




Grade 3 Curriculum Framework					Months: Jan/Feb 2021	
<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="display: flex; align-items: center;">  <span style="margin-left: 5px;"><b>Communication:</b></span> </div> <div style="display: flex; align-items: center;">  <span style="margin-left: 5px;"><b>Thinking:</b></span> </div> <div style="text-align: center; flex-grow: 1;"> <b>Core Competencies</b> </div> <div style="display: flex; align-items: center;">  <span style="margin-left: 5px;"><b>Personal and Social:</b></span> </div> </div>						
<b>Communicating</b> <ul style="list-style-type: none"> <li>I can share my ideas</li> <li>I can listen to others.</li> <li>I can ask questions.</li> </ul>	<b>Collaborating</b> <ul style="list-style-type: none"> <li>I can work in a group</li> <li>I can cooperate</li> <li>I am respectful</li> </ul>	<b>Creative Thinking</b> <ul style="list-style-type: none"> <li>I get ideas when I play</li> <li>I can solve problems</li> <li>I can think of a new idea</li> </ul>	<b>Critical &amp; Reflective Thinking</b> <ul style="list-style-type: none"> <li>I can show if I like something or not</li> <li>I can explore my world</li> <li>I can reflect on my learning</li> </ul>	<b>Personal Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I can share my feelings</li> <li>I can celebrate my efforts</li> <li>I can make choices that keep me happy and safe</li> </ul>	<b>Positive Personal &amp; Cultural Identity</b> <ul style="list-style-type: none"> <li>I can tell you about myself</li> <li>I know some of my strengths</li> <li>I can share things important to me</li> </ul>	<b>Social Awareness &amp; Responsibility</b> <ul style="list-style-type: none"> <li>I am kind and respectful to others</li> <li>I can solve some problems and ask for help</li> <li>I know other people can be different than me</li> </ul>
Students will understand... <b>Big Ideas</b>						
English Language Arts	Français - immersion	Math	Socials	Science		
<b>Reading, Listening and Viewing</b> <ul style="list-style-type: none"> <li>Stories and other texts help us learn about ourselves, our families, and our communities</li> <li>Curiosity and wonder lead us to new discoveries about ourselves and the world around us</li> </ul> <b>Writing, Speaking and Representing</b> <ul style="list-style-type: none"> <li>Stories can be understood from different perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Le conte met en scène des aspects universels de la vie humaine.</li> <li>Les textes présentent des éléments culturels qui permettent d'entrevoir d'autres points de vue.</li> <li>Chaque langue obéit à un système de règles qui la distingue des autres langues.</li> </ul>	<b>Numbers:</b> Number concepts to 1000 & fractions are a type of number that can represent quantities. <b>Computational Fluency:</b> Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. <b>Patterning:</b> The regular change in increasing patterns can be identified and used to make generalizations. <b>Geometry &amp; Measurement:</b> Standard units are used to describe, measure, and compare attributes of objects' shapes. <b>Data &amp; Probability:</b> The likelihood of possible outcomes can be examined, compared, and interpreted.	<ul style="list-style-type: none"> <li>Indigenous knowledge is passed down through oral history, traditions, and collective memory</li> <li>People from diverse cultures and societies share some common experiences and aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>All matter is made of particles</li> <li>Thermal energy can be produced and transferred</li> </ul>		
Students will do / know... <b>Learning Standards</b>						
English Language Arts	Français - immersion	Math	Socials	Science		

<p><b>Through reading, listening and viewing students will:</b></p> <ul style="list-style-type: none"> <li>Recognize the importance of story in personal, family, and community identity (predictions, connections, inferences)</li> <li>Identify use personal experience and knowledge to connect to stories and other texts to make meaning (text features and vocabulary associated with texts)</li> </ul> <p><b>Through writing, speaking and representing students will:</b></p> <ul style="list-style-type: none"> <li>Use language to identify, create, and share ideas, feelings, opinions, and preferences</li> <li>Plan and create a variety of communication forms for different purposes and audiences (sentence structure and vocabulary)</li> <li>Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation (paragraph structure)</li> </ul>	<p><b>Explorer et réfléchir:</b></p> <ul style="list-style-type: none"> <li>Identifier l'idée principale d'un texte</li> <li>Faire des prédictions en se basant sur des indices textuels</li> <li>Identifier les valeurs véhiculées par les personnages et le récit</li> </ul> <p><b>Créer et communiquer:</b></p> <ul style="list-style-type: none"> <li>Réagir à un texte