

Grade 3 JUMP Math Correlation to the Manitoba Curriculum

NOTES:

Underlined JUMP Math lessons are review from a previous grade.

Italicized JUMP Math lessons contain prerequisite material required to meet the learning standard.

An asterisk (*) indicates that a JUMP Math lesson covers a curriculum requirement primarily in the Teacher's Guide.

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Number				
General Learning Outcome				
Develop number sense.				
Specific Learning Outcomes		JUMP Math Lessons		
3.N.1	Say the number sequence between any two given numbers forward and backward	Part	Unit	Lessons
		1	2	NS3-10
		1	6	NS3-27, 29 to 31
		2	11	PA3-14
		2	16	NS3-76 to 79, 82
3.N.2	Represent and describe numbers to 1000, concretely, pictorially, and symbolically. [C, CN, V]	Part	Unit	Lessons
		1	2	NS3-2 to 6, 15
3.N.3	Compare and order numbers to 1000. [CN, R, V]	Part	Unit	Lessons
		1	2	NS3-7 to 9
		2	11	PA3-15
3.N.4	Estimate quantities less than 1000 using referents. [ME, PS, R, V]	Part	Unit	Lessons
		2	15	NS3-73

Number				
3.N.5	Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000. [C, CN, R, V]	Part	Unit	Lessons
		1	2	NS3-1, 11
		2	16	NS3-80, 83
3.N.6	Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as • adding from left to right • taking one addend to the nearest multiple of ten and then compensating • using doubles [C, ME, PS, R, V]	Part	Unit	Lessons
		1	2	<u>NS3-12</u>
		1	3	NS3-19 to 21
3.N.7	Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as • taking the subtrahend to the nearest multiple of ten and then compensating • thinking of addition • using doubles [C, ME, PS, R, V]	Part	Unit	Lessons
		1	3	NS3-23
3.N.8	Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context. [C, ME, PS, R]	Part	Unit	Lessons
		2	15	NS3-71, 72
3.N.9	Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2-, and 3-digit numerals) by • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in contexts that involve addition and subtraction of numbers, concretely, pictorially, and symbolically. [C, CN, ME, PS, R]	Part	Unit	Lessons
		1	2	<u>NS3-12</u> NS3-13 to 17
		1	3	<u>NS3-24, 25</u> NS3-22, 23, 26
		1	4	ME3-5
3.N.10	Apply mental math strategies to determine addition facts and related subtraction facts to 18 ($9 + 9$). [C, CN, ME, R, V] Recall of addition and related subtraction facts to 18 is expected by the end of Grade 3.	Part	Unit	Lessons
		1	1	PA3-3
		1	3	NS3-18 to 21

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Number				
3.N.11	Demonstrate an understanding of multiplication to 5×5 by <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division [C, CN, PS, R]	Part	Unit	Lessons
		1	6	NS3-28, 32 to 38
		1	7	NS3-39 to 41, 44, 46, 47
		2	10	NS3-60, 61
		2	14	ME3-27
3.N.12	Demonstrate an understanding of division by <ul style="list-style-type: none"> • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relating division to multiplication • (limited to division related to multiplication facts up to 5×5) [C, CN, PS, R]	Part	Unit	Lessons
		2	10	NS3-48 to 53, 54*, 55*, 56 to 61
		2	14	ME3-27
3.N.13	Demonstrate an understanding of fractions by <ul style="list-style-type: none"> • explaining that a fraction represents a portion of a whole divided into equal parts • describing situations in which fractions are used • comparing fractions of the same whole with like denominators [C, CN, ME, R, V]	Part	Unit	Lessons
		2	12	NS3-62 to 69

Patterns and Relations (Patterns)			
General Learning Outcome			
Use patterns to describe the world and solve problems.			
Specific Learning Outcomes		JUMP Math Lessons	
3.PR.1	Demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, and numbers (to 1000). [C, CN, PS, R, V]	Part	Unit
			Lessons
		1	1
			PA3-1, 7 PA3-2, 5, 6, 8, 9
		1	6
			NS3-27
		2	11
			PA3-13, 15
3.PR.2	Demonstrate an understanding of decreasing patterns by <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, and numbers (starting from 1000 or less). [C, CN, PS, R, V]	Part	Unit
			Lessons
		1	1
			PA3-7 PA3-4 to 6, 9
		1	6
			NS3-27
		2	11
			PA3-13, 15
Patterns and Relations (Variables and Equations)			
General Learning Outcome			
Represent algebraic expressions in multiple ways.			
Specific Learning Outcomes		JUMP Math Lessons	
3.PR.3	Solve one-step addition and subtraction equations involving symbols representing an unknown number. [C, CN, PS, R, V]	Part	Unit
			Lessons
		1	3
			NS3-24
		2	11
			PA3-16 to 19

Shape and Space (Measurement)

General Learning Outcome

Use direct or indirect measurement to solve problems.

Specific Learning Outcomes		JUMP Math Lessons		
3.SS.1	Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]	Part	Unit	Lessons
		2	13	ME3-14, 22
3.SS.2	Relate the number of seconds to a minute, the number of minutes to an hour, and the number of days to a month in a problem-solving context. [C, CN, PS, R, V]	Part	Unit	Lessons
		2	13	ME3-22
3.SS.3	Demonstrate an understanding of measuring length (cm, m) by <ul style="list-style-type: none"> • selecting and justifying referents for the units cm and m • modelling and describing the relationship between the units cm and m • estimating length using referents • measuring and recording length, width, and height [C, CN, ME, PS, R, V]	Part	Unit	Lessons
		1	4	ME3-1 to 4, 6
3.SS.4	Demonstrate an understanding of measuring mass (g, kg) by <ul style="list-style-type: none"> • selecting and justifying referents for the units g and kg • modelling and describing the relationship between the units g and kg • estimating mass using referents • measuring and recording mass [C, CN, ME, PS, R, V]	Part	Unit	Lessons
		2	14	ME3-25, 26
3.SS.5	Demonstrate an understanding of perimeter of regular and irregular shapes by <ul style="list-style-type: none"> • estimating perimeter using referents for centimetre or metre • measuring and recording perimeter (cm, m) • constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter [C, ME, PS, R, V]	Part	Unit	Lessons
		1	4	ME3-7, 8
		1	6	NS3-38

Shape and Space (3-D Objects and 2-D Shapes)				
General Learning Outcome				
Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.				
Specific Learning Outcomes		JUMP Math Lessons		
3.SS.6	Describe 3-D objects according to the shape of the faces and the number of edges and vertices. [C, CN, PS, R, V]	Part	Unit	Lessons
		2	17	G3-19 to 23
3.SS.7	Sort regular and irregular polygons, including <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides. [C, CN, R, V]	Part	Unit	Lessons
		1	5	G3-3, 4

Statistics and Probability (Data Analysis)				
General Learning Outcome				
Collect, display, and analyze data to solve problems.				
Specific Learning Outcomes		JUMP Math Lessons		
3.SP.1	Collect first-hand data and organize it using <ul style="list-style-type: none"> • tally marks • line plots • charts • lists to answer questions. [C, CN, V]	Part	Unit	Lessons
		1	5	<u>G3-1</u> G3-2
		1	9	PDM3-1 to 3
		2	18	PDM3-4
3.SP.2	Construct, label, and interpret bar graphs to solve problems. [PS, R, V]	Part	Unit	Lessons
		2	18	PDM3-7