Essential Lessons for Grade 3 — Ontario

Highlighted lessons cover essential topics

**Curriculum Requirement:**
- ● Required
- ○ Recommended
- ○ Optional
- * Review
- Give a quiz/test

Grade 3, Part 1

**Introductory Material**

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome to JUMP Math</td>
<td>A-1</td>
</tr>
<tr>
<td>JUMP Math Classroom Materials</td>
<td>A-3</td>
</tr>
<tr>
<td>Teaching with JUMP Math</td>
<td>A-13</td>
</tr>
<tr>
<td>How to Create Bonus Questions</td>
<td>A-19</td>
</tr>
<tr>
<td>JUMP Math Website</td>
<td>A-22</td>
</tr>
<tr>
<td>Mental Math</td>
<td>A-23</td>
</tr>
<tr>
<td>Letter to Parents/Guardians</td>
<td>A-47</td>
</tr>
</tbody>
</table>

**Unit 1 Patterns and Algebra: Patterns**

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>BC</td>
<td>MB</td>
<td>ON</td>
</tr>
<tr>
<td>●*</td>
<td>●*</td>
<td>●*</td>
<td>●*</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●*</td>
<td>●*</td>
<td>●*</td>
<td>●*</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●*</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●*</td>
</tr>
<tr>
<td>●*</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>BLM</td>
<td>Counting On (up to 100)</td>
<td>B-80</td>
<td></td>
</tr>
<tr>
<td>BLM</td>
<td>Ordinal Number Cards</td>
<td>B-81</td>
<td></td>
</tr>
<tr>
<td>BLM</td>
<td>Shapes for Making Patterns</td>
<td>B-83</td>
<td></td>
</tr>
</tbody>
</table>
## Unit 2  Number Sense: Place Value

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AB</td>
<td>BC</td>
<td>MB</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Unit 3  Number Sense: Mental Addition and Subtraction

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td>D-1</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>NS3-18</td>
<td>D-3</td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Introduction to Mental Math</td>
<td>D-13</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>NS3-19</td>
<td>D-20</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Doubles</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>NS3-20</td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Adding Tens and Adding Ones</td>
<td>D-28</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>NS3-21</td>
<td>D-33</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Subtraction Fluency</td>
<td>D-38</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>NS3-22</td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Subtracting Mentally</td>
<td>D-45</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>NS3-23</td>
<td>D-50</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Parts and Totals</td>
<td>D-58</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>NS3-24</td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>More Parts and Totals</td>
<td>D-63</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>NS3-25</td>
<td>D-65</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Sums and Differences</td>
<td>D-67</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLM</td>
<td></td>
<td>Adding Cards</td>
<td></td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Decomposing Addends for Mental Addition</td>
<td></td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Blank Tape Diagrams</td>
<td></td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Cards for Parts and Totals</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 4  Measurement: Length and Perimeter

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td>E-1</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>ME3-1</td>
<td>E-2</td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Measuring in Centimetres</td>
<td>E-8</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>ME3-2</td>
<td>E-11</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Metres</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>ME3-3</td>
<td>E-17</td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Metres and Centimetres</td>
<td>E-20</td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>ME3-5</td>
<td>E-25</td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Kilometres</td>
<td>E-30</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>ME3-6</td>
<td>E-37</td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Choosing Units</td>
<td></td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>ME3-7</td>
<td></td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Measuring Around a Shape—Perimeter</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>ME3-8</td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Exploring Perimeter</td>
<td></td>
</tr>
<tr>
<td>MB</td>
<td></td>
<td>BLM</td>
<td></td>
</tr>
<tr>
<td>ON</td>
<td></td>
<td>Trip Map</td>
<td>E-43</td>
</tr>
<tr>
<td>AB</td>
<td></td>
<td>BLM</td>
<td></td>
</tr>
<tr>
<td>BC</td>
<td></td>
<td>Triangular Grid Paper</td>
<td>E-44</td>
</tr>
</tbody>
</table>

