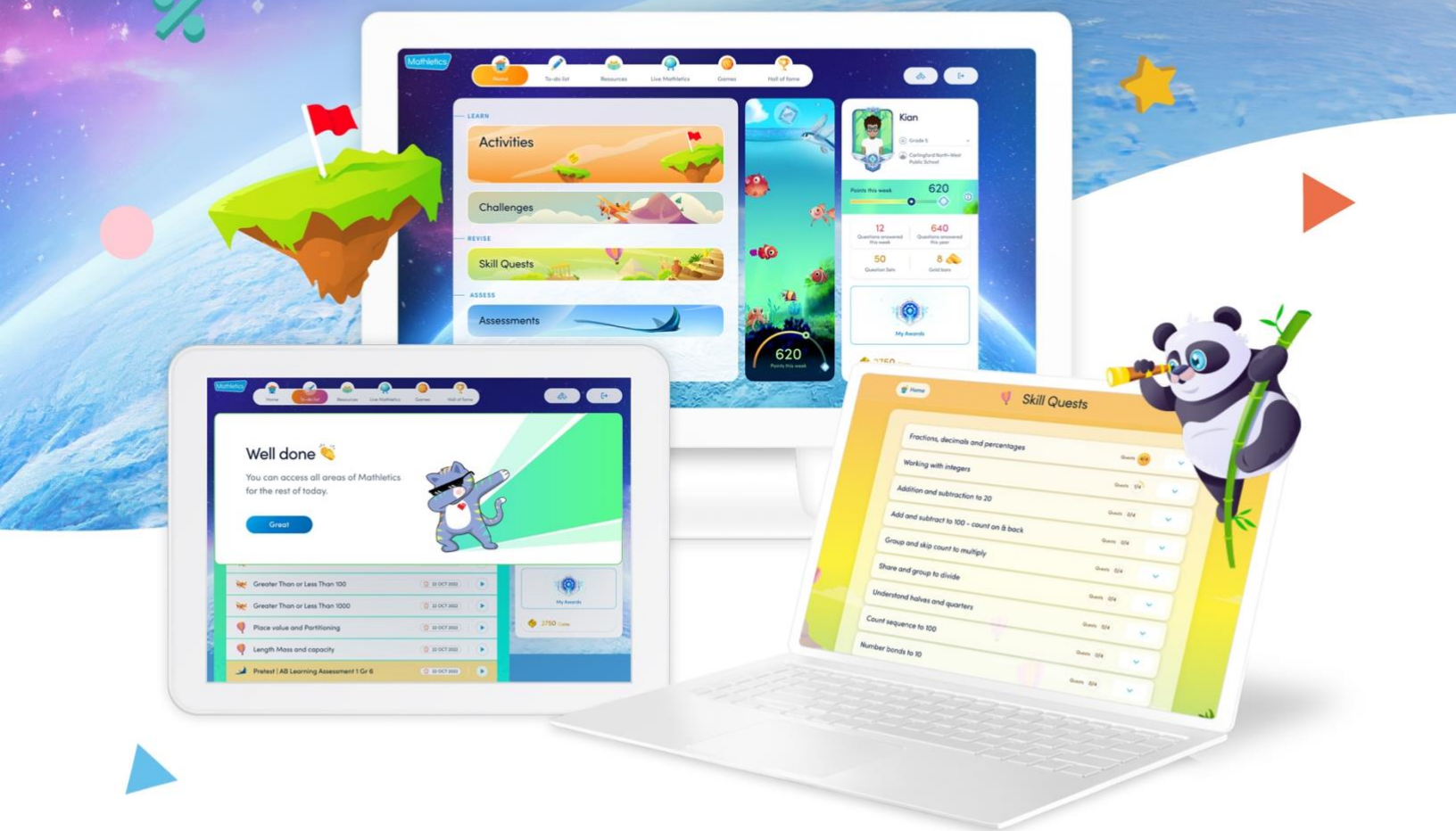
# Mathletics

## Alberta Program of Studies

Activities (Courses) and Skill Quests




**Grades K-3**

July, 2025

Mathletics

# Kindergarten

## 1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating

| **K.N.Quantity to 10**<br>Children investigate quantity to 10 | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Representing quantities to 10 | Count to 5 |
| | Dot Display |
| | Matching Numbers to 10 |
| | Concept of zero |
| | How Many? |
| | More, Less or the Same to 10 |
| | Order Numbers to 10 |
| | Picture Graphs: More or Less |

