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Alberta Math Curriculum Patterns & Algebra – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

LEARNING GOAL

We are learning to find, create, and describe number patterns that increase or decrease so we can understand how numbers change on a hundreds chart.

Racetrack

Students look at a race and describe who is going to come 1st, 2nd, 3rd, 4th, and 5th. Drag the pictures and labels to answer.

First Second Third Fourth Fifth

Questions	Ordinal Number	Cars
Which car is in 1st place right now?		
Which car is in 3rd place?		
Who is just after the red car?		
Which car is closest to the finish line?		

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card - Ordinal Numbers

Replace the 7th chair with the coloured chair.

Select the 3rd topping for the ice cream. Drag the correct ordinal numbers to label the scoops.

Answer Bank
Fourth
Third
First
Fifth
Second



Alberta Math Curriculum Patterns & Algebra - Grade 3

Decreasing Pattern Rules - Subtracting To 100

Drag the numbers to create patterns according to the pattern rule.

1 2 3 4 5 6 7 8 9 0

#	PATTERN	RULE
1)		Start at 43, then subtract 3 each time
2)		Start at 68, then subtract 2 each time
3)		Start at 98, then subtract 10 each time
4)		Start at 91, then subtract 6 each time
5)		Start at 72, then subtract 4 each time

Table - Multiplication

Drag the numbers to fill in the tables. The first one is

1 2 3 4 5 6 7 8 9 0

Rule = Multiply by 0		Rule = Multiply by 2		Rule = Multiply by 10		Rule = Multiply by 3		Rule = Multiply by 5	
In	Out	In	Out	In	Out	In	Out	In	Out
16	0	5		1		0		3	
7	0	4		3		2		5	
9	0	7		8		6		2	
4	0	12		9		9		8	
22	0	20		110		11		10	

Drag the numbers to fill in the blanks after investigating the patterns between multiplication and division.

1 2 3 4 5
6 7 8 9 0

$6 \times \underline{\quad} = 6$	$12 \div \underline{\quad} = 6$
$\underline{\quad} \times 2 = 12$	$\underline{\quad} \div 3 = 6$
$6 \times \underline{\quad} = 18$	$24 \div \underline{\quad} = 6$
$6 \times 4 = \underline{\quad}$	$30 \div 5 = \underline{\quad}$
$6 \times \underline{\quad} = 30$	$36 \div \underline{\quad} = 6$
$\underline{\quad} \times 6 = 36$	$\underline{\quad} \div 7 = 6$
$6 \times \underline{\quad} = 42$	$48 \div \underline{\quad} = 6$
$6 \times 8 = \underline{\quad}$	$54 \div 9 = \underline{\quad}$
$6 \times \underline{\quad} = 54$	$60 \div \underline{\quad} = 6$
$\underline{\quad} \times 10 = 60$	



Alberta Math Curriculum Patterns & Algebra - Grade 3

Table of Values - Increasing/Decreasing Pattern

Drag the numbers to fill in the tables of values below and determine the increasing/decreasing pattern.

Term Number	Term Value
1	79
2	89
3	99
4	
5	
6	

+

+

+

+

+

Term Number	Term Value
1	106
2	100
3	94
4	
5	
6	

-

-

-

-

-

1 2 3 4 5 6 7 8 9 0

Pre-Algebra - Balance

Balance the scales by putting the same number of circles on each scale.

1 2 3 4 5 6 7 8 9 0

Drag the numbers to show how many balls are needed to balance the scales?

1) $4 + \underline{\quad} = 11$	2) $2 + \underline{\quad} = 10$	3) $7 + \underline{\quad} = 15$	4) $0 + \underline{\quad} = 5$
5) $3 + \underline{\quad} = 9$	6) $1 + \underline{\quad} = 5$	7) $8 + \underline{\quad} = 10$	8) $6 + \underline{\quad} = 6$

1 2 3 4 5 6 7 8 9 0

Pre-Algebra - Balance

Drag the numbers to show how many balls you need to take away to balance the scales.

1) $8 - \underline{\quad} = 2$	2) $13 - \underline{\quad} = 9$	3) $7 - \underline{\quad} = 5$	4) $10 - \underline{\quad} = 0$
5) $12 - \underline{\quad} = 1$	6) $4 - \underline{\quad} = 2$	7) $9 - \underline{\quad} = 6$	8) $15 - \underline{\quad} = 8$

1 2 3 4 5 6 7 8 9 0



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Alberta Math Curriculum Statistics– Grade 3

3-Part Lesson Format

Part 1 – Minds On!


- Learning Goals
- Discussion Questions
- Quotes
- And More!

STATISTICAL QUESTIONS

Learning Goal

We are learning to **ask statistical questions and identify first-hand and second-hand data using simple investigations**, so we can **predict and understand different answers when collecting information.**

STATISTICAL QUESTIONS

If you asked your classmates these questions, would they be considered statistical questions? 