**Essential Lessons for Grade 3**
## Unit 5  Geometry: Shapes

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB BC MB ON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● ○* ○* ●</td>
<td>G3-1</td>
<td>Introduction to Classifying Data</td>
<td>F-3</td>
</tr>
<tr>
<td>● ○ ○ ●</td>
<td>G3-2</td>
<td>Venn Diagrams</td>
<td>F-7</td>
</tr>
<tr>
<td>● ● ● ● ●</td>
<td>G3-3</td>
<td>Sides and Vertices of Shapes</td>
<td>F-14</td>
</tr>
<tr>
<td>● ○ ● ● ○</td>
<td>G3-4</td>
<td>Sorting Polygons</td>
<td>F-21</td>
</tr>
<tr>
<td>● ○ ○ ● ●</td>
<td>G3-5</td>
<td>Introduction to Angles</td>
<td>F-24</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-6</td>
<td>Shapes with Equal Sides</td>
<td>F-31</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-7</td>
<td>Quadrilaterals</td>
<td>F-36</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-8</td>
<td>More Quadrilaterals</td>
<td>F-43</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-9</td>
<td>Parallel Sides</td>
<td>F-47</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-10</td>
<td>Special Quadrilaterals</td>
<td>F-53</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-11</td>
<td>Comparing Special Quadrilaterals</td>
<td>F-58</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-12</td>
<td>Polygons (Advanced)</td>
<td>F-62</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-13</td>
<td>Congruent Shapes</td>
<td>F-66</td>
</tr>
<tr>
<td>● ○ ○ ○ ●</td>
<td>G3-14</td>
<td>Symmetry</td>
<td>F-70</td>
</tr>
<tr>
<td>BLM Shapes</td>
<td>F-75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Finding Closed Shapes</td>
<td>F-76</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Polygons or Not Polygons?</td>
<td>F-77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Polygons</td>
<td>F-78</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Tangram</td>
<td>F-80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Tangram Puzzles</td>
<td>F-81</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Word Search—Shapes</td>
<td>F-82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Right Angles</td>
<td>F-83</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Equal Sides or Not Equal Sides?</td>
<td>F-84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Drawing Quadrilaterals on Circles</td>
<td>F-85</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Rectangles or Not Rectangles?</td>
<td>F-86</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Rhombuses or Not Rhombuses?</td>
<td>F-87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Rhombus Paper</td>
<td>F-88</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Cut and Turn Quadrilaterals</td>
<td>F-89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Shapes for Sorting</td>
<td>F-90</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Spinner with 6 Regions</td>
<td>F-92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Shapes for Folding</td>
<td>F-93</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BLM Lines of Symmetry</td>
<td>F-95</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Unit 6  Number Sense: Skip Counting and Multiplication

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>NS3-27</td>
<td>Even and Odd Numbers</td>
<td>G-3</td>
</tr>
<tr>
<td>BC</td>
<td>NS3-28</td>
<td>Repeated Addition</td>
<td>G-12</td>
</tr>
<tr>
<td>MB</td>
<td>NS3-29</td>
<td>Skip Counting by 2s and 4s</td>
<td>G-16</td>
</tr>
<tr>
<td>ON</td>
<td>NS3-30</td>
<td>Skip Counting by 5s and 10s</td>
<td>G-25</td>
</tr>
<tr>
<td></td>
<td>NS3-31</td>
<td>Skip Counting by 3s</td>
<td>G-30</td>
</tr>
<tr>
<td></td>
<td>NS3-32</td>
<td>Multiplication and Repeated Addition</td>
<td>G-37</td>
</tr>
<tr>
<td></td>
<td>NS3-33</td>
<td>Multiplication and Equal Groups</td>
<td>G-43</td>
</tr>
<tr>
<td></td>
<td>NS3-34</td>
<td>Multiplying by Skip Counting</td>
<td>G-48</td>
</tr>
<tr>
<td></td>
<td>NS3-35</td>
<td>Arrays</td>
<td>G-52</td>
</tr>
<tr>
<td></td>
<td>NS3-36</td>
<td>Patterns in Multiplication of Even Numbers</td>
<td>G-59</td>
</tr>
<tr>
<td></td>
<td>NS3-37</td>
<td>Patterns in Multiplication of Odd Numbers</td>
<td>G-68</td>
</tr>
<tr>
<td></td>
<td>NS3-38</td>
<td>Concepts in Multiplication (1)</td>
<td>G-74</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Skip Counting Chart</td>
<td>G-78</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Number Lines</td>
<td>G-79</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Even Multiple Charts</td>
<td>G-80</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Multiplication Practice</td>
<td>G-81</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Even Multiples</td>
<td>G-82</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Odd Multiple Charts</td>
<td>G-83</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Odd Multiples</td>
<td>G-84</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Problem-Solving Lessons Introduction</td>
<td>G-85</td>
</tr>
<tr>
<td></td>
<td>PS3-1</td>
<td>Searching Systematically I</td>
<td>G-87</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Hundreds Charts to 20</td>
<td>G-98</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Hundreds Charts</td>
<td>G-99</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Double Six Dominoes</td>
<td>G-100</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Domino Fun</td>
<td>G-102</td>
</tr>
</tbody>
</table>