| **K.N.Compositions within 10**<br>Children interpret compositions of quantities within 10 | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Addition & Subtraction | Adding to 5 |
| | Subtracting from 5 |
| | Adding to Ten |
| | All about Ten |
| | Subtracting from Ten |
| | Model Addition |
| | Model Subtraction |
| | Adding to make 5 and 10 |
| | Adding to 10 Word Problems |
| | Balance Numbers to 10 |
| | Doubles and Halves to 10 |
| | Add and subtract using graphs |

## 2 Geometry: Shapes are defined and related by geometric attributes

| **K.G.2D and 3D**<br>Children investigate shape | |
|---|---|
| **Course Topics** | **Activities** |
| Geometry: Shapes | Collect the Shapes |
| | Collect Simple Shapes |
| | Same and Different |
| | Match the Solid 1 |
| | Count Sides and Corners |
| | Relate Shapes and Solids |

## 3 Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

| **K.M.Size**<br>Children explore size through direct comparison | |
|---|---|
| **Course Topics** | **Activities** |
| Measurement | Compare Length |
| | Everyday Length |
| | Measuring Length with Blocks |
| | Everyday Mass |
| | Balancing Act |
| | How Full? |
| | Which Holds More? |

## 4 Patterns: Awareness of patterns supports problem solving in various situations

| **K.P.Patterns**<br>Children identify and create repeating patterns | |
|---|---|
| **Course Topics** | **Activities** |
| Patterns | Complete the Pattern |
| | Simple Patterns |
| | Missing it! |

## 5 Time: Duration is described and quantified by time.

| **K.T.Time**<br>Children interpret time as a sequence of events | |
|---|---|
| **Course Topics** | **Activities** |
| Time | Tomorrow and Yesterday (Scaffolded) |
| | Tomorrow and Yesterday (without scaffold) |

# Grade 1

## 1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| **1.N.Quantity to 100**<br>Students interpret and explain quantity to 100 | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Representing Quantities | How Many? |
| | Matching Numbers to 20 |
| | Concept of Zero |
| Numbers to 100 | Going Up |
| | Counting Backwards |
| | Counting by Fives |
| | Counting by Tens |
| | Counting by Twos |
| | Going Down |
| | Balancing Objects |
| | Balancing Act |
| | Before, After, and Between to 100 |
| | Compare Numbers to 20 |
| | Compare Numbers to 50 |
| | Compare Numbers to 100 |
| **Topics** | **Skill Quests** |
| Number sequences to 100 | Counting by 1s to 100 |
| | Skip counting by 2s to 20 |
| | Skip counting by 10s to 100 |
| Counting strategies | Counting collections to 20 |
| | Counting collections to 50 |
| | Counting collections to 100 |
| Understand the conservation of number | Understanding the conservation of number |
| Numbers more than & less than | Numbers more than & less than |
| Compare & order sets up to 20 | Comparing & ordering sets up to 20 |
| Compare & order numbers to 100 | Comparing & ordering numbers to 100 |
| | Exploring change in quantity up to 20 |
| Equality & inequality | Exploring equality & inequality |
| | Sharing objects to divide |