#	Questions	Yes	No
1)	What is your favourite colour?	Yes	No
2)	What is your teacher's name?	Yes	No
3)	How many pets do students in your class have?	Yes	No
4)	How old are you?	Yes	No
5)	What snacks do students in your class like?	Yes	No
6)	What is today's date?	Yes	No
7)	How many books do students read in a week?	Yes	No
8)	What is your school's name?	Yes	No
9)	What games do students like to play at recess?	Yes	No
10)	What is the address of city hall?	Yes	No

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

STATISTICAL QUESTIONS

Write your own predictions for the statistical questions below **1 2 3 4 5 6 7 8 9 0**

#	Questions	Prediction	
1	Which snack is most popular in your class – chips, fruit, cookies, or crackers?		
2	Which game do students like the most – tag, soccer, basketball, or hide-and-seek?		
3	How many minutes do students in my class read each day?	Least	Most
4	How many minutes do students in my school play outside each day?	Least	Most
5	How many pets do students in my class have?	Least	Most
6	How many books do students in my class read in a week?	Least	Most



Alberta Math Curriculum Statistics- Grade 3

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

The students in a class were asked what their favourite fruit is. The results are shown using tally marks. Fill in the frequency for each category.

Category	Apples	Bananas	Oranges	Grapes
Tally				
Frequency				

Oranges

Grapes

1

Bananas

32

1) How many students were surveyed?
 2) Which fruit is the most popular?
 3) Which fruit is the least popular?
 4) How many more students chose apples than grapes?

LINE PLOT

What is a Line Plot?

- A **line plot** shows data using **marks (X's or dots)** above a number line.
- Each mark stands for **one item**.
- Line plots help us **see how often something happens**.

Parts of a Good Line Plot

- Title** that tells what the data is about
- Number Line** that shows the values (numbers)
- Marks (X's or dots)** to show how many
- Labels** to explain what the numbers mean

Why Do We Use Line Plots

- To **count** how many times something happens
- To **compare** data

Number of Cars Sold

LINE PLOT

Answer the questions about the graph.

Pizza Burger Rice Pasta Salad

Favourite Lunch					
	Pizza	Burger	Rice	Pasta	Salad
Tally					
Frequency					

1) Which lunch is the most popular?
 2) Which lunch is the least popular?
 3) How much more popular is **pizza** than **pasta**?
 4) How many students were surveyed?



Alberta Math Curriculum Statistics- Grade 3

BAR GRAPH

How to Read a Bar Graph

- Read the title to know what the data is about.
- Look at the labels to see what each bar represents.
- Compare the bars to find:
 - Which group has **more**
 - Which group has **less**
 - Which groups have the **same amount**

Why We Use Bar Graphs

- Bar graphs help us **compare groups easily**.
- They help us **see patterns and differences**.
- They help us **answer questions** from the graph.

Favourite Seasons in Grade 3

Season	Number of Votes
Spring	5
Summer	6
Fall	3
Winter	2

BAR GRAPHS

Answer the questions about the graph.

Grade 3 students were asked which after-school activity was their favourite.

1 2 3 4 5 6 7 8 9 0

Grade 3s Favourite After-School Activities

Activity	# of Students
Helping At Home	3
Video Game	8
Playing Outside	7
Drawing	4
Reading	2

- Which after-school activity is the **most popular**?
- Which activity is the **least popular**?
- How many students chose **reading**?
- How many students chose **drawing and playing outside** altogether?

CREATING A SCALE

What is a Scale?

- A scale shows how we count the numbers on a graph.
- It helps us organize the data so everything fits on the graph properly.
- We can count by 1s, 2s, 5s, or 10s depending on the data.
- A good scale makes the graph clear and easy to understand.

Steps to Create a Scale

- Step 1:** Look at your data and find the smallest and largest values.
- Step 2:** Count how many lines or spaces you have on the graph.
- Step 3:** Choose how to count (by 1s, 2s, 5s...) so all the data fits.
- Step 4:** Add clear labels to your scale so others can read your graph easily.

Favourite Drinks

Drink	# of Students
Pop	4
Water	3
Juice	6
Milk	8

Favourite Food

Food	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35



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Alberta Math Curriculum Number Unit – Grade 3

3-Part Lesson Format


Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!




Learning Goal

We are learning to identify the place value of digits in whole numbers so we can read, write, and understand large numbers accurately.



Why Are We Learning This?

Imagine you're saving up for a new toy that costs \$460. If you don't understand place value, you might think it's only \$46 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!



Place Value - How Many...

Fill in the place value chart below.

#	Numbers	# of Tens Thousands	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	4907					
2.	5642					
3.	8783					
4.	12914					
5.	26657					
6.	84765					




Part 2 – Action!


