

Long Range Plans - Term 2 - 2020-2021

Mme Spark 3A

Students will be supported through whole group, small group, and individual instruction as needed.

Assessment strategies include:

- anecdotal observation
- oral presentations
- daily classwork and participation
- conferencing
- self-reflection
- Alpha-Jeunes
- checklists
- success criteria
- rubrics
- summative projects/assignments
- topic tests or quizzes

FRENCH LANGUAGE	
<p>Listening</p> <ul style="list-style-type: none">- Follow instructions in French- Respond to questions and conversations in French- Understand short stories and videos in French	<p>Reading</p> <ul style="list-style-type: none">- Routine practice of phonetics- Focus on reading comprehension strategies- Explore a variety of texts

<p>Speaking</p> <ul style="list-style-type: none"> - Speak in French on a daily basis in the classroom (ex. ask for help, share ideas or a story) - Speak in increasingly complex sentences using new vocabulary - Use strategies to talk around words they do not know in French - Present a rehearsed oral presentation in front of the class or small audience 	<p>Writing</p> <ul style="list-style-type: none"> - Sentence structure - Nouns, verbs, adjectifs - Use sentence starters and idea prompts - Independence using personal dictionary and applying phonetic sounds - Exploring different text types - Develop self-correction and editing habits
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MATH	GRADE 3
February	<p><u>Number</u></p> <ul style="list-style-type: none"> - Review numbers to 1000 - Mental math skills (estimating, adding, subtracting) - The commutative property for addition and subtraction - Adding and subtracting whole numbers to 1000 using algorithms, mental math and other math tools such as a number line - Using variables (e.g. $x+5=8$) - Multiplication to 10×10 - Division up to $100 \div 10$ - Relationship between multiplication and division - Sharing up to 20 items among groups of people that result in whole numbers, mixed numbers and fractional amounts

<p>March</p>	<p><u>Spatial Sense</u></p> <ul style="list-style-type: none"> - Give and follow multi-step instructions involving movement from one location to another, including distances and half- and quarter-turns <p><u>Measurement, Area, and Perimeter</u></p> <ul style="list-style-type: none"> - Millimeters, centimetres, metres, and kilometres - Area of 2D and 3D shapes - Perimeter of polygons <p><u>Number</u></p> <ul style="list-style-type: none"> - Round whole numbers to the nearest ten or hundred, in various contexts
<p>April</p>	<p><u>Financial Literacy</u></p> <ul style="list-style-type: none"> - Estimate and calculate the change required for various simple cash transactions using bills and coins
<p>May</p>	<p><u>Algebra</u></p> <ul style="list-style-type: none"> - Patterns that have repeating elements, movements or operations (e.g. shapes, numbers, tables of values) - Determine pattern rule, extend patterns <p><u>Data</u></p> <ul style="list-style-type: none"> - Probability: use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions
<p>June</p>	<p><u>Algebra</u></p> <ul style="list-style-type: none"> - Read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes

SCIENCE	GRADE 3
February - March	<p>STRONG & STABLE STRUCTURES</p> <ul style="list-style-type: none"> - Explore man made & animal made structures - Explore the types of materials used for building and ways materials can be used to create a strong structure - Look at some of the functions of structures in our human lives - Explore the forces which act on structures - Problem solve, build and reconstruct structures which serve a specific purpose - Look at how shape, struts and ties impact the stability of a structure
May - June	<p>GROWTH & CHANGES IN PLANTS</p> <ul style="list-style-type: none"> - Explore ways plants are important to humans, animals and our world - What are the human impacts on plants? - Plant life cycle - Parts of a part - Plants as habitats - Symbiotic relationships involving plants & animals

SOCIAL STUDIES	GRADE 3
April - May	<p style="text-align: center;">People and Environments: Living and Working in Ontario</p> <ul style="list-style-type: none"> - Understand the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario. - Investigate some of the environmental effects of different types of land and/or resource use in Ontario regions, as well as some of the measures taken to reduce the negative impact of that use, using the social studies inquiry process.

	<ul style="list-style-type: none"> - Describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario regions addresses human needs and wants, including the need for jobs.
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HEALTH	GRADE 3
February	<ul style="list-style-type: none"> - Mental health strategies
March	<ul style="list-style-type: none"> - Substance Abuse, Addictions, and related behaviour
April	<ul style="list-style-type: none"> - Real vs. Fictional Violence
May	<ul style="list-style-type: none"> - Concussion Awareness
June	<ul style="list-style-type: none"> - Human development

PHYSICAL EDUCATION	GRADE 3
February - June	<ul style="list-style-type: none"> - Participate in a variety of sports, skills and games - Set goals for maintaining an active lifestyle - Follow the rules of a game to maintain their own safety and that of those they are playing with

ARTS	GRADE 3
VISUAL ARTS	<ul style="list-style-type: none"> - Create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

DANCE	<ul style="list-style-type: none">- Apply the creative process to the composition of a variety of dance pieces, using the elements of dance to communicate feelings and ideas
DRAMA	<ul style="list-style-type: none">- Perform various types of drama (ex. mime, skits, puppetry, reader's theatre, tableau...)- Reflect on how expression can be conveyed through movement, voice, posture, facial expressions...- Explore body language and facial expressions to show emotions and create a scene or scenario

English is taught by Mme Plawiuk and Mme Wallace

Music is taught by M. Moore