| 1.N.Add and subtract within 20<br>Students examine addition and subtraction within 20 | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Addition and Subtraction | Making Teen Numbers |
| | Model Addition |
| | Model Subtraction |
| | Add and Subtract Using Graphs |
| | Doubles and Near Doubles |
| | Addition Facts |
| | Subtraction Facts to 18 |
| | All About 10 |
| | All About 20 |
| | Adding to 10 Word Problems |
| | Fact Families: Add and Subtract |
| **Topics** | **Skill Quests** |
| Addition & subtraction to 20 | Adding to 20 |
| | Adding to 20 by bridging to 10 |
| | Subtracting within 20 |
| | Subtracting within 20 by bridging to 10 |
| | Adding & subtracting using a bar model |
| | Creating addition & subtraction word problems |
| | Finding fact families for addition & subtraction |
| | Adding & subtracting within 20 fluently |
| Addition combinations | Adding to 5 |
| | Adding to 6 |
| | Adding to 7 |
| | Adding to 8 |
| | Adding to 9 |
| | Adding 0 to a number |
| Addition & subtraction strategies | Making a 10 |
| | Adding & subtracting to 20 |
| | Adding & subtracting using doubles |
| | Adding & subtracting 0 |
| Record equalities | Recording equalities |
| | Solving addition & subtraction equality problems |

| 1.N.One-half<br>Students examine one-half as a part-whole relationship | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Fractions | Is It Half? |
| | Halves |
| **Topics** | **Skill Quests** |
| Fraction concepts | Finding halves |

## 2 Geometry: Shapes are defined and related by geometric attributes

| **1.G.2D and 3D shape**<br>Students interpret shape in two and three dimensions | |
|---|---|
| **Course Topics** | **Activities** |
| Geometry: Shapes | Collect the Shapes |
| | Collect the Simple Shapes |
| | Same or Different |
| | Match the Solid |
| **Topics** | **Skill Quests** |
| Sort 2-D shapes & 3-D objects | Sorting 2-D shapes |
| | Sorting 3-D objects |
| Replicate composite 2-D shapes | Replicating composite 2-D shapes |
| Replicate composite 3-D objects | Replicating composite 3-D objects |
| Compare 2-D shapes to 3-D objects | Comparing 2-D shapes to parts of 3-D objects |
| 3-D objects | Introducing spheres |
| | Introducing cones |
| | Introducing cubes |
| | Introducing cylinders |
| | Introducing pyramids |
| | Introducing prisms |
| | Identifying 3-D objects |
| | Identifying attributes of 3-D objects |
| | Comparing 3-D objects |
| | Building 3-D structures |
| 2-D shapes | Naming 2-D shapes |
| | Comparing 2-D shapes |

## 3 Measurement: Attributes such as length, area, volume, and angle are quantified by measurement

| **1.M.Size**<br>Students relate length to the understanding of size | |
|---|---|
| **Course Topics** | **Activities** |
| Measurement | Everyday Length |
| | Compare Length |
| | How Full? |
| | Which Holds More? |
| | Filling Fast! |
| | Comparing Volume |
| | Everyday Mass |
| **Topics** | **Skill Quests** |
| Measurement | Exploring length |
| | Exploring volume |
| | Comparing area |

## 4 Patterns: Awareness of patterns supports problem solving in various situations

| **1.P.Patterns**<br>Students examine patterns in cycles | |
|---|---|
| **Course Topics** | **Activities** |
| Patterns | Simple Patterns |
| | Pattern Error |
| | Missing it! |
| | Complete the Pattern |
| | Colour Patterns |
| **Topics** | **Skill Quests** |
| Awareness of patterns | Recognizing repeating patterns |
| | Reproducing repeating patterns |
| | Manipulating repeating patterns |
| | Extending repeating patterns |
| | Describing & creating repeating patterns |
| | Relating patterns |
| Translate repeating patterns | Translating repeating patterns |
| | Creating & extending repeating patterns |
| | Identifying repeating patterns |
| | Numeric patterns |

