°C).
Measurement, using standard units (linear, mass, capacity) • capacity measurements, using standard units (e.g., millilitre, litre)	**Measurement Unit 3: Area, Mass, and Capacity** 16: Measuring Capacity	Measurements About YOU!	Unit 17 Questions 9, 10 (pp. 106-107)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using standard units to estimate, measure, and make comparisons** - Uses standard sized objects to measure (e.g., 10 centicube rod). - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by: using an intermediary object of a known measure; using multiple copies of a unit; iterating a single unit. - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. - Uses the measurement of familiar objects as benchmarks to estimate

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				another measure in standard units (e.g., doorknob is 1 m from the ground; room temperature is 21°C). **Understanding relationships among measurement units** - Understands that decomposing and rearranging does not change the measure of an object. - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours).
Measurement, using standard units (linear, mass, capacity) • Introduce concepts of perimeter and circumference (the distance around).	**Measurement Unit 1: Length and Perimeter** 4: Introducing Perimeter 5: Measuring Perimeter 7: Length Perimeter Consolidation	The Bunny Challenge **To Scaffold:** The Discovery	Unit 6 Questions 7, 8, 9, 10, 11, 12 (pp. 33-36) Unit 17 Question 2 (p. 103)	**Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared. Understanding attributes that can be measured** - Understands conservation of length (e.g., a string is the same length when straight and not straight), capacity (e.g., two differently shaped containers may hold the same amount), and area (e.g., two surfaces of different shapes can have the same area). - Extends understanding of length to other linear measurements (e.g., height, width, distance around). **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.**

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				Selecting and using non-standard units to estimate, measure, and make comparisons - Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass with non-standard units by: using an intermediary object; using multiple copies of a unit; iterating a single unit. - Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass. - Uses non-standard units as referents to estimate length (e.g., paper clips), area (e.g., square tiles), mass (e.g., cubes), and capacity (e.g., cups).
Measurement, using standard units (linear, mass, capacity) • Introduce concepts of area. • area measurement, using square units (non-standard)	**Measurement Unit 3: Area, Mass, and Capacity** 13: Measuring Area Using Non-Standard Units	The Bunny Challenge Measurements About YOU! **To Scaffold:** The Discovery	Unit 17 Question 1 (p. 102)	**Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding attributes that can be measured** - Uses language to describe attributes (e.g., long, tall, short, wide heavy). **Directly and indirectly comparing and ordering objects with the same measurable attribute** - Directly compares and orders objects by length (e.g.,

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				by aligning ends), mass (e.g., using a balance scale), and area (e.g., by covering).
				- Compares objects indirectly by using an intermediary object.
				Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.
				Selecting and using non-standard units to estimate, measure, and make comparisons
				- Uses whole number measures to estimate, measure, and compare (e.g., this book is 8 cubes long and my pencil is 5 cubes long).
				- Demonstrates ways to estimate, measure, compare, and order objects by length, area, capacity, and mass area with non-standard units by: using an intermediary object, using multiple copies of a unit, iterating a single unit.
				- Selects and uses appropriate non-standard units to estimate, measure, and compare length, area, capacity, and mass.
				- Uses non-standard units as referents to estimate length (e.g., paper clips), area (e.g., square tiles), mass (e.g., cubes), and capacity (e.g., cups).
				Understanding relationships

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				among measurement units - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass). - Understands that decomposing and rearranging does not change the measure of an object.
Measurement, using standard units (linear, mass, capacity) • Introduce concepts of area. • area measurement, using square units (standard)	**Measurement Unit 3: Area, Mass, and Capacity** 14: Measuring Area Using Standard Units	The Bunny Challenge Measurements About YOU!	Unit 17 Questions 2, 3, 4, 11 (pp. 103-104, 108)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using standard units to estimate, measure, and make comparisons** - Uses standard sized objects to measure (e.g., 10 centicube rod). - Demonstrates ways to estimate, measure, compare and order objects by length, perimeter, area, capacity, and mass with standard units by: using an intermediary object of a known measure, using multiple copies of a unit, iterating a single unit. - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. - Uses the measurements of familiar objects as benchmarks to estimate another measure in standard units (e.g., doorknob is 1 m

