Grade 3 Curriculum Framework	Months: March-April 2021

Core Competencies

Students will be…

Communicating	Collaborating	Creative Thinking	Critical & Reflective Thinking	Personal Awareness & Responsibility	Positive Personal & Cultural Identity	Social Awareness & Responsibility
• I can share my ideas • I can listen to others. • I can ask questions.	• I can work in a group • I can cooperate • I am respectful	• I get ideas when I play • I can solve problems • I can think of a new idea	• I can show if I like something or not • I can explore my world • I can reflect on my learning	• I can share my feelings • I can celebrate my efforts • I can make choices that keep me happy and safe	• I can tell you about myself • I know some of my strengths • I can share things important to me	• I am kind and respectful to others • I can solve some problems and ask for help • I know other people can be different than me

Big Ideas

Students will understand…

English Language Arts	Français - immersion	Math	Socials	Science
Reading, Listening and Viewing • Stories and other texts help us learn about ourselves, our families, and our communities • Curiosity and wonder lead us to new discoveries about ourselves and the world around us **Writing, Speaking and Representing** • Stories can be understood from different perspectives	• Le conte met en scène des aspects universels de la vie humaine. • Les textes présentent des éléments culturels qui permettent d'entrevoir d'autres points de vue. • Chaque langue obéit à un système de règles qui la distingue des autres langues.	**Numbers:** Number concepts to 1000 & fractions are a type of number that can represent quantities. **Computational Fluency:** Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing. **Patterning:** The regular change in increasing patterns can be identified and used to make generalizations. **Geometry & Measurement:** Standard units are used to describe, measure, and compare attributes of objects' shapes. **Data & Probability:** The likelihood of possible outcomes can be examined, compared, and interpreted.	• Indigenous knowledge is passed down through oral history, traditions, and collective memory • People from diverse cultures and societies share some common experiences and aspects of life.	• All matter is made of particles • Thermal energy can be produced and transferred

Learning Standards

Students will do / know…

English Language Arts	Français - immersion	Math	Socials	Science

Through reading, listening and viewing students will: ● Recognize the structure and elements of a story (setting, plot & character development) ● Show awareness of how story in First Peoples cultures connects people to family and community (empathy and connections) **Through writing, speaking and representing students will:** ● Plan and create a variety of communication forms for different purposes and audiences (sentence structure and vocabulary) ● Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation ● Develop and apply expanding word knowledge	**Explorer et réfléchir:** ● Faire des prédictions en se basant sur des indices textuels ● Identifier les valeurs véhiculées par les personnages et le récit ● Organiser des informations et ses idées pour mieux transmettre un message **Créer et communiquer:** ● Poser des questions et y répondre afin de tenir une conversation spontanée ● Rédiger des textes détaillés en respectant les structures à l'étude ● S'exprimer en évitant les calques et les traductions littérales	Students will reason, analyze, understand, solve, communicate, represent, connect and reflect on: ● multiplication and division concepts ● increasing and decreasing patterns ● likelihood of simulated events, using comparative language	● Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events	● Question & Predict: demonstrate curiosity, observe, ask questions, make simple predictions ● Analyze: experience & 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 ● Evaluate: make simple inferences based on results and prior knowledge, reflect on whether an investigation was a fair test, demonstrate an understanding / appreciation of evidence ● Apply and Innovate: 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 ● Communicate: represent and communicate ideas and findings in a variety of ways, express and reflect on personal experiences of place

