



Language Arts – Grade 3

Term 2
Ms. Lebbon



Big Ideas

Language and story can be a source of creativity and joy.

Using language in creative and playful ways helps us understand how language works.

Stories and other text help us learn about ourselves, our family and our community.

Curiosity and wonder lead us to new discoveries about ourselves and the world around us.

Stories can be understood from different perspectives

Curricular Competencies

Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:

- Read fluently at grade level.
- Use sources of information and prior knowledge to make meaning.
- Make connections between ideas from a variety of sources and prior knowledge to build understanding.
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning.
- Recognize how different texts reflect different purposes.
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community.
- Explain the role that story plays in personal, family, and community identity.
- Use personal experience and knowledge to connect to text and make meaning.
- Recognize the structure and elements of story.
- Show awareness of how story in First Peoples cultures connects people to family and community.
- Develop awareness of how story in First Peoples cultures connects people to land.
- Exchange ideas and perspectives to build shared understanding.
- Create stories and other texts to deepen awareness of self, family, and community.
- Plan and create a variety of communication forms for different purposes and audiences.
- Communicate using sentences and most conventions of Canadian spelling, grammar, and punctuation.
- Develop and apply expanding word knowledge.
- Explore and appreciate aspects of First Peoples oral traditions

- Use oral storytelling processes.

Content Learning Standards

Students will be expected to know the following "I Can" statements:

Reading

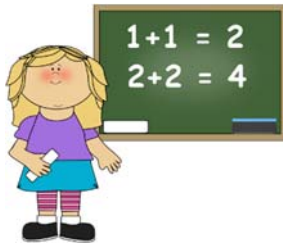
- I can read at grade level (PM Benchmark level 23-24)
- I can identify the elements of a story (eg. Character, plot, setting, conflict, and theme).
- I can identify many sight words
- I can identify word patterns and word families
- I can identify function and genre of texts
- I can use a variety of reading strategies to help me read and understand stories.
- I can read fluently
- I can use knowledge of language patterns and phonics to decode words.
- I can visualize and retell stories.
- I can self-correct my reading errors more consistently
- I can set personal goals about my reading, and make a simple plan for improvement

Writing

- I can print neatly with the appropriate letter formation
- I can print sentences using proper spacing between words
- I can include compound sentences in my writing (e.g. using connecting words such as "because", "and", or "but")
- I can organize my writing with a beginning, middle, and end
- I can independently begin sentences and write names with an uppercase letter
- I can complete my sentences with a period, question mark, or exclamation mark
- I can spell many high frequency words
- I can use and apply writing processes by revising, editing, and proofreading my work
- I can spell many high frequency words

Oral Language

- I can take turns speaking
- I can listen for specifics using receptive listening posture.
- I can ask questions to clarify
- I can speak with the appropriate tone, volume, inflection, and pace
- I can express simple opinions
- I can participate in classroom discussions

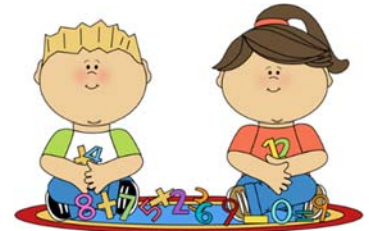


Math – Grade 3

Term 2

Ms. Lebbon

Big Ideas



Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.

Standard units are used to describe, measure, and compare attributes of objects' shapes.

Curricular Competencies

Students are expected to be able to do the following:

- Use reasoning to explore and make connections
- Estimate reasonably
- Develop mental-math strategies and abilities to make sense of quantities
- Use technology to explore mathematics
- Model mathematics in contextualized experiences
- Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Visualize to explore mathematical concepts
- Develop and use multiple strategies to engage in problem solving
- Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
- Communicate mathematical thinking in many ways
- Use mathematical vocabulary and language to contribute to mathematical discussions
- Explain and justify mathematical ideas and decisions
- Represent mathematical ideas in concrete, pictorial, and symbolic forms
- Reflect on mathematical thinking
- Connect mathematical concepts to each other and to other areas and personal interests
- Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts

Content Learning Standards

Students will be expected to know the following "I Can" statements:

Addition and Subtraction to 20

- I can add and subtract numbers to 20
- I can use mental math strategies for addition and subtraction (e.g. making 10, decomposing, identifying doubles, and adding on to find the difference)
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Construction of 3D objects

- I can identify 2D shapes as part of 3D objects (e.g. a pyramid can have a square or circle face)
- I can describe attributes of 3D objects (faces, edges and vertices, etc.)
- I can identify 3D objects by their mathematical terms (sphere, cube, cylinder, etc.)
- I can compare 3D objects finding similarities and differences.
- I can identify First Peoples belongings as geometric objects (pithouse, birch bark baskets, etc).