*COPYRIGHT © 2020 JUMP MATH: NOT TO BE COPIED.*
### Unit 7  Number Sense: Multiplication

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AB</td>
<td>BC</td>
<td>MB</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>●</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>2 cm Grid Paper</td>
<td>H-52</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Times Table Memory Cards</td>
<td>H-53</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>1 in Grid Paper</td>
<td>H-60</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Doubling in Multiplication Charts</td>
<td>H-61</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Multiplication and Addition Spinner</td>
<td>H-62</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>5 × 5 Multiplication Charts</td>
<td>H-63</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>9 × 9 Multiplication Chart</td>
<td>H-64</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Blank 10 × 10 Multiplication Chart</td>
<td>H-65</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Patterns in the 9 Times Table</td>
<td>H-66</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>

### Unit 8  Measurement: Area

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>AB</td>
<td>BC</td>
<td>MB</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td>○</td>
<td>●</td>
<td>●</td>
<td>●</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Comparing Areas</td>
<td>I-24</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Area of Rectangles</td>
<td>I-25</td>
</tr>
</tbody>
</table>

---

Essential Lessons for Grade 3
## Unit 9  Probability and Data Management: Charts

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PDM3-1</td>
<td>Tally Charts</td>
<td>J-2</td>
</tr>
<tr>
<td></td>
<td>PDM3-2</td>
<td>Line Plots</td>
<td>J-8</td>
</tr>
<tr>
<td></td>
<td>PDM3-3</td>
<td>Reading Line Plots</td>
<td>J-14</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Tallying Shapes</td>
<td>J-19</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Line Plots</td>
<td>J-20</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Multiplication Chain</td>
<td>J-21</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Line Plot Templates</td>
<td>J-24</td>
</tr>
</tbody>
</table>

### Generic Blackline Masters

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLM 1 cm Grid Paper</td>
<td>K-1</td>
</tr>
<tr>
<td>BLM Pattern Blocks</td>
<td>K-2</td>
</tr>
<tr>
<td>BLM Hundreds Charts</td>
<td>K-3</td>
</tr>
<tr>
<td>BLM Blank 9 × 9 Multiplication Chart</td>
<td>K-4</td>
</tr>
</tbody>
</table>

### Answer Keys for Assessment & Practice Book 3.1

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>L-1</td>
</tr>
<tr>
<td>Unit 2</td>
<td>L-5</td>
</tr>
<tr>
<td>Unit 3</td>
<td>L-11</td>
</tr>
<tr>
<td>Unit 4</td>
<td>L-14</td>
</tr>
<tr>
<td>Unit 5</td>
<td>L-16</td>
</tr>
<tr>
<td>Unit 6</td>
<td>L-21</td>
</tr>
<tr>
<td>Unit 7</td>
<td>L-25</td>
</tr>
<tr>
<td>Unit 8</td>
<td>L-28</td>
</tr>
<tr>
<td>Unit 9</td>
<td>L-29</td>
</tr>
</tbody>
</table>
## Unit 10  Number Sense: Division

