



## Term II Outline - Grade 3

<p><b>Reading</b> (Mrs. Becke)</p>	<p><b>Short Stories</b> In Term II, Grade 3 students will be continuing to work through a variety of short stories and articles. These stories will be acquired through various sources, including the Internet, the <i>Open Court Reading</i> book for Grade 3, and more. While reading these stories, students will be practicing:</p> <ul style="list-style-type: none"><li>- <i>read-aloud</i> (helps to develop fluency and expression in reading).</li><li>- <i>shared reading</i> (when students and teacher read together, helping students develop a better sense of speed, consistency and flow through listening).</li><li>- <i>guided reading</i> (when the teacher works with a small group of students to assist with both reading and comprehension strategies).</li><li>- <i>independent reading</i> (when students are given time to silently read. Students will have some independent reading daily).</li></ul> <p><b>Comprehension</b> Students will work on their ability to comprehend and understand what they have read and to draw conclusions from it. Some skills we will work on developing include: making connections, summarizing, making predictions, asking questions, visualizing, analyzing cause and effect, identifying main ideas and details, and making inferences.</p> <p><b>Literary Elements</b> Throughout Term I, Grade 3s will be working literary elements including point of view, plot, dialogue, characterization, characteristics of fiction vs. non-fiction writing, and features of a play.</p> <p><b>Independent Novel Study/Book Report</b> Students will be required to select a teacher approved novel for their Independent Novel Study/Book Report, which they are expected to work on at home throughout the term. The Independent Novel Study is due by December 8<sup>th</sup> 2017. More details will follow, including a step-by-step direction sheet and a rubric.</p> <p><b>In-Class Novel Study</b></p>
--	--

<p><b>Writing</b> (Mrs. Becke)</p>	<p>This term, students will be exposed to a variety of writing forms, including informative (biography/autobiography), narrative, creative and instructional writing.. During these studies, students will continue to develop their sentence structure, how to sequence a piece of writing, and the importance of supportive details. Students will also be perfecting “the writing process”, which includes prewriting, drafting, revising, editing, and publishing. They will use these skills in order to show knowledge of conventions, to correct errors, refine expression and present their work effectively.</p> <p>Students will be showcasing their writing skills in a variety of ways, including but not limited to: journalling, personal writing, story writing, comprehension activities, reports/presentations and more.</p>
<p><b>Grammar</b> (Mrs. Becke)</p>	<p>During Term I, Grade 3 students will take part in a variety of individual and group activities focusing on grammar. They will participate in daily Correct the Sentence activities in order to increase proficiency in noticing and correcting errors, as well as editing activities on the SmartBoard and with small groups.</p> <p>Some grammar lessons that we will focus on in first term include: quotations, apostrophes, vivid verbs, possessive apostrophes, proper/ common nouns, homonyms and synonyms.</p>
<p><b>Spelling</b> (Mrs. Becke)</p>	<p>Grade 3 students will take part in weekly spelling actives that will focus on a certain sound or structural pattern. Each week, students will have 20 words to learn and understand. Some examples of word lists may be those with silent letters, words with double letter endings, short vs. long vowel wounds, and more.</p> <p>Spelling booklets and words will be given out at the beginning of each week. Students will complete a short spelling activity each night. There will be an assessment every Friday.</p>

<p><b>Mathematics</b> (Mrs. Becke)</p>	<p>Students in Grade 3 will take part in the Saxon Math Program. This program is divided into six instructional components; Math Circle, the Lesson, Number Facts Practice, Guided Class Practice, Homework and Assessment.</p> <p>At the beginning of each math lesson, the class will have Math Circle. During this time, students will be given time to ask questions about the previous lesson, which usually occurred the day before. Questions about the previous lesson will be cleared up prior to beginning the new lesson.</p> <p>The Lesson will be held after Math Circle and will introduce the new topic for the day.</p> <p>After the Lesson is taught, students will complete a Number Facts Practice sheet. This is a sort of “fast facts” sheet that students will complete in approximately five minutes to better their basic math skills.</p> <p>Once students complete the Number Facts Practice sheet, they will be given a Guided Class Practice page. This is the time that students are encouraged to ask questions in order to clarify and ensure understanding of the topic taught that day. Students will be asked from 5-7 questions on various topics taught throughout the year to ensure understanding and memorization of topics taught previously.</p> <p>Every night, students will have Homework. Similar to the work done in class, the homework will consist of 1 page of Number Facts and one page of Guided Practice. This will be collected by the teacher and marked every day.</p> <p>Lastly, students will have an Assessment on every sixth school day based on the previous five lessons. Students can anticipate being tested on both Number Facts and Guided Practice on each assessment.</p> <p>Students in Grade 3 will have a designated period once per week to take part in the Mathletics computer program. They will be encouraged to use this program at home as well to practice learned concepts and facts.</p> <p>Some of the Grade 3 lessons in Term I include: writing and reading fractions, division, multiplication of 2 and 3 digit numbers, word problems involving adding, subtracting, multiplying, dividing, writing numbers, area, perimeter, adding/subtracting fractions, order of operations, long division, parallel and perpendicular lines, making change, measuring in inches/centimetres, types of triangles, volume, geometric solids and positive and negative numbers.</p>
<p><b>Social Studies</b> (Mrs. Becke)</p>	<p>In Term 2, Grade 3s will be looking at Living and Working in Ontario. We will be comparing life in a rural area to that of life in an urban area. They will learn about the natural features of the environment and how it influences land use and employment available in the given regions. We will also be studying how human activities and decisions made about the land in our regions affect and alter the environment, and how the environment around us can affect our lives.</p>