## 5 Time: Duration is described and quantified by time.

| **1.T.Time**<br>Students explain time in relation to cycles | |
|---|---|
| **Course Topics** | **Activities** |
| Time | Days: After and Before |
| | Tomorrow and Yesterday (Scaffolded) |
| | Tomorrow and Yesterday (without scaffold) |
| | Weekdays and Weekends |
| | Months After and Before |
| | Using a calendar |
| **Topics** | **Skill Quests** |
| Duration – calendars | Using calendars |
| Seasons | Introducing seasons |

## 6 Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| **1.S.Data**<br>Students investigate and represent data. | |
|---|---|
| **Course Topics** | **Activities** |
| Statistics | Sorting Data / Analyzing Data (US) |
| | Read Graphs |
| **Topics** | **Skill Quests** |
| Sort objects using 1 attribute | Sorting objects using 1 attribute |
| Gather & record data | Gathering, sorting & recording data |
| | Collecting simple data |

# Grade 2

## 1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| **2.N.Quantity to 1000**<br>Students analyze quantity to 1000 | |
|---|---|
| **Course Topics** | **Activities** |
| Numbers to 1000 | Going Up |
| | Going Down |
| | Before, After & Between to 100 |
| | The Number Line |
| | Place Value to Thousands |
| | Place Value 2 |
| | Number Line Order |
| | Model Numbers |
| | Count by 2s, 5s, and 10s |
| | Counting by Twos |
| | Count by Tens |
| | Counting by Tens |
| | Everyday Money |
| | Odd or Even |
| | Ascending Order |
| | Descending Order |
| | Greater Than or Less Than? |
| | Which is Greater? |
| | Which is Less? |
| **Topics** | **Skill Quests** |
| Number sequences to 100 | Counting by 2s to 100 |
| | Counting by 10s from multiples of 10 |
| | Counting by 10s to 100 from any number |
| | Counting a sum of money to 100¢ |
| Even & odd numbers | Even & odd numbers |
| Equality & inequality | Introducing equality & inequality |
| Use the equal & not equal symbol | Using the equal & not equal symbol |
| Skip counting sequences to 1000 | Counting by 5s to 1000, forward & backward |
| | Counting by 10s to 1000, forward & backward |
| | Counting by 100s to 1000, forward & backward |
| | Counting by 1s to 1000 |
| | Counting by 2s, 3s & 5s from any number |
| Compare & order numbers to 1000 | Identifying numbers before & after within 1000 |
| | Comparing numbers to 1000 |
| | Ordering numbers to 1000 |
| Represent & describe numbers to 1000 | Representing & describing numbers to 1000 |
| | Connecting multiples of 10 & 100 to number words |

| | |
|---|---|
| | Finding numbers 10 or 100 before/after a 3-digit |
| Place value of numbers up to 1000 | Identifying place value of numbers to 1000 |
| | Using place value to partition 3-digit numbers |
| | Non-standard partitioning, 3-digit numbers |
| | Solving place value number problems |
| Estimate quantities less than 1000 | Estimating quantities using referents |

| **2.N.Add and subtract within 100**<br>Students investigate addition and subtraction within 100. | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Addition | Adding In Any Order |
| | Adding to 5 |
| | Adding to 10 |
| | Adding to Make 5 and 10 |
| | Addition |
| | Addictive Addition |
| | Adding 3 Single Digit Numbers |
| | Add 3 Number Using Bonds to 10 |
| | Add 3 Numbers: Bonds to Multiples of 10 |
| | Doubles and Near Doubles |
| | Column Addition 1 |
| | Commutative Property of Addition |
| | Adding to 2-digit numbers |
| Number: Subtraction | Subtract Tens |
| | Simple Subtraction |
| | Subtracting from 20 |
| | Fact Families: Add and Subtract |
| | Magic Mental Subtraction/Mental Subtraction (US) |
| | Repartition to Subtract/Decompose numbers to subtract |
| | Subtraction Facts to 18 |
| **Topics** | **Skill Quests** |
| Compare & order numbers to 1000 | Adding 2-digit & 1-digit numbers using place value |
| | Adding by bridging to 10 with 2- & 1-digit numbers |
| | Adding tens to a 2-digit number using models |
| | Adding two 2-digit numbers using place value |
| | Adding two 2-digit numbers using a number line |
| | Adding by compensating |
| | Adding using compatible numbers |
| | Using number bonds to 100 |
| | Adjusting addends |
| Subtraction within 100 | Subtracting by bridging to 10 |
| | Subtracting 2- & 1-digit numbers using place value |
| | Subtracting using mixed strategies |
| | Subtracting tens from a 2-digit number |
| | Subtracting two 2-digit numbers using place value |
| | Subtracting two 2-digit numbers, number line |
| | Subtracting by compensating |
| Addition & subtraction | Addition & subtraction to 18 |

