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| **opportunity for growth** | **performance meets standard of learning (Grade 3)** | **advanced** |
|  | Big Ideas and Content at a glance* Fractions are a type of number that can represent quantities.
* Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.
* Regular increases and decreases in patterns can be identified and used to make generalizations.
* Standard units are used to describe, measure, and compare attributes of objects’ shapes.
* The likelihood of possible outcomes can be examined, compared, and interpreted.
* **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 shapes**
* **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
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| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Reasoning and analyzing* Use reasoning to explore and make connections
* Estimate reasonably
* Mental math strategies
* Use technology to explore mathematics
* Model mathematics in context
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|  | Understanding and solving* Develop mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use multiple strategies to engage in problem solving connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
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|  | Communicating and representing* Communicate mathematical thinking in concrete, pictorial and symbolic forms
* Explain and justify mathematical ideas using mathematical vocabulary
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|  | **Connecting and Reflecting*** Reflect on mathematical thinking
* Connect mathematical concepts to each other and to other areas and personal interests
* Connect to other math, other subjects, and world around us, First Peoples
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