

Dear Parents,

Helping kids understand and apply mathematics knowledge and skills is a collective responsibility of parents, teachers, and principals.

Students need to learn mathematics in a way that will serve them throughout their lives. Understanding mathematics can provide our students with many job and career opportunities.

This is why students need to know why mathematics works the way it does, how to use it with confidence and competence when solving problems.

Understanding mathematics enables us to:

- Solve problems, make sound decisions and perform calculations with ease
- Explain how we solved a problem and why we made a particular decision
- Understand patterns and trends so that we can make predictions
- Understand Financial Literacy to manage time and money
- Handle everyday situations that involve numbers and feel confident

Before your child can learn mathematics, he or she needs to believe in his or her ability to do so. That's where you come in!

Parents, you are your child's first role model for learning. When you engage with your child in a supportive, relaxed atmosphere, your child will enjoy exploring the world of mathematics.

Dynamic Math is committed to helping parents and students. We understand that not everyone learns the same way, and not everyone feels the same about math. This is why we are continually working to create math resources that help students of all abilities, while supporting the many learning styles and varying levels of enthusiasm towards math.

From our clear concise instructions and straightforward guided examples to our additional practice material and tests, there's something to suit everyone. Combined with our video tutorials, students will be able to get a tutor-like experience from anywhere and at a fraction of the cost of standard tutoring or after-school help programs.

Table of Contents

BC Grade 3 Mathematics

Unit 1 – Number Concepts	
1.1 Multiples of Numbers and Skip Counting	2
1.2 Reading and Writing Numbers using Place Value	11
1.3 Comparing and Ordering Numbers to 1000	20
1.4 Estimating Quantities less than 1000	31
Unit 2 – Number Operations and Fraction Concepts	
2.1 Addition of 2-digit Numbers using Mental Math	44
2.2 Subtraction of 2-digit Numbers using Mental Math	53
2.3 Estimating Sums and Differences	57
2.4 Addition and Subtraction of Numbers	61
2.5 Understanding Multiplication	64
2.6 Understanding Division	72
2.7 Fractions	77
Unit 3 – Financial Literacy	
3.1 Working with Coins and Bills	93
3.2 Total Cost and Payment of Bills	99
3.3 Financial Goals and Earning Money	103
Unit 4 – Patterns and Equations	
4.1 Types of Patterns and Pattern Rules	113
4.2 Repeating, Increasing and Decreasing Patterns	117
4.3 Equations and Placeholders	122
4.4 Equations and Story Problems	126
Unit 5 – Measurement	
5.1 Linear Measures	139
5.2 Concepts of Perimeter, Area and Circumference	145
5.3 Standard Units of Measure	149
5.4 Time Intervals	154
Unit 6 – 2-D Shapes and 3-D Objects	
6.1 Identify 3D Objects	169
6.2 Describe 3D Objects	176
6.3 Constructing Nets	182

Unit 7 – Data and Likelihood	
7.1 Collecting Data	196
7.2 One-to-One Correspondence	201
7.3 Tables and Bar Graphs	204
7.4 Pictographs	209
7.5 Likelihood and Chance	213
Unit 8 – Curricular Competencies	
8.1 Communicating and Representing	230
8.2 Connecting and Reflecting	234
8.3 Reasoning and Analyzing	238
8.4 Understanding and Solving	246
Answers to Exercises and Unit Tests	253
Aboriginal Applications – End of Units 1, 2, 3, 4, 5, 6, 7, 8	

INTRODUCTION

In Grade 3 mathematics, students build on what they have already learned and they are introduced to several new concepts.

CONTENT

Number Concepts

In this unit, students work with skip counting (moving forward and backward), as related to multiplication, place value, and counting patterns. They also work with comparing and estimating numbers to a magnitude of 1000. Place value with hundreds, tens, and ones involves understanding the relationship between digit places and their values, up to 1000. This content area also includes fraction concepts.

Number Operations

This section includes addition and subtraction, addition facts to 20, and multiplication and division. The focus is on understanding the concepts and the relationships between these operations.

Patterns and Equations

This topic includes increasing and decreasing patterns and pattern rules. Unknowns and Equations includes working with one-step addition and subtraction equations.

Measurement

This unit deals with linear measures, including standard units. Perimeter, area, and circumference include an understanding of these concepts without a focus on the formulas. Mass and capacity are introduced. This unit also includes the concept of time, dealing with units of time and estimation of time.

2-D Shapes and 3-D Objects

Students work with the identification of spheres, cubes, prisms, cones, and cylinders together with some of their attributes, such as faces, edges and vertices.

Data and Likelihood

This unit includes one-to-one correspondence and likelihood of events happening. Work in these areas includes collecting data and using graphs, charts, and tables.

Financial Literacy

This unit includes counting mixed combinations of coins and bills up to \$100, totalling up a set of coins and bills, understanding that payments can be made in flexible ways, working with coins and bills to 100 dollars, and earning and payment.

Organization of Content

Each content area begins with a description of the concept, followed by examples with clear, step-by-step solutions. Students are then given exercises with questions that range from easy to difficult.

Each unit includes a set of extra practice questions on the concepts from the unit. A test ends each unit. Answers to all exercises and unit tests are provided in the answer key.

CURRICULAR COMPETENCIES

Curricular competencies are skills, strategies, and processes that students develop over time. These competencies are:

1. Communicating and Representing

Communicating and representing involves the use of mathematical terms and language to talk about mathematics and to represent mathematical ideas in different forms.

2. Connecting and Reflecting

Connecting and reflecting involves connecting mathematical concepts to each other and sharing the mathematical thinking of self and others.

3. Reasoning and Analyzing

Reasoning and analyzing involves exploring and making connections, and estimating by comparing to something familiar.

4. Understanding and Solving

Understanding and solving involves developing, demonstrating, and applying mathematical understanding through play, asking questions, and problem solving, and engaging in problem solving experiences.

Unit 8 gives more detail about each competency. Included are examples and questions to help you build your competencies.