Change in Quantity

- I can find the quantity of the unknown at the start ($n + 6 = 10$), middle ($6 + n = 10$), or resulting ($6 + 4 = n$)

Time

- I can understand concepts of time (second, minute, hour, day, month, year, etc.)
- I can understand and estimate the relationships between the units of time

Adding and subtracting to 1000

- I can use flexible computation strategies when adding and subtracting numbers to 1000
- I can estimate sums and differences to 1000
- I can use regrouping as a strategy to add and subtract numbers to 1000.
- I can use addition and subtraction in real-life context and problem-based situations

Financial Literacy

- I can count a simple mixed combination of coins to \$100.00
- I can demonstrate an understanding that you can earn money in various ways to reach financial goals.
- I can identify that payments can be made in flexible ways.
- I can role play trading using First Peoples objects such as shells and dried fish.



Social Studies – Grade 3

Term 2
Ms. Lebbon

Big Ideas



People from diverse cultures and societies share some common experiences and aspects of life.

Learning about indigenous peoples nurtures multicultural awareness and respect for diversity.

Curricular Competencies

Students are expected to be able to do the following:

- Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources
- Sequence objects, images, and events, or explain why some aspects change and what has stayed the same
- Recognize causes and consequences of an event, decisions, or developments
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Make value judgements about events, decisions, or action, and suggest lessons that can be learned

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can identify cultural characteristics and ways of life of local First Peoples and global indigenous peoples.
- I can describe the relationship between humans and their environment (e.g. protocols that protect the land, techniques for hunting and fishing, etc.)



Science – Grade 3

Term 2
Ms. Lebbon

Big Ideas



All matter is made of particles.

Curricular Competencies

Students are expected to be able to do the following:

Questioning and Predicting

- Demonstrate curiosity about the natural world
- Observe objects and events in familiar contexts
- Identify questions about familiar objects and events that can be investigated.
- Make predictions based on prior knowledge.

Planning and Conducting

- Suggest ways to plan and conduct an inquiry to find answers to questions.
- Consider ethical responsibilities when deciding how to conduct an experiment.
- Safely use appropriate tools to make observations and measurements using formal measurements and digital technology as appropriate.
- Make observations about living and non-living in the local environment.
- Collect simple data

Processing and Analyzing Data and Information

- Experience and interpret the local environment
- Identify First Peoples perspectives and knowledge as sources of information.
- Sort and classify data and information using drawings, and provided tables
- Use tables, simple bar graphs, or other formats to represent data and show simple patterns and trends.
- Compare results with predictions, suggesting possible reasons for findings.

Evaluating

- Make simple inferences based on their results and prior knowledge.
- Reflect on whether an investigation was a fair test.
- Demonstrate an understanding and appreciation of evidence.
- Identify some simple environmental implications of their and others' actions.

Applying and Innovating

- Contribute to care for self, others, school, and neighborhood through personal or collaborative approaches.
- Co-operatively design projects.
- Transfer and apply learning to new situations
- Generate and introduce new or refined ideas when problem solving

Communication

- Represent and communicate ideas and findings in a variety of ways, such as diagrams and simple reports, using digital technologies as appropriate.
- Express and reflect on personal experiences of place
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Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can identify that matter is anything that has mass and takes up space.
- I can identify that atoms are building blocks of matter.



Physical and Health Education – Grade 3

Term 2
Ms. Lebbon



Big Ideas

Daily participation in physical activity at a moderate to vigorous intensity levels benefits all aspects of our well-being.

Movement skills and strategies help us learn how to participate in different types of physical activity.

Adopting healthy personal practices and safety strategies protects ourselves and others.

Having good communication skills and managing our emotions enables us to develop and maintain healthy relationships.

Our physical, emotional, and mental health are interconnected.

