Grade 3

Mathematics: *A Pathway to Proficiency*

BRITISH COLUMBIA | Ministry of Education and Child Care

What is my child learning?

The BC Curriculum states that students are expected to be able to know and do the following:

- number concepts to 1000
- fraction concepts
- addition and subtraction to 1000
- addition and subtraction facts to 20 (emerging computational fluency)
- multiplication and division concepts
- increasing and decreasing patterns
- pattern rules using words and numbers, based on concrete experiences
- one-step addition and subtraction equations with an unknown number
- measurement, using standard units (linear, mass, and capacity)
- time concepts
- construction of 3D objects
- one-to-one correspondence with bar graphs, pictographs, charts, and tables
- likelihood of simulated events, using comparative language
- financial literacy — fluency with coins and bills to 100 dollars, and earning and payment
- reasoning and analyzing
- understanding and solving
- communicating and representing
- connecting and reflecting

What foundational skills will my child develop this year?

- **Number Sense**
  - **Whole number concepts:** skip-counting and ordering numbers up to 1000, showing numbers in different forms like on a hundred chart, understanding place value
  - **Fractions and decimals:** writing fractions in the standard way and identifying real world examples of fractions
- **Computational Fluency (Operations)**
  - **Knowledge and fluency of math facts:** using strategies like doubles to be fluent in math facts to 20
  - **Understanding of operations:** problem solving with numbers up to 1000, multiplication and division concepts
- **Patterning and Algebraic Thinking**
  - **Patterning:** exploring, describing, and making increasing and decreasing number patterns and complex repeating patterns
  - **Algebraic thinking:** solving addition and subtraction equations with an unknown number (i.e., 3 +__= 5)
- **Geometry and Measurement (Spatial Sense)**
  - **2D shapes and 3D objects:** describing features of 3D objects using mathematical language
  - **Measurement:** using metric measuring tools like rulers to measure, understanding units of time
- **Data and Probability (Data Literacy)**
  - **Understanding, analyzing, and communicating about data:** recording, showing, and interpreting data on a graph or chart
  - **Probability:** describing the likelihood of experimental events like a coin toss
- **Financial Literacy:**
  - **Currency:** counting the total value of a set of Canadian bills and coins, solving addition and subtraction problems
  - **Financial planning and decision making:** developing and practicing financial understanding. This skill also relates to Number Sense and Computational Fluency

What will Proficient learning look like for my child by the end of the year?

On your child's report card, Proficient means your child has a complete understanding of key skills. When they are Proficient they should:

- Compare and order numbers up to 1000; Skip count by 2, 3, 5, 10, 25, 100 and backwards skip count by 2, 5, and 10
- Use objects like base-10 blocks or symbols like expanded form to show how they understand place value concepts
- Identify and write fractions in concrete (e.g., measuring cups for baking), pictorial (e.g., colouring 2 out of 15 buttons blue), and symbolic (e.g., ½) forms
- Use mental math strategies like doubles, making 10, and counting on to demonstrate fluency in math facts up to 20
- Show addition/subtraction for numbers up to 1000 using visuals like a number line, 100 chart, or an equation
- Represent multiplication as "groups of" using objects, pictures, and/or symbols
- Explore number patterns and describe pattern rules
- Solve addition and subtraction equations with an unknown
- Identify and describe 3D objects
- Understand units of time and explore global systems of time
- Ask a question, record data, and create a graph. Interpret others' graphs
- Determine the value of a mixed combination of coins and bills
- Explore financial concepts like roles, responsibilities, jobs, spending, and saving money
- Problem solve with numbers, measurements, or costs, explaining their process and answer
  - Understand the situation (i.e. how many baseball diamonds could fit in our school yard? Rugby fields?)
  - Solve a problem using objects or pictures to represent quantities
  - Compare their problem-solving method and answer with others
  - Show how they solved the problem and say why they did it that way
- Other skills as outlined in the BC Curriculum