In-Class Instruction

English Language Arts	Français - immersion	Math	Socials	Science
Read and listen to stories - Chose from: Classroom collection or Tumble Books- Explore the READ ALOUDS-Chapter Books that have these Epic Books- search familiar chapter books or graphic novels *Remember a "just right" text is when there are no more than unknown 5 words in a sentence. Responding to reading- Help students responds to what they have read by filling out the reading log and: On Tumble Books fill out book report and print or print and fill out this book report 👁 **Read online** ⭐ **Add to favorites** ✏ **Quizzes** 💬 **Book Report**	**Grande idée: Chaque langue obéit à un système de règles qui la distingue des autres langues.** **Poser des questions et y répondre afin de tenir une conversation spontanée avec le jeu « Bingo des questions »** Matériel : un dé, six questions et des feuilles de papier par équipe Déroulement : 1. Dessinez au tableau une grille numérotée contenant six questions (une par case). 2. Demandez aux élèves de dessiner une version réduite de la grille sur une feuille. 3. Le premier élève lance le dé. Le chiffre obtenu correspond au numéro de la question à laquelle il doit répondre. 4. Incitez les élèves à répondre par des phrases complètes si possible. Pour les aider, des réponses possibles peuvent être suggérées. 5. L'élève qui répond correctement peut cocher la question dans sa grille.	**Big Idea** The likelihood of possible outcomes can be examined, compared, and interpreted ● I can build mental math strategies ● I can understand chance and probable events **Materials** ● Pencil, paper, and a die **Activity:** **101 and Out** ● The object of the game is to not go over 101, or else they "bust." Students pair up and take turns rolling the die. As they roll, students can take the number as a one or 10. Eg - If a student rolls a 3, they can take it as a 3 or 30. Students keep a running record as they play. Students can choose to stop rolling and stay at their number.	Inquiry: How do we Care for Our Earth? What are the experiences that connect us in the world? What are other parts of the world experiencing that is similar to us? Brainstorm a list with the class about the things we do to help our world? Read "Ten Things I Can Do to Help My World" Lesson Idea Have Students explore the information below: https://docs.google.com/document/d/1MB_YwrIMUoTh8zHcJ1THc_CVKNYLG9qo5ApuXLKxCeQ/edit?usp=sharing Create a "Protecting Our Planet Earth" Template. Students can draw and describe ways they will protect our planet Earth.	**Density:** Why do some items float and others sink? Collect materials around the classroom, make predictions and place items in water. What are characteristics of items that float? ● Sink or Float Video ● Buoyancy Video ● Why do Ships Float Video What floats your boat?: Build a boat out of recyclable materials. What considerations do you need to think about to ensure the boat floats? **Thermal Energy:** ● Save the Snowman Video Inquiry: What challenges do you face with temperature in your daily life? Use your

Write stories with pictures and sight words-
Help your child write daily using the journal topics:
Journal writing -sample printables or can use blank/lined paper
Journal topics
Sight Word List - student read words, check off correct ones and then choose 5 words to practice with these activities

6. Le jeu passe ensuite à la personne suivante.
7. L'élève qui lance un numéro déjà coché dans la grille doit passer son tour.

Le but du jeu est d'être la première personne à répondre aux six questions. Voici des exemples de questions

Les élèves peuvent se servir de la grille suivante comme modèle. Ils n'ont pas besoin d'écrire les questions dans la grille.

1	2	3
4	5	6

● Model the game with a teacher vs. students version
● Click here to see how students keep their running record

Big Idea
The regular change in increasing patterns can be identified and used to make generalizations
● Increasing and decreasing patterns
● I can describe the pattern rule using numbers, words, and pictures

Materials:
"Roll and Go" Instructions
My Pattern - 3 Ways (For a challenge/extension)
Dice, Paper, Pencil

Activity:
Roll and Go Patterns
-Model how to play
-Have students pair up with a die, paper, and pencil
-Students write a number between 5 and 10
-They roll the die and that becomes the number they add each time
-Write the next 5 numbers in the pattern
-Trade patterns with your partner and find your partner's pattern rule
-Try the extension activity and/or decreasing patterns

Big Idea
Development of computational fluency in addition, multiplication, and division
● Multiplication and division concepts
● I can combine equal groups

Materials:
Instructions and examples for the game, "Stars and Circles"
Dice
Paper and pencil

Activity:
Stars and Circles
-Model how to play "Stars and Circles." This game gives a visual representation of multiplication
-Students pair up, and each student rolls a die twice
-On the first roll, students draw that number of circles. On the second roll, students draw that number of stars in the circles
-Students write a number sentence to show how many stars they drew

knowledge of light and dark colours to solve an everyday problem.

Other Videos in inspire conversation:
● Bill Nye Heat
● What is Matter?
● Why do we salt our driveways? Video

		-After 7 turns, students figure out who drew more stars in all		