| | |
|---|---|
| | Adding using doubles |
| | Subtracting using doubles |
| | Adding doubles or near doubles |
| | Finding fact families for addition & subtraction |
| | Using the commutative property of addition |
| | Counting on by bridging to 10 |
| | Addition & subtraction facts - word problems |

| **2.N.Unit fractions**<br>Students interpret part-whole relationships using unit fractions | |
|---|---|
| **Course Topics** | **Activities** |
| Fractions | Unit Fractions |
| | Shade Fractions |
| | Compare Fractions 1A |
| | Halves and Quarters |
| | Thirds and Sixths |
| | Model Fractions |
| **Topics** | **Skill Quests** |
| Introducing fractions | Finding halves & fourths |
| | Counting in halves & fourths |
| | Recognizing equivalence |

## 2 Geometry: Shapes are defined and related by geometric attributes.

| **2.G.2D and 3D**<br>Students analyze and explain geometric attributes of shape | |
|---|---|
| **Course Topics** | **Activities** |
| Geometry and Measurement | Sort It |
| | Match the Solid 2 |
| | Relate Shapes and Solids |
| | Collect the Polygons |
| | Flip, Slide, Turn |
| | Transformations |
| | Comparing Length |
| | Measuring Length With Blocks |
| **Topics** | **Skill Quests** |
| 2-D objects | Sorting 2-D objects |
| 3-D objects | Sorting 3-D objects |
| | Making models |
| | Describing attributes |
| Single transformations of 2-D shapes | Introducing slides/translations |
| | Introducing flips/reflections |
| | Introducing turns/rotations |
| | One-step translations, reflections & rotations |

## 3 Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

| **2.M.Length**<br>Students communicate length using units | |
|---|---|
| **Course Topics** | **Activities** |
| Geometry and Measurement | Sort It |
| | Match the Solid 2 |
| | Relate Shapes and Solids |
| | Collect the Polygons |
| | Flip, Slide, Turn |
| | Transformations |
| | Comparing Length |
| | Measuring Length With Blocks |
| **Topics** | **Skill Quests** |
| Measure length | Measuring length using non-standard units |
| | Introducing formal units for length |
| Compare & order objects | Comparing & ordering objects by length |

## 4 Patterns: Awareness of patterns supports problem solving in various situations

| **2.P.Patterns**<br>Students explain and analyze patterns in a variety of contexts | |
|---|---|
| **Course Topics** | **Activities** |
| Patterns | Counting on a 100 grid |
| | Complete the Pattern |
| **Topics** | **Skill Quests** |
| Explore patterns | Visual patterns |
| | Patterns with transformations |
| | Manipulating repeating patterns |
| | Number patterns |

## 5 Time: Duration is described and quantified by time.

| **2.T.Time**<br>Students relate duration to time | |
|---|---|
| **Course Topics** | **Activities** |
| Time | Days of the Week |
| | Days: After and Before |
| | Weekdays and Weekends |
| | Tomorrow and Yesterday (Scaffolded) |
| | Tomorrow and Yesterday (without scaffold) |
| | Months of the Year |
| | Months: After and Before |
| **Topics** | **Skill Quests** |
| Explore the passing of time | Calendars |
| | Days of the week & months of the year |