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				from the ground; room temperature is 21°C). **Understanding relationships among measurement units** - Compares different sized units and the effects on measuring objects (e.g., small cubes vs. large cubes to measure length). - Understands the inverse relationship between the size of the unit and the number of units (length, area, capacity, and mass).
Measurement, using standard units (linear, mass, capacity) • mass measurements, using standard units (e.g., gram, kilogram)	**Measurement Unit 3: Area, Mass, and Capacity** 15: Measuring Mass	Measurements About YOU!	Unit 17 Questions 5, 6, 7, 8, 11 (pp. 104-106, 108)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using standard units to estimate, measure, and make comparisons** - Uses standard sized objects to measure (e.g., 10 centicube rod). - Demonstrates ways to estimate, measure, compare, and order objects by mass with standard units by: using an intermediary object of a known measure; using multiple copies of a unit; iterating a single unit. - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. - Uses the measurement of familiar objects as

				benchmarks to estimate another measure in standard units (e.g., doorknob is 1 m from the ground; room temperature is 21°C). **Understanding relationships among measurement units** - Understands that decomposing and rearranging does not change the measure of an object. - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours).
Measurement, using standard units (linear, mass, capacity) • estimation of measurements, using standard referents (e.g., If this cup holds 100 millilitres, about how much does this jug hold?)	**Measurement Unit 3: Area, Mass, and Capacity** 14: Measuring Area Using Standard Units 15: Measuring Mass 16: Measuring Capacity 17: Area, Mass, and Capacity Consolidation	Measurements About YOU! **To Scaffold:** The Discovery	Unit 17 Question 10 (p. 107)	**Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using standard units to estimate, measure, and make comparisons** - Uses standard sized objects to measure (e.g., 10 centicube rod). - Demonstrates ways to estimate, measure, compare, and order objects by length, perimeter, area, capacity, and mass with standard units by: using an intermediary object of a known measure; using multiple copies of a unit; iterating a single unit. - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area,

				capacity, mass, and time. - Uses the measurement of familiar objects as benchmarks to estimate another measure in standard units (e.g., doorknob is 1 m from the ground; room temperature is 21°C).
Time concepts • understanding concepts of time (e.g., second, minute, hour, day, week, month year) • understanding the relationships between units of time • estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar	**Measurement Unit 2: Time and Temperature** 8: Measuring the Passage of Time 9: Relationships Among Units of Time 11: Reading a Thermometer 12: Time and Temperature Consolidation	Goat Island	Unit 13 Questions 1, 2, 3, 4, 5, 11 (pp. 76-77, 81)	**Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.** **Understanding attributes that can be measured** - Explores measurement of visible attributes (e.g., length, capacity, area) and non-visible attributes (e.g., mass, time, temperature). - Uses language to describe attributes (e.g., long, tall, short, wide, heavy). **Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.** **Selecting and using standard units to estimate, measure, and make comparisons** - Selects and uses appropriate standard units to estimate, measure, and compare length, perimeter, area, capacity, mass, and time. - Uses the measurement of familiar objects as benchmarks to estimate another measure in standard

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				units (e.g., doorknob is 1 m from the ground; room temperature is 21°C). **Understanding relationships among measurement units** - Understands relationship of units of length (mm, cm, m), mass (g, kg), capacity (mL, L), and time (e.g., seconds, minutes, hours).

Mathology 3 Correlation (Geometry) - Yukon

Curriculum Expectations	Grade 3 Mathology.ca	Mathology Little Books	Mathology Practice Workbook 3	Pearson Canada K-3 Mathematics Learning Progression
Construction of 3D objects • identifying 3D objects according to the 2D shapes of the faces and the number of edges and vertices (e.g., construction of nets, skeletons) • describing the attributes of 3D objects (e.g., faces, edges, vertices) • identifying 3D objects by their mathematical terms (e.g., sphere, cube, prism, cone, cylinder) • comparing 3D objects (e.g., How are rectangular prisms and cubes the same or different?) • understanding the preservation of shape (e.g., the orientation of a shape will not change its properties) • jingle dress bells, bentwood box, birch bark baskets, pithouses	**Geometry Unit 2: 3-D Solids** 6: Exploring Geometric Attributes of Solids 7: Building Solids 8: Constructing Skeletons 9: Working with Nets 10: 3D Solids Consolidation	WONDERful Buildings **To Scaffold:** I Spy Awesome Buildings	Unit 10 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pp. 56-61)	**Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.** **Investigating geometric attributes and properties of 2-D shapes and 3-D solids** - Analyzes geometric attributes of 2-D shapes and 3-D solids (e.g., number of sides/edges, faces, corners). - Classifies and names 2-D shapes and 3-D solids based on common attributes. - Constructs and compares 2-D shapes and 3-D solids with given attributes (e.g., number of vertices, faces). - Classifies and names 2-D shapes and 3-D solids using geometric properties (e.g., a rectangle has 4 right angles). **Investigating 2-D shapes, 3-D solids, and their attributes**

				through composition and decomposition - Constructs 3-D solids from nets.

