

LESSON: Be Assertive. Module A, Lesson 4

GRADE LEVEL: Grade 3

PAGE(S): 201-206

LEARNING OUTCOMES (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):

Language Arts

- **students will speak and listen to explore, extend, clarify, and reflect on their personal experiences**
- describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge
- ask and respond to questions to probe and clarify information and to explore possibilities or solutions to problems (e.g., interview, brainstorm)
- express and explain opinions and respond to the questions and reactions of others with increasing confidence and fluency (e.g., interview, classroom discussion)
- listen critically to opinions and orally-presented texts and respond in a variety of ways (e.g., drama, art, webs)
- show increasing confidence in expressing and describing thoughts, feelings, and experiences (e.g., oral presentations, role playing, concerts, public speaking)
- **students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically**
- participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen
- engage in and respond to a variety of oral presentations and other texts (e.g., feedback forms, readers theatre, book talks, retellings, rap singing)
- show increasing awareness of the needs of the audience (e.g., adapt projection, eye contact, gestures, intonation, and clarity to enhance communication)
- **students will be able to interact with sensitivity and respect, considering the situation, audience and purpose**
- use basic courtesies and conventions of conversation in group work and cooperative play (e.g., turn-taking, listening attentively, maintaining eye contact, listening without ridicule, using constructive criticism)
- reflect critically on and identify some forms of oral language that are unfair to particular individuals and cultures (e.g., dialect, gender, cultural slurs, stereotyping)
- demonstrate a growing awareness that different kinds and uses of language are appropriate to different situations (e.g., public speaking versus play language, oral presentation versus show-and-tell language)
- engage in oral language activities to explore thoughts, ideas, feelings and experiences to prepare for their roles in the world (e.g., theme day preparations, teacher for-a-day, mock elections)
- **students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts**
- recognize different emotions and empathize with characters

- **students will be expected to respond personally to a range of texts**
- make personal connections to texts and describe, share, and discuss their reactions and emotions (e.g., identify favourite book, favourite event in a story or book supported with details and inferences from story, recall similar events, characters and relationships and make connections, or comparisons with personal experiences)
- express and explain opinions about texts, types of texts, work of authors and illustrators, demonstrating an increasing awareness of the reasons for their opinions
- respond to text through a variety of oral, written, and other representations (e.g., through journals, drawing, letters to the author, poems, readers theatre, dramatization, reading conferences, literature circles)
- **students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations**
- use writing and other forms of representation to
 - formulate questions to guide, report and reflect inquiry
 - generate and organize language and ideas
 - discover and express personal attitudes and opinions
 - express feelings and imaginative ideas
 - record experiences and reflect through shared journals, diaries, learning logs, art, song, video
 - explore how and what they learn (e.g., diagrams, story maps, charts, graphics, book advertisements)
- experiment in imaginative writing and other ways of representing (e.g., dramatization, role play/skits, video script, song)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written media texts using a variety of forms
 - messages, riddles, letters, lists, advertisements, announcements
 - rules/procedures
 - stories, poems, recounts/retellings, mathematics journals
 - response logs
 - book jackets
 - records of observations
 - directions, games, role plays
 - Reader Theatre
 - Science Fairs/experiments
 - charts, graphs, diagrams
- write for different purposes (e.g., to inform, persuade, entertain, record, reflect, invite, to problem solve)
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- use a range of prewriting, drafting, revising, editing, and presentation strategies
 - *use prewriting strategies to generate and organize ideas for writing* (e.g., webbing, brainstorming, story mapping, reading/viewing, collaboration,

- *use drafting strategies* (e.g., organize and sequence information from pre-writing activities, compose a meaningful first draft, use temporary spelling when necessary)
- *use revising strategies to create meaningful texts* (e.g., read/reread, add ideas, cross out repetition or rearrange texts, use feedback from teachers and peers to enhance text)
- *use editing strategies to clarify meaning and prepare for publication* by applying knowledge of punctuation and capitalization, language structure, spelling, penmanship, conventions of language
- *use a variety of publishing/presenting techniques* and modes
- use some conventions of written language
 - ***(a) punctuation and capitalization***
 - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
 - use periods at the end of sentences and for abbreviations
 - use commas in a series, and in dates
 - use apostrophes for possessives and contractions
 - use question marks, exclamation marks and quotation marks
 - ***(b) language structures***
 - make subjects and verbs agree
 - begin to use simple paragraphing
 - use a variety of simple and more complex sentence structures
 - use pronouns appropriately
 - ***(c) spelling***
 - use meaningful and syntax patterns as well as sound cues
 - spell many words conventionally
 - identify misspelled words, trying them another way, and using another way, and using another resource to check them out
 - use knowledge of letter patterns, rhyming words, roots, prefixes and suffixes to assist them in correcting misspellings
 - use personal and primary dictionaries to assist in independent writing
 - ***(d) penmanship***
 - use a variety of writing aids (pictionaries, dictionaries, thesaurus, writing webs, computer, personal word lists)
 - use manuscript and/or cursive writing in a legible manner
 - demonstrate engagement with the creation of pieces of writing and other representations
 - engage in writing/representing activities for sustained periods of time daily
 - work with others to revise and edit
 - choose to write independently
 - contribute during shared writing activities
 - contribute observations/information to classroom records of field trips, science experiments, etc.
 - publish/share with a sense of authorship (e.g., author chair)

Health

Mental Health

- understand the importance of respect for self and others
- understand how to cope with anger and frustration
- understand that decisions have consequences

Religious Education

Decision Making

- recognize how key individuals have responded to the needs of others

Social Studies

Peoples

- **identify and take actions to promote positive interactions among people**
- recognize the importance of positive interactions among people
- examine how stereotyping leads to negative interactions among people
- generate ideas and take age-appropriate actions to promote positive interactions among people

Citizenship

- **take age-appropriate action to practice responsible citizenship**
- recognize that making decisions is an integral part of life
- explore methods of decision making
- give examples of how decisions often result in change and can cause conflict
- recognize how individuals and groups can influence elected representatives and their decisions
- plan and carry out an action that demonstrates responsible citizenship

Visual Arts

Creating, Making and Presenting: Visual Arts

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- create images based on sensory experiences and imagination that express a mood, feeling, or emotional response and convey personal meaning
- visually communicate stories, ideas, and experiences, using a variety of materials
- explore basic art skills, techniques, and vocabulary
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- develop skills in interaction, co-operation, and collaboration through working with others in making visual images

Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- draw upon experiences from their personal, social and physical environments as a basis for visual expression

- **students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression**
- apply simple criteria to identify main ideas in original art work of others
- demonstrate respect for the work of self and others
- recognize and investigate how art is a human activity that can emerge from personal experiences
- **students will be expected to examine the relationship among the arts, societies, and environments**
- demonstrate sensitivity to and respect for others and the works they create

Perceiving and Responding: Visual Arts

- **students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works**
- apply simple criteria to identify main ideas in original art work of others

Music

- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- improvise and compose, using the voice, instruments, and movement
- present music, co-ordinating reading and singing/playing skills
- perform a varied repertoire of music that reflects diverse images, thoughts, and feelings

Physical Education

- demonstrate the ability to cooperate and work with others
- **demonstrate basic safe practices and fair play when engaging in physical activity**
- demonstrate respect for the personal space of others.