## 6 Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| **2.S.Data**<br>Students relate data to a variety of representations. | |
|---|---|
| **Course Topics** | **Activities** |
| Data | Sorting Data / Analyzing Data (US) |
| | Tallies |
| | Read Graphs |
| | Picture Graphs: More or Less |
| | Picture Graphs: single-unit scale |
| | Picture Graphs:  Who Has The Goods/Comparing |
| **Topics** | **Skill Quests** |
| Gather & record data | Gathering data |
| | Sorting & recording data |
| Interpret data | Using basic graphs |
| | Making a graph |
| | Using pictographs |
| | Using a tally chart |
| | Using line plots |
| | Using Venn diagrams |
| | Interpreting data |

# Grade 3

## 1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

| 3.N.Place value within 100 000<br>Students interpret place value within 100 000. | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Place Value to 100 000 | Which Is Greater? |
| | Which Is Less? |
| | Put in Order 1 |
| | Partition and Rename2/Understanding Place Value 2 |
| | Nearest Thousand? |
| | Rounding Numbers 1 |
| | Numbers from Words to Digits 1 |
| **Topics** | **Skill Quests** |
| Number concepts to 10 000 | Reading & writing numbers to 10 000 |
| | Understanding place value, 4-digit numbers |
| | Counting by tens & hundreds |
| | Partitioning 4-digit numbers |
| Number concepts up to 5 digits | Reading & writing numbers up to 5 digits |
| | Identifying place value up to 5 digits |
| | Partitioning 5-digit numbers |
| Compare & order numbers to 10 000 | Identifying numbers before & after to 10 000 |
| | Identifying missing numbers to 10 000 |
| | Comparing & ordering numbers to 10 000 |

| 3.N.Add and subtract within 1000<br>Students apply strategies for addition and subtraction within 1000 | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Addition and Subtraction | Adding to 2-digit numbers |
| | Magic Mental Addition/Mental Addition (US) |
| | Complements to 10, 20, 50 |
| | Add Two 2-Digit Numbers |
| | Add 3-Digit Numbers |
| | Add Two 2-Digit Numbers: Regroup |
| | Add Three 2-Digit Numbers |
| | Subtract Tens |
| | Magic Mental Subtraction /Mental Subtraction |
| | Repartition to Subtract/ Decompose Numbers to Subtract |
| | Subtract Numbers |
| | Subtract Numbers: Regroup |
| | 3-Digit Differences |
| | Column Subtraction |
| **Topics** | **Skill Quests** |

| | |
|---|---|
| Estimate - two 2-digit number problems | Estimating with two 2-digit number problems |
| Addition & subtraction to 100 | Adding multiple single-digit numbers |
| | Adding to make 100 |
| Addition & subtraction to 1000 | Estimating addition & subtraction |
| | Adding using split strategy |
| | Adding using formal algorithm |
| | Subtracting using split strategy |
| | Adding & subtracting using expanded form |
| | Subtracting using formal algorithm |
| | Adding & subtracting using split strategy |
| | Add & subtract using non-standard partitioning |
| | Choosing efficient strategies |
| | Solving addition & subtraction word problems |

| **3.N.Multipy and divide within 100**<br>Students analyze and apply strategies for multiplication and division within 100 | |
|---|---|
| **Course Topics** | **Activities** |
| Number: Multiplication and Division | Groups of Two |
| | Groups of Five |
| | Model Multiplication to 5 × 5 |
| | Grouping in Threes |
| | Grouping in Fours |
| | Grouping in Sixes |
| | Grouping in Sevens |
| | Grouping in Eights |
| | Grouping in Nines |
| | Multiplication Grids |
| | Frog Jump Multiplication |
| | Share the Treasure |
| | Divide Into Equal Groups |
| | Dividing by Two |
| | Dividing by Five |
| | Frog Jump Division |
| | Fact Families: Multiply and Divide |
| **Topics** | **Skill Quests** |
| Multiplication facts to 5 x 5 | Using repeated addition to multiply |
| | Exploring multiplication by 2 |
| | Skip counting by 3 |
| | Exploring multiplication by 3 |
| | Skip counting by 4 |
| | Exploring multiplication by 4 |
| | Exploring multiplication by 5 |
| | Multiplication facts to 5 x 5 |
| Division facts to 5 | Using tools & drawings to divide |
| | Using repeated subtraction to divide |
| | Dividing by 2 |
| | Dividing by 3 |
| | Dividing by 4 |