Mathology 3 Correlation (Statistics and Probability) – Yukon

Curriculum Expectations	Grade 3 Mathology.ca	Mathology Little Books	Mathology Practice Workbook 3	Pearson Canada K-3 Mathematics Learning Progression
One-to-one correspondence with bar graphs, pictographs, charts, and tables • collecting data, creating a graph, and describing, comparing, and discussing the results • choosing a suitable representation	**Data Management and Probability Unit 1A: Data Management** 1: Interpreting Bar Graphs 3: Collecting Data 4: Drawing Bar Graphs 6: Consolidation	Welcome to The Nature Park **To Scaffold:** Marsh Watch Big Buddy Days	Unit 14 Questions 1, 2, 4, 8a (pp. 84-86, 88)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Formulating questions to learn about groups, collections, and events by collecting relevant data** - Formulates questions that can be addressed by counting collections (e.g., How many of us come to school by bus, by car, walking?) and questions that can be addressed through observation (e.g., How many people do/do not use the crosswalk?). **Collecting data and organizing them into categories** - Collects data by determining (most) categories in advance (e.g., yes/no; list of choices). - Orders categories by

				frequency (e.g., most to least). **Creating graphical displays of collected data** - Creates one-to-one displays (e.g., line plot, dot plot, bar graph). **Reading and interpreting data displays** - Reads and interprets information from data displays (e.g., orders by frequency, compares frequencies, determines total number of data points). - Describes the shape of data in informal ways (e.g., range, spread, gaps, mode). - Critiques whether the display used is appropriate for the data collected.
Likelihood of simulated events, using comparative language • using comparative language (e.g., certain, uncertain, more, less, or equally likely) • developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners and rolling dice all simulate probability events)	**Data Management and Probability Unit 2: Probability** 12: Describing Likelihood of Outcomes 13: Understanding Chance	Chance	Unit 15 Questions 1, 2, 3, 4, 5, 6, 7, 8 (pp. 89-93)	**Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.** **Collecting data and organizing them into categories** - Collects and compares data from multiple trials of the same experiment. **Using the language of chance to describe and predict events** - Describes the likelihood of

				an event (e.g., impossible, unlikely, certain). - Makes predictions based on the question, context, and data presented. - Lists the possible outcomes of independent events (e.g., tossing coin, rolling number cube, spinning a spinner). - Compares the likelihood of two events (e.g., more likely, less likely, equally likely). - Predicts the likelihood of an outcome in simple probability experiments or games.

Mathology 3 Correlation (Financial Literacy) – Yukon

Curriculum Expectations	Grade 3 Mathology.ca	Mathology Little Books	Mathology Practice Workbook 3	Pearson Canada K-3 Mathematics Learning Progression
Financial literacy – fluency with coins and bills to 100 dollars, and earning and payment • counting mixed combinations of coins and bills up to $100: - totalling up a set of coins and bills - using different combinations of coins and bills to make the same amount	**Number Unit 7: Financial Literacy** 34: Estimating and Counting Money 35: Investigating Equality with Money		Unit 8 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pp. 42-47)	**Big Idea: Numbers tell us how many and how much.** **Applying the principles of counting** - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. - Fluently skip-counts by factors of 100 (e.g., 20, 25, 50) and multiples of 100 from any given number. **Big Idea: Numbers are related in many ways.** **Estimating quantities and numbers** - Uses relevant benchmarks (e.g., multiples of 10) to compare and estimate quantities. **Decomposing wholes into parts and composing wholes from parts** - Composes two-digit numbers from parts (e.g., 14 and 14 is 28) and decomposes two-digit numbers into parts

				(e.g., 28 is 20 and 8). **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Understanding equality and inequality, building on generalized properties of numbers and operations** - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1).

Financial literacy – fluency with coins and bills to 100 dollars, and earning and payment • understanding that payments can be made in flexible ways (e.g., cash, cheques, credit, electronic transactions, goods and services) • understanding that there are different ways of earning money to reach a financial goal (e.g., recycling, holding bake sales, selling items, walking a neighbour's dog) • Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game.	**Number Unit 7: Financial Literacy** 35: Investigating Equality with Money 37: Setting a Financial Goal 38: Consolidation		Unit 8 Questions 5, 6 (pp. 44-45)	**Big Idea: Numbers tell us how many and how much.** **Applying the principles of counting** - Fluently skip-counts by factors of 10 (e.g., 2, 5, 10) and multiples of 10 from any given number. - Fluently skip-counts by factors of 100 (e.g., 20, 25, 50) and multiples of 100 from any given number. **Big Idea: Quantities and numbers can be added and subtracted to determine how many or how much.** **Developing fluency of addition and subtraction computation** - Develops efficient mental strategies and algorithms to solve equations with multi-digit numbers. - Fluently recalls complements to 100 (e.g., 64 + 36; 73 + 27). **Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.** **Understanding equality and inequality, building on generalized properties of numbers and operations** - Records different expressions of the same quantity as equalities (e.g., 2 + 4 = 5 + 1).