en s'appuyant sur ses connaissances antérieures</li> <li>Poser des questions et y répondre afin de tenir une conversation spontanée</li> <li>Lire un texte avec fluidité et intonation</li> </ul>	<p>Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on:</p> <ul style="list-style-type: none"> <li>addition and subtraction to 1000</li> <li>financial literacy – fluency with coins and bills to 100 dollars, and earning and payment</li> <li>measurement, using standard units (linear, mass, and capacity) construction of 3D objects</li> <li>one-to-one correspondence with bar graphs, pictographs, charts, and tables</li> </ul>	<ul style="list-style-type: none"> <li>Sequence objects, images, or events, and distinguish between what has <b>changed</b> and what has stayed the same (relationship between humans and their environment)</li> <li>Recognize <b>causes and consequences</b> of events, decisions, or developments in their lives (aspects of life shared by and common to peoples and cultures)</li> </ul>	<ul style="list-style-type: none"> <li><b>Question &amp; Predict:</b> demonstrate curiosity, observe, ask questions, make simple predictions</li> <li><b>Analyze:</b> experience &amp; interpret the local environment, identify First Peoples perspectives, sort and classify data, use tables / simple bar graphs etc to represent patterns and trends, compare results with predictions and suggest possible reasons for findings</li> <li><b>Evaluate:</b> make simple inferences based on results and prior knowledge, reflect on whether an investigation was a fair test, demonstrate an understanding / appreciation of evidence</li> <li><b>Apply and Innovate:</b> take part in caring for self, family, classroom and school through personal / collaborative approaches, cooperatively design projects, transfer and apply learning to new situations, generate ideas when problem solving</li> <li><b>Communicate:</b> represent and communicate ideas and findings in a variety of ways, express and reflect on personal experiences of place</li> </ul>
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**In-Class Instruction**

	Français - immersion	Math	Socials	Science
<p><b>Big Idea</b> Stories and other texts help us learn about ourselves, our families, and our communities</p> <ul style="list-style-type: none"> <li>I can explore and think about foods that are significant to my identity, family, and/or culture.</li> <li>I can write about foods that are part of my personal and cultural identity.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><i>The Sandwich Swap</i>. <a href="#">Link to an animation of the story</a>.</li> <li>Look at the lesson plan <a href="#">here</a>.</li> </ul> <p><b>Activity:</b> <b>Sandwich Swap Read Aloud</b> -Read aloud or watch the story -Create an anchor chart with the class about foods a person might love, foods a person might dislike, and foods a person maybe has not tried before -If established in classroom, do a <a href="#">talking circle</a> where students share their personal opinion on what foods they like, dislike, and have not tried -Independent writing reflection</p> <p><b>Closure</b></p>	<p><b>Identifier l'idée principale d'un texte:</b> Ensemble: Demandez aux élèves de lire un article de nouvelles. Utilisez un site d'information pour enfants comme <a href="http://www.1jour1actu.com">1jour1actu.com</a>. Par exemple: <a href="https://www.1jour1actu.com/france/christophe-nage-40-km-en-pleine-mer">https://www.1jour1actu.com/france/christophe-nage-40-km-en-pleine-mer</a> Demandez aux élèves de lire le titre et les sous-titres et de prédire le sujet de l'article? Recueillez vos élèves et distribuez-les en enlevant le titre. Les élèves écrivent leur propre titre qui reflète l'idée principale du texte. Donnez aux élèves le temps de partager leurs nouvelles et leurs manchettes avec leurs camarades de classe.</p> <p><b>Poser des questions et y répondre afin de tenir une conversation spontanée avec l'activité « Le détecteur de mensonges »</b> 1. Divisez la classe en 2 groupes puis faites sortir un élève de chaque groupe, élève A et élève B. 2. L'élève A raconte sa première histoire, puis c'est le tour de l'élève B. 3. Après les avoir écoutés, les groupes posent aux deux élèves des questions sur leurs histoires afin de déterminer si elles sont vraies ou fausses.</p>	<p><b>Big Idea</b> Development of computational fluency in addition</p> <ul style="list-style-type: none"> <li>I can mentally add numbers up to 20</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Your hands and, if possible, space</li> </ul> <p><b>Activity:</b> <b>Addition Rock, Paper, Scissors</b> Students spread out with a partner. They say, "rock, paper, scissors, math" and on math, they show a number from 0 (closed fist) to 10 (all 10 fingers). The first partner to add all the fingers together gets a point. It is helpful to tell students that the first answer they say counts.