

LESSON: Summary of Plan. Module C, Lesson 4

GRADE LEVEL: Grade 3

PAGE(S): 241-243

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
- **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**
- 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)
- 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, book adaptations, writing (e.g., fiction/non-fiction, poetry, 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 expository/informational texts using titles, headings, sections/paragraphs, charts, graphs, diagrams, table of contents, illustrations/pictures, glossary
- write for different purposes (e.g., to inform, persuade, entertain, record, reflect, invite, to problem solve)
- revise to make sense for a particular audience
- 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 a word processor to compose, revise, edit, and publish
- illustrate work using manual or electric means
- 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)

- use technology in writing and other forms of representing
 - use a tape recorder to record dramatic presentations, readings of published work, retellings and choral readings
 - use simple word processing programs to: draft, revise, edit and publish
 - use a drawing program (computer software) to illustrate/publish writing
 - use, with assistance, a database, CD-ROM and the Internet as resources for finding information (pre-writing strategy)
 - use, with assistance, the Internet to communicate (e.g., write for a variety of purposes)
 - with teacher assistance, select, re-word, organize and combine relevant information (to construct and communicate meaning) from two or more sources (e.g., print, oral discussions, electronic media, computer technology)

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
- understand that decisions have consequences

Relationships

- identify trusted adults who can provide assistance in abusive situations
- understand the reasons why to tell, who to tell, and how to tell

Religious Education

Friendship

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

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

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
- explore a range of materials, tools, equipment, and processes
- create art for a variety of reasons and recognize that there are many kinds of visual arts
- choose, display, and describe work from their own portfolio
- **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**
- make images that reflect their culture and community
- 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**
- 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 understand the role of technologies in creating and responding to expressive works**
- make choices and decisions about tools and materials in the creation of art objects

Physical Education

- Develop an awareness that games have rules
- **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 concern for the safety of self and others
- **Demonstrate an understanding of the effectiveness of group cooperation**
- Demonstrate respect for individual differences