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB BC MB ON</td>
<td>NS3-48</td>
<td>Sharing When You Know the Number of Sets</td>
<td>M-3</td>
</tr>
<tr>
<td></td>
<td>NS3-49</td>
<td>Sharing When You Know the Number in Each Set</td>
<td>M-6</td>
</tr>
<tr>
<td></td>
<td>NS3-50</td>
<td>Sets</td>
<td>M-9</td>
</tr>
<tr>
<td></td>
<td>NS3-51</td>
<td>Two Ways of Sharing</td>
<td>M-12</td>
</tr>
<tr>
<td></td>
<td>NS3-52</td>
<td>Two Ways of Sharing: Word Problems</td>
<td>M-16</td>
</tr>
<tr>
<td></td>
<td>NS3-53</td>
<td>Division and Addition</td>
<td>M-19</td>
</tr>
<tr>
<td></td>
<td>NS3-54</td>
<td>Dividing by Skip Counting</td>
<td>M-23</td>
</tr>
<tr>
<td></td>
<td>NS3-55</td>
<td>The Two Meanings of Division</td>
<td>M-28</td>
</tr>
<tr>
<td></td>
<td>NS3-56</td>
<td>Division and Multiplication</td>
<td>M-33</td>
</tr>
<tr>
<td></td>
<td>NS3-57</td>
<td>Knowing When to Multiply or Divide</td>
<td>M-38</td>
</tr>
<tr>
<td></td>
<td>NS3-58</td>
<td>Knowing When to Multiply or Divide: Word Problems</td>
<td>M-42</td>
</tr>
<tr>
<td></td>
<td>NS3-59</td>
<td>Multiplication and Division (Review)</td>
<td>M-46</td>
</tr>
<tr>
<td></td>
<td>NS3-60</td>
<td>Rows and Columns</td>
<td>M-48</td>
</tr>
<tr>
<td></td>
<td>NS3-61</td>
<td>Multiplication and Division Word Problems</td>
<td>M-56</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Number Lines to 20</td>
<td>M-63</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>9 × 9 Multiplication Chart</td>
<td>M-64</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Multiplication Review</td>
<td>M-65</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Division Review</td>
<td>M-66</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Fluency Practice—Division</td>
<td>M-68</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Fluency Practice—Multiplication and Division</td>
<td>M-69</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>10 × 10 Multiplication Chart</td>
<td>M-70</td>
</tr>
</tbody>
</table>
## Unit 11 Patterns and Algebra: Patterns and Equations

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB BC MB ON</td>
<td>PA3-13</td>
<td>Geometric Patterns</td>
<td>N-2</td>
</tr>
<tr>
<td></td>
<td>PA3-14</td>
<td>Patterns on Number Lines</td>
<td>N-12</td>
</tr>
<tr>
<td></td>
<td>PA3-15</td>
<td>Patterns in Charts</td>
<td>N-19</td>
</tr>
<tr>
<td></td>
<td>PA3-16</td>
<td>Equal and Not Equal</td>
<td>N-26</td>
</tr>
<tr>
<td></td>
<td>PA3-17</td>
<td>Addition Equations</td>
<td>N-31</td>
</tr>
<tr>
<td></td>
<td>PA3-18</td>
<td>Subtraction Equations</td>
<td>N-40</td>
</tr>
<tr>
<td></td>
<td>PA3-19</td>
<td>Using Letters for Unknown Numbers</td>
<td>N-45</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Patterns with Increasing Gaps</td>
<td>N-50</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Number Lines to 100</td>
<td>N-51</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Number Lines</td>
<td>N-52</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Number Lines with Large Numbers</td>
<td>N-53</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Hundreds Charts</td>
<td>N-54</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Calendars</td>
<td>N-55</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Empty Calendar</td>
<td>N-56</td>
</tr>
<tr>
<td></td>
<td>PS3-4</td>
<td>Using Systematic Search and Structure</td>
<td>N-57</td>
</tr>
</tbody>
</table>