<p><b>Science</b> (Mrs. Becke)</p>	<p>Grade 3 students will complete two of the four science units in Term II.</p> <ol style="list-style-type: none"> <li>1) Growth &amp; Change in Plants. Students will be learning about the distinct characteristics of plants and how our interaction with plants is necessary for life. We will be learning about parts of plants and how plants affect society and the environment.</li> <li>2) Soils in the Environment. Students will learn about what soil is made up of, as well as the composition and characteristics of soil that determine whether or not it is capable of sustaining life. We will also learn why interaction with soil is essential to life and how soil affects our society/environment.</li> </ol>
<p><b>Visual Art</b> (Mrs. Becke)</p>	<p>Students will learn about a variety of categories of art. For each category, we will learn about a specific artist that encapsulates the genre and create a piece influenced by that specific artist. This term we will focus on:</p> <ul style="list-style-type: none"> <li>- Pointillism (Georges Seurat)</li> <li>- Graffiti/Tag Art (Banksy)</li> <li>- Calligraphy (various artists)</li> </ul> <p>While working on these pieces, students will learn about: varieties of lines, shape and form, space and depth, colour, texture and value.</p>
<p><b>Physical Education</b> (Mr. Henderson)</p>	<p>Throughout the term two, students will be focusing on the sporting events according to the SSAF calendar. These sports will be listed monthly on the Glenn Harbour Academy website. Other activities students will be participating in include:</p> <ul style="list-style-type: none"> <li>-low organized games</li> <li>-co-operative play activities</li> <li>-soccer skills, drills, and games</li> <li>-cross country training</li> <li>-beep tests</li> <li>-fitness boot camp</li> <li>-strength, speed, and agility training</li> <li>-volleyball skills, drills, and games</li> <li>-ball hockey skills, drills, and games</li> <li>-tossing and catching games</li> <li>-badminton skills, drill and games</li> </ul>
<p><b>Music</b> (Mr. Kudara)</p>	<ul style="list-style-type: none"> <li>• instrumental program begins</li> <li>• performing in unison (technical exercises)</li> <li>• performing as an ensemble with different parts</li> <li>• analysis of how instruments are used to convey emotion and/or imagery – Peter and the Wolf</li> </ul>
<p><b>Health &amp; People Skills</b> (Mrs. Becke)</p>	<p>During the first term students will focus on two of the four Grade 3 health units: Substance Use, Addictions &amp; Related Behaviours and Human Development &amp; Sexual Health.</p> <p>During the Substance Use unit, students will learn about the impact of use of legal and illegal substances. They will learn what an addiction is and how to make good decisions regarding substance use.</p> <p>During the Human Development unit, students will learn about healthy relationships as well as how our genetics and environment can affect physical and emotional development. Students will also learn about visible and invisible differences.</p>

<p style="text-align: center;"><b>French</b> (Mr. Rodayan)</p>	<p>Grades threes will explore the following skills and have them reinforced throughout the modular approach to the (entire) year:</p> <ul style="list-style-type: none"> <li>• Use of simple phrases and sentences to discuss familiar topics (oral, writing)</li> <li>• Appropriate and basic vocabulary (oral, writing)</li> <li>• Listen and respond to simple oral texts using basic responses (Listening, oral, writing)</li> <li>• Writing simple texts following a model (Writing)</li> <li>• Strategies to making meaning and sense of unfamiliar words (listening, reading)</li> <li>• Clear and confident [rehearsed] presentations (oral, listening)</li> </ul> <p>Unit Two: Ça, c'est ma journée! This unit offers students an opportunity to explore and share their food choices as well as their daily after school activities with each other. They also review school subjects and learn to talk about the general time of day. The message of the module asserts that a healthy variety of foods and activities contribute to our enjoyment of our diverse daily routines. The final project for this unit will be a collaborative cookbook created by the entire class. Since the nature of the unit focuses on activities AND foods, students will have the opportunity to include a recipe for a dish or a recipe for a fun, daily activity they enjoy. Each student will present their recipe to the rest of the class for their review. As a team, we will decide on the order and outlay of our Cook Book while working together to see it to publication!</p>
<p style="text-align: center;"><b>Drama</b> (Mrs. Becke)</p>	<p>Throughout the year, Grade 3 students will focus on different elements of drama through games, movement, tableau, role playing, reader's theatre, charades, and other interactive activities. We will focus on learning about role/character, relationships within a role, time and place (setting), tension and focus/emphasis. Students will also rehearse for plays and concert rehearsals in this period.</p>
<p style="text-align: center;"><b>Computers</b> (Mr. Kudera)</p>	<p>Unit 3: Microsoft Office (part II)</p> <ul style="list-style-type: none"> <li>• creating presentations using Power Point</li> <li>• using templates and modifying formats in Word</li> </ul> <p>Unit 4: Introduction to Computer Coding</p> <ul style="list-style-type: none"> <li>• students will use block coding</li> <li>• simple commands using Turtle</li> </ul>