

LESSON: Assertiveness Review. Module C, Lesson 3

GRADE LEVEL: Grade 3

PAGE(S): 237-240

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)
- 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
- show increasing awareness of the needs of the audience (e.g., adapt projection, eye contact, gestures, intonation, and clarity to enhance communication)
- **students will speak and listen to explore, extend, clarify, and reflect on their personal experiences**
- 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)
- **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**
- 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 responses 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**
- 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 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
- recognize that some problems can be solved more easily in a group

Religious Education

Friendship

- recognize moral and ethical principals in the lives of key individuals and consider how these principles relate to students' daily lives

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 respect for the personal space of others
- **Demonstrate the ability to cooperate and work with others**
- Demonstrate concern for the safety of self and others