

**LESSON:** Practising Assertiveness. Module A, Lesson 5

**GRADE LEVEL:** Grade 3

**PAGE(S) :** 207-213

**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)
- become increasingly more aware of detail (e.g., through role playing and a focussed recounting attending to the who, why, what, where, and when)
- **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)
- 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 respond critically to a range of texts, applying their understanding of language, form, and genre**
- share and discuss their personal response to events, characters, ideas and feelings through a variety of means (e.g., murals, photographs, timelines, poetry, role-play)
- **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)

- seek feedback from teachers and peers about their writing
- **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, researching, interviewing, reflecting, jot noting)
  - 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 structure**
    - 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 how to cope with anger and frustration
- recognize that some problems can be solved more easily in a group
- 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

#### **Physical Education**

- Demonstrate basic safe practices and fair play when engaging in physical activity
- **demonstrate respect for the personal space of others**
- demonstrate the ability to cooperate and work with others
- **demonstrate respect for individual differences**
- demonstrate concern for the safety of self and others