| | |
|---|---|
| | Dividing by 5 |
| Multiply & divide by 10 | Exploring multiplication by 10 |
| | Exploring division by 10 |
| | Multiply & divide by 10 |
| Multiply by 0 & 1, divide by 1 | Multiplying by 1 or 0 |
| | Dividing by 1 |
| Multiplication facts to 9 x 9 | Exploring multiplication by 2 |
| | Exploring multiplication by 3 |
| | Exploring multiplication by 4 |
| | Exploring multiplication by 5 |
| | Exploring multiplication by 6 |
| | Exploring multiplication by 7 |
| | Exploring multiplication by 8 |
| | Exploring multiplication by 9 |
| | Recalling multiplication facts to 7 x 7 |
| Multiplication facts to 10 | Recalling multiplication facts 2, 5 & 10 |
| Division facts to 9 | Dividing by 2 |
| | Dividing by 5 |
| | Dividing by 2 & 5 |
| | Dividing by 3 & 6 |
| | Dividing by 4 & 8 |
| | Dividing by 9 |
| Division facts to 10 | Dividing by 2, 5 & 10 |
| Multiplication & division facts | Using arrays |
| | Recalling multiplication & division facts |
| | Understand relationship, multiplication & division |
| Multiplication & division word problems | Solving multiplication & division word problems |

| **3.N.Fractions and wholes**<br>Students interpret fractions in relation to one whole | |
|---|---|
| **Course Topics** | **Activities** |
| Fractions | Compare Fractions 1a |
| | Fractions of a Collection 1 |
| | Fractions of a Collection 2 |
| | Fraction Fruit Sets 1 |
| | Uneven partitioned shapes 2 |
| | Partition into Equal Parts |
| **Topics** | **Skill Quests** |
| Compare & order fractions | Comparing & ordering unit fractions with models |
| | Comparing & ordering common fractions with models |
| | Comparing fractions with the same numerator |
| Represent fractions less than/equal to 1 | Introducing the terms numerator & denominator |
| | Understanding fractions |
| | Representing halves, fourths & eighths |
| | Representing thirds & sixths |
| | Representing fifths |
| | Representing eighths |
| | Representing tenths |

| | |
|---|---|
| Identify equivalent fractions | Identifying equivalent fractions |
| Express whole numbers | Expressing whole numbers as fractions |

## 2 Algebra: Equations express relationships between quantities.

| **3.A.Equality**<br>Students illustrate equality with equations | |
|---|---|
| **Course Topics** | **Activities** |
| Algebra: Equality | Missing Numbers |
| | Balance Numbers to 10/Composing numbers to 10 |
| | Balance Numbers to 20/Composing Numbers to 20 |
| **Topics** | **Skill Quests** |
| One-step add/sub problems with unknowns | One-step number problems with unknowns up to 20 |
| | One-step number problems with unknowns up to 100 |
| One-step equations using all operations | Finding missing numbers: add & subtract equations |
| | One-step equations: addition & subtraction |
| | One-step equations: multiplication & division |
| | One-step equations: balancing number sentences |

## 3 Geometry: Shapes are defined and related by geometric attributes

| **3.G.Geometric properties**<br>Students relate geometric properties to shape | |
|---|---|
| **Course Topics** | **Activities** |
| Geometry | Collect the Polygons |
| | How Many Faces? |
| | How many Edges? |
| | How many Vertices? |
| | Flip, Slide, Turn |
| | Transformations |
| **Topics** | **Skill Quests** |
| Regular & irregular polygons | Understanding regular & irregular polygons |
| Introduce & explore 3-D shapes | Exploring prisms |
| | Introducing rectangular prisms |
| | Comparing 3-D shapes |
| | Making 3-D shapes |
| Sort & identify two-dimensional shapes | Sorting 2-D shapes |
| | Comparing 2-D shapes |