Curricular Competencies

Students are expected to be able to do the following:

Physical Literacy

- Develop and demonstrate a variety of fundamental movement skills in a variety of physical activities and environments
- Apply a variety of movement concepts and strategies in different physical activities.
- Apply methods of monitoring exertion levels in physical activity
- Develop and demonstrate safety, fair play, and leadership in physical activities
- Identify and explain factors that contribute to positive experiences in different physical activities

Healthy and Active Living

- Participate daily in physical activity at moderate to vigorous intensity levels
- Identify and describe opportunities for potential challenges to being physically active at school, at home and in the community.
- Explore and describe strategies for making healthy eating choices in a variety of settings.
- Describe ways to access information on and support services for a variety of health topics
- Explore and describe strategies for pursuing personal healthy living goals

Social and Community Health

- Identify and describe avoidance or assertiveness strategies to use in unsafe and/or uncomfortable situations
- Describe and apply strategies for developing and maintaining positive relationships.
- Explain how participation in outdoor activities support connections with the community and environment

Mental Well-Being

- Identify and apply strategies that promote mental well-being
- Describe physical, emotional, and social changes as students grow older.
- Describe factors that influence mental well-being and self-identity.

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can participate in different types of physical activity (individual, dual, and game activities)
- I can regularly meet the Daily Physical Activity requirement
- I can move safely in different environments
- I can play fairly in physical activities
- I can perform movement skills on the spot (e.g. balancing, bending, twisting, and lifting)
- I can perform movements while travelling (e.g. jumping, running, hopping, rolling)
- I can control the movement of an object (e.g. catch and throw an object)
- I can participate in different types of individual and dual physical activities (jumping rope) and games (playing tag).
- I can identify the effects of different activities on the body (e.g. increased breathing, sweating, elevated heart rate)

Health Education

- I can identify strategies for accessing health information (e.g. speaking to a trusted adult, speaking to a medical professional, looking for health and safety signs)
- I can describe the relationship between worries and fears.
- I can identify factors that influence self-identity (e.g. self-esteem, cultural heritage, body image)



Arts Education– Grade 3

Term 2
Ms. Lebbon

Big Ideas



The mind and body work together when creating works of art.

Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

Dance, drama, music, and visual arts are each unique languages for creating and communicating.

The arts connect our experiences to the experiences of others.

Curricular Competencies

Students are expected to be able to do the following:

Exploring and Creating

- Choose elements, processes, materials, movements, technologies, tools, and techniques of the arts
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore identity, place, culture, and belonging through the arts experience.
- Explore relationships among cultures, communities, and the arts.

Reasoning and Reflecting

- Observe, listen and describe, inquire and predict how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, and techniques
- Refine ideas, processes, and technical skills in a variety of art forms.
- Reflect on creative processes and make connections to other experiences
- Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works of art.

Communicating and Documenting

- Apply learning skills, understandings, and processes in new contexts.
- Interpret and communicate ideas using symbolism in the arts
- Express feelings, ideas, and experiences in creative ways
- Describe and respond to visual and performing works of art and provide constructive feedback.
- Experience, document, and share creative works in a variety of ways
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can create artistic works using line, shape, space, texture, colour, and form
- I can, in drama, demonstrate character, time, place, plot, and tension

- I can participate in a variety of dramatic forms (e.g. improvisation, tableau, role-play)
- I can participate in traditional and contemporary Aboriginal arts and arts-making processes
- I can participate in music class exploring beat, rhythm, tempo, pitch, dynamics, form, and texture
- I can use different types of notation to represent sounds, ideas, and movement



Career Education – Grade 3

Term 2
Ms. Lebbon

Big Ideas



Confidence develops through the process of self-discovery.

Strong communities are the result of being connected to family and community and working together toward common goals.

Effective collaboration relies on clear, respectful communication.

Everything we learn helps us to develop skills.

Communities include many different roles requiring many different skills.

Learning is a lifelong enterprise.

Curricular Competencies

Students are expected to be able to do the following:

- Identify and appreciate their personal attributes, skills, interests, and accomplishments
- Recognize the importance of positive relationships in their lives
- Share ideas, information, personal feelings, and knowledge with others
- Work respectfully and constructively with others to achieve common goals
- Recognize the importance of learning in their lives and future careers
- Set and achieve realistic learning goals for themselves
- Identify and appreciate the roles and responsibilities of people in their schools, families, and communities
- Demonstrate effective work habits and organizational skills appropriate to their level of development
- Recognize the basic skills required in a variety of jobs in the community

Content Learning Standards

Students will be expected to know the following "I Can" statements:

- I can take risks and try a new activity
- I can put up my hand and volunteer to ask or answer a question
- I can speak clearly in front of others
- I can identify steps required to help me achieve short-term goals
- I can learn about factors that influence self-identity by exploring cultural differences and social awareness.
- I can recognize the importance of positive relationships in my life.