## Unit 12 Number Sense: Fractions

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB BC MB ON</td>
<td>NS3-62</td>
<td>Equal Paper Folding</td>
<td>O-3</td>
</tr>
<tr>
<td></td>
<td>NS3-63</td>
<td>Unit Fractions</td>
<td>O-6</td>
</tr>
<tr>
<td></td>
<td>NS3-64</td>
<td>Writing Fractions</td>
<td>O-9</td>
</tr>
<tr>
<td></td>
<td>NS3-65</td>
<td>Fractions and Pattern Blocks</td>
<td>O-15</td>
</tr>
<tr>
<td></td>
<td>NS3-66</td>
<td>Equal Parts of Shapes</td>
<td>O-19</td>
</tr>
<tr>
<td></td>
<td>NS3-67</td>
<td>Different Shapes, Same Fractions</td>
<td>O-22</td>
</tr>
<tr>
<td></td>
<td>NS3-68</td>
<td>Fractions of a Set</td>
<td>O-26</td>
</tr>
<tr>
<td></td>
<td>NS3-69</td>
<td>Comparing Fractions</td>
<td>O-31</td>
</tr>
<tr>
<td></td>
<td>NS3-70</td>
<td>Half Squares</td>
<td>O-36</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Random Number Spinner</td>
<td>O-41</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Folding Paper</td>
<td>O-42</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>More Folding Paper</td>
<td>O-44</td>
</tr>
<tr>
<td></td>
<td>BLM</td>
<td>Pattern Blocks</td>
<td>O-45</td>
</tr>
</tbody>
</table>
### Unit 13  Measurement: Time

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td>P-1</td>
</tr>
<tr>
<td>•</td>
<td>ME3-14</td>
<td>Digital Clocks</td>
<td>P-3</td>
</tr>
<tr>
<td>•</td>
<td>ME3-15</td>
<td>Analog Clock Faces and Hands</td>
<td>P-7</td>
</tr>
<tr>
<td>•</td>
<td>ME3-16</td>
<td>The Minute Hand</td>
<td>P-13</td>
</tr>
<tr>
<td>•</td>
<td>ME3-17</td>
<td>Time to the Five Minutes</td>
<td>P-17</td>
</tr>
<tr>
<td>•</td>
<td>ME3-18</td>
<td>Half and Quarter Hours</td>
<td>P-20</td>
</tr>
<tr>
<td>•</td>
<td>ME3-19</td>
<td>Minutes to the Hour</td>
<td>P-24</td>
</tr>
<tr>
<td>•</td>
<td>ME3-20</td>
<td>Timelines</td>
<td>P-28</td>
</tr>
<tr>
<td>•</td>
<td>ME3-21</td>
<td>Intervals of Time</td>
<td>P-33</td>
</tr>
<tr>
<td>•</td>
<td>ME3-22</td>
<td>Units of Time</td>
<td>P-41</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Reading Digital Times</td>
<td>P-50</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Time Memory Cards</td>
<td>P-51</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Make Your Own Clock</td>
<td>P-59</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Numbers on a Clock Face</td>
<td>P-60</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Empty Clock Faces</td>
<td>P-61</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Telling Time (The Second Hand)</td>
<td>P-62</td>
</tr>
<tr>
<td>PS3-5</td>
<td></td>
<td>Using Number Lines</td>
<td>P-63</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Number Line Word Problems</td>
<td>P-70</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Extended Problem: Clock Problems</td>
<td>P-71</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Phone Rings</td>
<td>P-72</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Clock Word Problems</td>
<td>P-73</td>
</tr>
<tr>
<td>PS3-6</td>
<td></td>
<td>Making a Simpler Problem</td>
<td>P-75</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Fraction Strips and Circles</td>
<td>P-82</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Extended Problem: Planting a Flower Garden</td>
<td>P-83</td>
</tr>
<tr>
<td>BLM</td>
<td></td>
<td>Planting a Flower Garden</td>
<td>P-84</td>
</tr>
</tbody>
</table>

### Unit 14  Measurement: Capacity, Mass, and Temperature

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Introduction</td>
<td>Q-1</td>
</tr>
<tr>
<td>•</td>
<td>ME3-23</td>
<td>Capacity</td>
<td>Q-3</td>
</tr>
<tr>
<td>•</td>
<td>ME3-24</td>
<td>Fractions of a Litre</td>
<td>Q-14</td>
</tr>
<tr>
<td>•</td>
<td>ME3-25</td>
<td>Mass</td>
<td>Q-23</td>
</tr>
<tr>
<td>•</td>
<td>ME3-26</td>
<td>Grams and Kilograms</td>
<td>Q-26</td>
</tr>
<tr>
<td>•</td>
<td>ME3-27</td>
<td>Mass Word Problems</td>
<td>Q-33</td>
</tr>
<tr>
<td>•</td>
<td>ME3-28</td>
<td>Fractions of a Kilogram</td>
<td>Q-37</td>
</tr>
<tr>
<td>•</td>
<td>ME3-29</td>
<td>Temperature</td>
<td>Q-46</td>
</tr>
</tbody>
</table>
# Unit 15 Number Sense: Estimating