## 4 Measurement: Attributes such as length, area, volume, and angle are quantified by measurement.

| **3.M.Length**<br>Students determine length using standard units | |
|---|---|
| **Course Topics** | **Activities** |
| Measurement | How Long is That? |
| | Inches, Feet, Yards |
| | Ordering Lengths(cm) |
| **Topics** | **Skill Quests** |
| Understand & measure perimeter | Understanding & calculating perimeter |
| Understand & measure length (m, cm) | Measuring in standard units: cm & m |
| | Selecting units of measurement: m, cm, mm |
| | Ordering & comparing lengths: m, cm |
| | Converting between m & cm |
| | Estimating & measuring in cm |

| **3.M.Angles**<br>Students interpret angles | |
|---|---|
| **Course Topics** | **Activities** |
| Measurement: Angles | Equal Angles |
| | Comparing Angles |
| | Right Angle Relation |
| **Topics** | **Skill Quests** |
| Identify angles | Introduce angles up to 180º |
| | Introducing right angles |
| | Identifying right angles in quadrilaterals |
| | Comparing angles informally |

## 5 Patterns: Awareness of patterns supports problem solving in various situations.

| **3.P.Patterns**<br>Students analyze patterns in numerical sequences | |
|---|---|
| **Course Topics** | **Activities** |
| Patterns | Counting on a 100 grid |
| | Count by 2s, 5s and 10s |
| | Count Forward Patterns |
| | Increasing Patterns |
| | Decreasing Patterns |
| | Count Backward Patterns |
| | Describing Patterns |
| | Pick the Next Number |
| **Topics** | **Skill Quests** |
| Increasing patterns | Working with increasing number patterns to 100 |
| | Working with increasing number patterns to 1000 |
| Decreasing patterns | Working with decreasing number patterns within 100 |
| | Working with decreasing number pattern within 1000 |
| Skip counting patterns | Skip counting by 25s |
| Exploring number patterns | Identifying odd & even patterns |
| Recognising visual patterns up to 1000 | Visual patterns - add, subtract or multiply |
| Number patterns to 1000 | Add, sub or multiplicative patterns |

## 6 Time: Duration is described and quantified by time.

| **3.T.Time**<br>Students tell time using clocks | |
|---|---|
| **Course Topics** | **Activities** |
| Time | Tell Time to the Hour |
| | Half Hour Times |
| | Five Minute Times |
| | What is the Time? |
| | 24 Hour Time |
| | Quarter To and Quarter Past |
| | Time Conversions: Whole Numbers 1 |
| **Topics** | **Skill Quests** |
| Understand passage of time | Introducing time in hours, minutes & seconds |
| | Recalling relationships between units of time |
| Read & record time | Telling time to the hour & half hour |
| | Telling time to the quarter hour |
| | Telling time to 5 minutes |
| | Telling time to the minute |
| | Using am & pm notation |
| Ordering time | Comparing & ordering time |

## 7 Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making.

| **3.S.Data**<br>Students interpret and explain representations of data | |
|---|---|
| **Course Topics** | **Activities** |
| Statistics | Making Picture Graphs: With Scale |
| | Picture Graphs: with scale & half symbols |
| | Picture Graphs: More or Less/Picture Graphs: More or Fewer (USA) |
| | Picture Graphs: Single-Unit Scale |
| **Topics** | **Skill Quests** |
| Graphs using many-to-one correspondence | Using graphs with many-to-one correspondence |
| | Using bar graphs with many-to-one correspondence |
| | Comparing graphs with different correspondence |
| | Interpreting data from tables |
| | Interpreting data from a stem & leaf plot |
| | Explaining the mode of a data set |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