</p> <p><b>Big Idea</b> Number concepts to 1000 -Financial fluency with coins and bills -Time concepts</p> <ul style="list-style-type: none"> <li>I can set goals for spending money</li> <li>I understand it takes time to save money</li> </ul>	<p><b>Big Idea</b> Indigenous knowledge is passed down through oral history, traditions, and collective memory:</p> <ul style="list-style-type: none"> <li>Organize and present information in chronological order</li> <li>I can understand that I am connected to my ancestors</li> <li>I can understand how Indigenous culture is connected to ancestors</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li><a href="#">The Bead Timeline Story</a></li> <li>Beads (500+ to represent 500 generations of people), 2 larger beads, 1 large special bead, small container to draw out beads</li> <li>Example lesson plan found <a href="#">here</a> at the bottom of the PDF</li> </ul> <p><b>Activity:</b> <b>The Bead Timeline Story</b> <b>Hook</b> - Ask students what they think their community looked like before there were roads, concrete buildings, and landfills; Ask how old they think their community is -Set the scene for oral storytelling by explaining how stories and culture were passed from generation to generation through speaking, listening, and remembering -Tell the bead timeline story with your bead visuals</p>	<p><b>Big Idea</b> -All matter is made of particles -Standard units are used to describe, measure, and compare attributes of objects' shapes</p> <ul style="list-style-type: none"> <li>Measurement, using standard units</li> <li>I can identify the different states of matter</li> <li>I can measure using standard units</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Clipboards</li> <li>Pencils and rulers</li> <li><a href="#">Scientist template</a></li> </ul> <p><b>Activities:</b> <b>Matter and Measurement Outdoor Scavenger Hunt</b> -Do an overview of measurement and matter with students -Hook: <a href="#">Matter Song</a> -Review thinking as a scientist skills -Students can work outside independently or with partners -Come back together and have students share what they found</p>

<p>-Have students ask their adults and record in their agendas what foods are part of their home or family culture and traditions</p>	<p>4. Une fois qu'ils croient avoir posé assez de questions, les groupes écoutent la deuxième histoire de l'élève A, puis celle de l'élève B.  5. Ensuite, les groupes peuvent encore interroger les deux élèves sur les détails de leurs histoires.  6. Pour terminer, les élèves de la classe se prononcent par vote sur les deux histoires qu'ils croient être vraies parmi les quatre entendues.  <b>Note :</b> Les histoires fausses n'ont pas besoin d'être complètement inventées. Il suffit de changer un détail dans une histoire vraie.</p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Look at Carole Fullerton's <a href="#">free math resources</a> and "Financial Literacy in Primary"</li> <li>• Any available concrete materials, like ten frames, hundreds charts, calendars, money, counters</li> </ul> <p><b>Activity:</b>  <b>Saving Money Takes Time</b>  -As a group, list toys you would like to save for, but make sure you list some that are not too expensive  -Ask students to pick a toy they would like to buy and have them make a plan to save for it  -Explain that they will have a week, a month, or two months to save  -Have them decide on an amount to save each day and tell how they will keep track of their savings as it grows  -Model an example for students using the materials</p> <p><b>Big Idea</b>  One-to-one correspondence with bar graphs, pictographs, charts, and tables</p> <ul style="list-style-type: none"> <li>• I can put information into a bar graph</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Graphing and survey template</a></li> <li>• Papers and pencils</li> <li>• <a href="#">Blank template for tallying</a></li> </ul> <p><b>Activity:</b>  <b>Survey the Room</b>  -As a class, have students brainstorm a question they would like to ask the group. Some students may want to survey their own question.  -Model how you would graph answers.  -Have students act out an example.  -Get class moving around and surveying their peers.</p> <p><b>Extension to Outdoors:</b>  -Students could do an outdoor scavenger hunt for certain items, like sticks, rocks, pinecones, leaves, animals, something yellow, something red, etc.  -They gather materials, tally the amounts, and graph them. Students can tally their information outside, then come inside and graph.  -Challenge students to find a certain amount of each item.</p>	<p><b>Conclusion:</b>  -Have students reflect as a group on what ancestors came before them  -Ask students to go home and ask their adults when they moved to the community, where they were born, or where their adult was born</p>	
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