- Writing
- Matching
- Drag and Drop
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- And More!

Part 3 – Consolidation!

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- Quizzes
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Word Problem – Place Value



Circle the correct option.

1) Ben has 147 thousands blocks, 3 hundreds blocks, 2 tens blocks and 3 ones blocks. Chris has 145 thousands blocks, 6 hundreds blocks, 7 tens blocks and 9 ones blocks. Chris thinks he has more because he has more blocks. Is he right?

Yes

No

2) My number has 8 hundred thousands, 3 tens, 5 more ten thousands as tens, 2 ones, 2 less hundreds as ones, and the same number of thousands as tens. What is my number?

883 032

838 023



Alberta Math Curriculum Number Unit – Grade 3

Written Form

Match the written forms with their correct standard forms.

Thirty-two thousand three hundred sixty-five

Fifty-four thousand two hundred eighty-three

Ninety-one thousand four hundred fifteen

Sixty-six thousand forty-eight

Twenty thousand one hundred fifty-nine

66 048

32 356

20 159

54 283

91 415

Write the total.

1000 100 10 1

1	2	3	4	5
6	7	8	9	0

Fill in the blank.

11000

31000

51000

26000

41000

56000

21000

36000

46000

16000



Alberta Math Curriculum Number Unit – Grade 3

Making Benchmark Dollars

Count the money in each column to make a benchmark dollar amount.

1 2 3 4 5
6 7 8 9 0

 1) \$ _____	 2) \$ _____	 3) \$ _____	 4) \$ _____
 5) \$ _____	 6) \$ _____	 7) \$ _____	 8) \$ _____

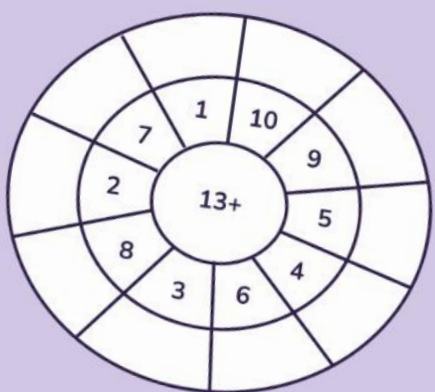
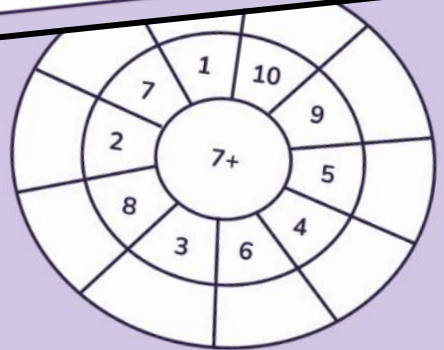
Representing

Represent the money amounts using combinations of coins.

1)			60¢
	60¢	60¢	
2)			95¢
	95¢	95¢	



2 3 4 5
6 7 8 9 0





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Alberta Math Curriculum Shape and Space – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

Learning Goal

We are learning to use units of time, including seconds, minutes, hours, and non-standard units, so we can describe how long different events take.



Non-Standard Units - How Much Time Has Passed?

Drag the numbers and labels to determine how much time has passed using non-standard units of time.

Handwashing And Or 1 2 3 4 5
Drinking Water Clapping 6 7 8 9 0

Elapsed Time	Non-Standard Units - How Much Time Has Passed?
1) 15 seconds	1 Drinking Water And 5 Clapping
2) 25 seconds	
3) 30 seconds	
4) 60 seconds	
5) 40 seconds	
6) 55 seconds	
7) 70 seconds	

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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Non-Standard Units – Word Problems

- 1) Noah went to a swimming lesson and a field trip. How many hours did he spend altogether?
- 2) Ethan had 10 hours for weekend fun. He went to one birthday party and two swimming lessons. How many hours did he use? How many hours did he have left?





Alberta Math Curriculum Shape and Space - Grade 3

Estimating Measurements - Referents

Decide which referent would be most suitable to measure the length of the following objects. Drag m or cm to answer.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

m cm

Which is longer. Drag the checkmark to your answer.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Measure the height of the lamps below. Drag the numbers to answer in the white box.

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15



Alberta Math Curriculum Shape and Space – Grade 3

Metric System – Metres and Centimetres

Which unit would you use to measure the things below. Drag the labels to answer.

			Metres	Centimetres

Metric System – Metres and Centimetres

Which unit would you use to measure the things below. Drag the labels to answer.

Pair of socks	Cat	Toothbrush	Sandwich	Television	Bookshelf
Scissors	Guitar	Headphones	Picture frame	Bicycle	Perfume

Identifying Shapes

Identify the shapes to answer.

Properties of a polygon:
 • 2-dimensional
 • Closed shape
 • Straight sides