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB BC MB ON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-71</td>
<td>Rounding Tens</td>
<td>R-2</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-72</td>
<td>Estimating</td>
<td>R-8</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-73</td>
<td>Estimating Quantities</td>
<td>R-13</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-74</td>
<td>Place Value: Ones, Tens, Hundreds, and Thousands</td>
<td>R-19</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-75</td>
<td>Adding to Make a 4-Digit Number</td>
<td>R-24</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Number Cards</td>
<td>R-27</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Number of Faces in a Crowd</td>
<td>R-29</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Place Value Cards</td>
<td>R-30</td>
</tr>
<tr>
<td>• • • • •</td>
<td>PS3-7</td>
<td>Using Number Lines with Two Points Given</td>
<td>R-31</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Feet</td>
<td>R-39</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Hidden Number Lines Game</td>
<td>R-40</td>
</tr>
<tr>
<td>• • • • •</td>
<td>PS3-8</td>
<td>Creating Number Lines</td>
<td>R-41</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Feet</td>
<td>R-49</td>
</tr>
</tbody>
</table>

# Unit 16 Number Sense: Money

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB BC MB ON</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-76</td>
<td>Counting by 5s and 25s</td>
<td>S-3</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-77</td>
<td>Counting Coins</td>
<td>S-8</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-78</td>
<td>Counting On by Two or More Coin Values</td>
<td>S-17</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-79</td>
<td>What Coins are Missing?</td>
<td>S-24</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-80</td>
<td>Least Number of Coins</td>
<td>S-30</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-81</td>
<td>Finding the Difference Using Mental Math</td>
<td>S-37</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-82</td>
<td>Counting Money with Dollars</td>
<td>S-41</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-83</td>
<td>Representing Money to 10 Dollars</td>
<td>S-48</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-84</td>
<td>Dollars and Cents Notation</td>
<td>S-53</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-85</td>
<td>Counting Money to 100 Dollars</td>
<td>S-57</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-86</td>
<td>Multiplication and Money</td>
<td>S-63</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-87</td>
<td>Making Payments and Earning Money</td>
<td>S-67</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-88</td>
<td>Rounding to the Nearest 5 (Advanced)</td>
<td>S-72</td>
</tr>
<tr>
<td>• • • • •</td>
<td>NS3-89</td>
<td>Giving Change (Advanced)</td>
<td>S-76</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Money</td>
<td>S-81</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>Fake Money Game</td>
<td>S-82</td>
</tr>
<tr>
<td>• • • • •</td>
<td>BLM</td>
<td>3 × 3 Grid</td>
<td>S-83</td>
</tr>
</tbody>
</table>
### Unit 17  Geometry: Transformations and 3-D Shapes

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>G3-15</td>
<td>Translations</td>
<td>T-3</td>
</tr>
<tr>
<td></td>
<td>G3-16</td>
<td>Translations on Maps</td>
<td>T-10</td>
</tr>
<tr>
<td></td>
<td>G3-17</td>
<td>Reflections</td>
<td>T-17</td>
</tr>
<tr>
<td></td>
<td>G3-18</td>
<td>Flips, Slides, and Turns</td>
<td>T-23</td>
</tr>
<tr>
<td></td>
<td>G3-19</td>
<td>3-D Shapes</td>
<td>T-27</td>
</tr>
<tr>
<td></td>
<td>G3-20</td>
<td>Building Pyramids and Prisms</td>
<td>T-33</td>
</tr>
<tr>
<td></td>
<td>G3-21</td>
<td>Faces of 3-D Shapes</td>
<td>T-40</td>
</tr>
<tr>
<td></td>
<td>G3-22</td>
<td>Matching 3-D Shapes</td>
<td>T-45</td>
</tr>
<tr>
<td></td>
<td>G3-23</td>
<td>Shapes with Curved Surfaces</td>
<td>T-49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Pentominoes</td>
<td>T-53</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Shapes for Rotations and Reflections</td>
<td>T-54</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Transparency Cards</td>
<td>T-55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Rotations—Advanced</td>
<td>T-56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Matching 3-D Shapes</td>
<td>T-58</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Nets</td>
<td>T-60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>BLM Shape Table</td>
<td>T-75</td>
</tr>
</tbody>
</table>

