Government of Newfoundland and Labrador
Department of Education
Programs and Services Division

Call for Submissions

Date **2025/09/11**

Reference Number **2025-07**

The Department of Education (Program and Services) is conducting an environmental scan to identify learning resources which may be useful in relation to:

Course / Program: **Mathematics 3 and Mathématiques 3e année**

Vendors who have materials currently available for purchase are invited to make submissions.

Vendors MUST comply with the ***Resource Submission Procedures*** in order to be eligible for inclusion in the environmental scan.

All submissions must be received by:
4:00 p.m. (Newfoundland Time Zone) Wednesday, October 1, 2025

Resource Submission Procedures

1. Review the ***Annex 1*** and ***Annex 2*** of this document. Vendors will confirm that the resource being submitted:
    a. aligns the intent of the course/program description provided; and
    b. satisfies at least **60%** of the outcomes listed.

2. Complete all sections of the ***Resource Summary Form***.

3. Email the ***Resource Summary Form*** to:

    To: toddwoodland@gov.nl.ca

Subject: Resource Submission - Reference Number **2025-07**

4. Ship **6 English physical copies** and **3 French physical copies** of the resource to:

    Learning Resources Distribution Centre
    Building 909, Pleasantville
    St. John's, NL
    A1A 1R1

    Clearly label the package(s):

    Resource Submission - Reference Number 2025-07

5. If additional information is required, send an email request to:

Todd Woodland

Manager

Division of Programs and Services

Department of Education

toddwoodland@gov.nl.ca

Annex 1: Program / Course Summary

Requirements

- Available in French with high quality translation
- Needs to be evidence based that aligns with the curriculum outcomes that are engaging, current, and age-appropriate
- A digital pdf version of successful titles, if available, will be requested for alternate format materials (AFM) purposes
- Resource must be in an accessible format that is compatible with assistive technology
- Estimated quantities required of successful titles of teacher resources are 325 for English language titles and 75 copies for French language titles.
- Include suggestions for remediation and additional challenge
- Task presented and/or ideas given to teachers for feedback on what to do next (next steps)
- Professional learning built in
- Available digitally and in hard copy (printable)
- Encompasses the principles of UDL
- Built in ideas for assessment (formative and/or summative)
- Culturally representative (multicultural, Indigenous)
- Visually representative of students with disabilities
- Connections to children's literature
- Suggestions for cross-curricular connections
- Promotes:
    - numeracy block structure
    - math talks
    - open-ended questions
    - math processes (visualization, communication, connections, mental-math and estimation, problem-solving, reasoning, technology)
    - Inquiry-based approach
- Beyond worksheet based
- Suggestions for manipulatives, games, and activities
- Open to the potential for some customization

Annex 2: Program / Course Outcomes

Number	Outcomes for Mathematics 3 and Mathématiques 3e année
1	3N1 Say the number sequence 0 to 1000 forward and backward by: • 5s, 10s or 100s, using any starting point • 3s, using starting points that are multiples of 3 • 4s, using starting points that are multiples of 4 • 25s, using starting points that are multiples of 25.
2	3N2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.
3	3N3 Compare and order numbers to 1000.
4	3N4 Estimate quantities less than 1000, using referents.
5	3N5 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.
6	3N6 Describe and apply mental mathematics strategies for adding two two-digit numerals.
7	3N7 Describe and apply mental mathematics strategies for subtracting two two-digit numerals.
8	3N8 Apply estimation strategies to predict sums and differences of two two-digit numerals in a problem solving context.
9	3N9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to one-, two- and three- digit numerals), concretely, pictorially and symbolically, by: • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in context that involve addition and subtraction of numbers.

10	3N10 Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.
11	3N11 Demonstrate an understanding of multiplication to 5 × 5 by: • 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.
12	3N12 Demonstrate an understanding of division (limited to division related to multiplication facts up to 5 × 5) by: • 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.
13	3N13 Demonstrate an understanding of fractions by: • explaining that a fraction represents a part of a whole • describing situations in which fractions are used • comparing fractions of the same whole that have like denominators.
14	3PR1 Demonstrate an understanding of increasing patterns by: • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions

	(numbers to 1000).
15	3PR2 Demonstrate an understanding of decreasing patterns by: • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 1000).
16	3PR3 Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.
17	3SS1 Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).
18	3SS2 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.
19	3SS3 Demonstrate an understanding of measuring length (cm, m) by: • 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.
20	3SS4 Demonstrate an understanding of measuring mass (g, kg) by: • 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.
21	3SS5 Demonstrate an understanding of perimeter of regular and irregular shapes by: • estimating perimeter, using referents for cm or m • 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
22	3SS6 Describe 3-D objects according to the shape of the faces and the number of edges and vertices.

23	3SS7 Sort regular and irregular polygons, including: • triangles • quadrilaterals • pentagons • hexagons • octagons according to the number of sides.
24	3SP1 Collect first-hand data and organize it using: • tally marks • line plots • charts • lists to answer questions.
25	3SP2 Construct, label and interpret bar graphs to solve problems.