### Unit 18  Probability and Data Management: Graphs and Probability

<table>
<thead>
<tr>
<th>Curriculum Requirement</th>
<th>Lesson</th>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PDM3-4</td>
<td>Introduction to Pictographs</td>
<td>U-3</td>
</tr>
<tr>
<td></td>
<td>PDM3-5</td>
<td>Pictographs</td>
<td>U-11</td>
</tr>
<tr>
<td></td>
<td>PDM3-6</td>
<td>Creating Pictographs</td>
<td>U-18</td>
</tr>
<tr>
<td></td>
<td>PDM3-7</td>
<td>Introduction to Bar Graphs</td>
<td>U-23</td>
</tr>
<tr>
<td></td>
<td>PDM3-8</td>
<td>Bar Graphs</td>
<td>U-30</td>
</tr>
<tr>
<td></td>
<td>PDM3-9</td>
<td>Scales on Bar Graphs</td>
<td>U-37</td>
</tr>
<tr>
<td></td>
<td>PDM3-10</td>
<td>Comparing Graphs</td>
<td>U-43</td>
</tr>
<tr>
<td></td>
<td>PDM3-11</td>
<td>Surveys</td>
<td>U-47</td>
</tr>
<tr>
<td></td>
<td>PDM3-12</td>
<td>Outcomes</td>
<td>U-53</td>
</tr>
</tbody>
</table>
Even Chance
PDM3-13
U-57

Even, Likely, and Unlikely
PDM3-14
U-62

Fair Games
PDM3-15
U-67

Expectation
PDM3-16
U-72

BLM Pictograph Templates
BLM Colours of Cubes
BLM Snacks Bar Graphs
BLM Pictograph and Bar Graph Templates
BLM Bar Graphs for Display
BLM Winter Graphs
BLM Favourite Winter Activities
BLM Tree Cone Graphs
BLM Comparing Graphs
BLM My Survey
BLM Shape Spinner

Generic Blackline Masters

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLM Empty Spinners</td>
<td>V-1</td>
</tr>
<tr>
<td>BLM Multiplication Chain</td>
<td>V-2</td>
</tr>
<tr>
<td>BLM 1 cm Grid Paper</td>
<td>V-8</td>
</tr>
<tr>
<td>BLM Hundreds Chart</td>
<td>V-9</td>
</tr>
</tbody>
</table>

Answer Keys for Assessment & Practice Book 3.2

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 10</td>
<td>W-1</td>
</tr>
<tr>
<td>Unit 11</td>
<td>W-4</td>
</tr>
<tr>
<td>Unit 12</td>
<td>W-7</td>
</tr>
<tr>
<td>Unit 13</td>
<td>W-10</td>
</tr>
<tr>
<td>Unit 14</td>
<td>W-13</td>
</tr>
<tr>
<td>Unit 15</td>
<td>W-15</td>
</tr>
<tr>
<td>Unit 16</td>
<td>W-17</td>
</tr>
<tr>
<td>Unit 17</td>
<td>W-21</td>
</tr>
<tr>
<td>Unit 18</td>
<td>W-25</td>
</tr>
</tbody>
</table>
### JUMP Math Correlation to the Alberta Curriculum

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation to Specific Outcomes</td>
<td>X-1</td>
</tr>
</tbody>
</table>

### JUMP Math Correlation to the New BC Curriculum

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation to Content</td>
<td>Y-1</td>
</tr>
<tr>
<td>Exemplar Lessons for Curricular</td>
<td>Y-10</td>
</tr>
<tr>
<td>Competencies</td>
<td></td>
</tr>
</tbody>
</table>

### JUMP Math Correlation to the Manitoba Curriculum

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation to Specific Learning</td>
<td>Z-1</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
</tr>
</tbody>
</table>

### JUMP Math Correlation to the Ontario Curriculum

<table>
<thead>
<tr>
<th>Title</th>
<th>Section-Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation to Specific Expectations</td>
<td>AA-1</td>
</tr>
<tr>
<td>Essential Lessons for EQAO Test</td>
<td>AA-12</td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
</tr>
</tbody>
</table>