

Date/Event	Wk	Unit of Inquiry	Skills	Sc/Soc/PSPE	Genre/Grammar	Lang. Stand Alone	Maths Integrated	Number/Maths Stand Alone	Info. Lit
WB 21 Aug	1	<b>Who we are</b> <i>An inquiry into: the nature of the self; beliefs and values; human relationships including families, friends, communities and cultures; rights and responsibilities</i> <b>Central Idea:</b> Our beliefs and values shape our identity and our interactions with others. <b>Lines of Inquiry:</b> Beliefs and values of groups we belong to Ways of communicating within groups <b>Key Concept/s:</b> Perspective, Responsibility <b>Related Concept/s:</b> <b>Attitudes:</b> Appreciation, Empathy, Tolerance <b>Learner profile attributes:</b> Caring, Open-Minded	<b>Social Skills:</b> Respecting others, Cooperating, Resolving conflict, Adopting Group roles <b>Self-Management Skills:</b> Healthy lifestyle, codes of behavior, informed choices	<b>PSE Interactions &amp; Identity</b> Reflect on the perspectives and ideas of others Apply different strategies when attempting to resolve conflict <b>Social Social Organization &amp; Culture</b> Explore and describe ways that family, groups and communities influence our choices and actions Define and compare the elements of different belief systems Share examples of conflict (personal, local and global) and identify the causes, consequences and possible solutions	<b>Writing to (Stand Alone) Describe Purpose:</b> To provide a detailed description of various components of the topic. <b>Focus:</b> General 'things', people or places <b>Language Features/Grammar</b> Knows that nouns represent people, places, things and sorts nouns into different categories such as proper, common, and collective and identifies these within texts Writes proper nouns with a capital letter Knows that nouns can be formed by using prefixes and suffixes. Uses capitals for proper nouns, sentence beginnings, acronyms, abbreviations and titles Identifies and begins to use paragraphs Uses a range of strategies throughout the writing process e.g. determining importance Begins to organize ideas before writing e.g. brainstorming, drawing, jotting <b>Contextual Understanding</b> Discusses alternatives about how to present characters and events when composing literary texts	<b>Listening</b> Identifies purposes for listening in a variety of situations, formal and informal, and sets personal goals related to listening task Identifies the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them <b>ONGOING</b> <i>Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications and using appropriate voice levels</i> <b>Speaking</b> States main ideas and supporting details of a text read aloud or information presented in diverse media and formats <b>ONGOING</b> <i>Engages effectively in a range of collaborative discussions with diverse partners about topics</i> <i>Tells a story or recounts an experience and/or event with interesting facts and some descriptive details, speaking audibly in coherent sentences</i> <i>Communicates ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</i> <b>Reading</b> Demonstrates understanding of a variety of texts by identifying important ideas and some supporting details – predicting, story mapping, retelling. <b>ONGOING</b> <i>Recognizes and uses complex letter combinations including consonant clusters and vowel combinations</i> <i>Recognizes base words and removes prefixes and suffixes to break them down</i> <i>Uses a range of reading strategies including picture cues, graphophonic cues, semantic and syntactic cues to predict and construct meaning</i> <i>Reads independently for a (age appropriate up to 30 minutes) sustained time</i> <i>Reads aloud with attention to pace, accuracy and expression</i> <i>Uses and chooses strategies such as self-correcting, pausing, re-reading passages and substituting words to maintain meaning</i> <i>Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts (story map – story elements, prediction, retelling)</i> <i>Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</i> <i>Expresses personal opinions about ideas presented in texts</i> <i>Identifies the point of view presented in a text and suggest some possible alternative perspectives</i> <b>Writing</b> Uses a dictionary and begins to use a thesaurus Knows that nouns represent people, places, things and sorts nouns into different categories such as proper, common, and collective and identifies these within texts Writes proper nouns with a capital letter Knows that nouns can be formed by using prefixes and suffixes. Uses capitals for proper nouns, sentence beginnings, acronyms, abbreviations and titles Begins to use more consistent use of tenses in writing to distinguish present, past or future (writing to entertain) <b>ONGOING</b> <i>Uses phonological understandings to decode and encode multi-syllabic words</i> <i>Using an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory.</i>		<b>Number</b> <b>Conceptual Understanding:</b> The base 10 place value system is used to represent numbers and number relationships. <i>Reads, writes, orders and compares numbers to 10,000 or beyond</i> <i>Writes numbers to 10,000 in expanded form</i> <i>Rounds numbers to the nearest 10 or 100, and/or 1,000</i> <b>Pattern &amp; Function</b> <i>Begins to represent rules for patterns using words, symbols and tables</i>	<i>Students will learn about the importance on safe use of computers. They will participate in a Library session for "Driver's License". They will learn how to log into laptops with their username and password and similarly learn to login and safely use IXL, and Raz Kids for math and literacy.</i>  6a. Understand and use technology systems 6b. Select and use applications effectively and productively 6d. Transfer current knowledge to learning of new technologies 5a. Advocate and practice safe, legal, and responsible use of information and technology
WB 28 Aug 30 <sup>th</sup> Open House	2								
WB 4 Sep	3								
WB 11 Sep 13 <sup>th</sup> ERD	4								
WB 18 Sep	5								
WB 25 Sep	6	<b>Where we are in time and place</b> <i>An inquiry into: orientation in place and time; the discoveries, explorations and migrations of humankind</i> <b>Central Idea:</b> Exploration can lead to discovery and change <b>Lines of Inquiry:</b> Features and uses of different navigation tools Exploration & Settlement Boundaries & change <b>Concepts:</b> Function, Perspective <b>Related:</b> History, Orientation, Settlement <b>Learner profile:</b> Inquirer, Communicator <b>Attitudes:</b> Curiosity, Independence	<b>Communication:</b> Presenting <b>Research:</b> Planning, Organizing, interpreting <b>Thinking:</b> Acquisition of Knowledge, Comprehension, Analysis	<b>Social Studies Resources &amp; the Environment</b> Describe and explain various types and patterns of settlement and land use <i>Skills: Use maps and graphs, tables, and diagrams to read and display geographic information</i> <b>Human &amp; Natural Environment</b> <i>Skills: Locate on a globe or map his or her place in the world, and its relationship to various other places</i>	<b>Writing to Describe Continued (Transdisciplinary Connection)</b> <b>Language Features/Grammar</b> Identifies, sorts and uses different adjectives <b>Contextual Understanding</b> Writes about a range of topics for a variety of purposes, using literary forms and structures modelled by the teacher and/or encountered in reading.	<b>Listening</b> Demonstrates an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details. Identifies and explains the importance of significant ideas and information in oral texts <b>ONGOING</b> <i>Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications and using appropriate voice levels</i> <b>Speaking</b> <b>ONGOING</b> <i>Engages effectively in a range of collaborative discussions with peers</i> <i>Reports on a topic or text, tells a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly, at an understandable pace</i> <i>Tells a story or recounts an experience and/or event with interesting facts and some descriptive details, speaking audibly in coherent sentences</i> <b>Reading</b>	<b>Shape &amp; Space Transdisciplinary Connection</b> <i>Analyses angles by comparing and describing rotations: whole turn; half turn; quarter turn</i> <i>Recognizes and names benchmark angles such as right angle, acute, obtuse, straight</i> <i>Describes rotations: whole turn; half turn; quarter turn; north, south, east and west</i>	<b>Measurement</b> <b>Conceptual Understanding:</b> Objects and events have attributes that can be measured using appropriate tools <i>Estimates and compares lengths of time: second, minute, hour, day, week and month.</i> <i>Reads and writes digital and analogue time on 12-hour and 24-hour clocks</i> <i>Reads and draw time to the nearest 5 minutes on an analogue clock</i> - <i>Estimates time intervals</i>	<i>Students will continue working on IXL and Raz kids for math and literacy. Students will be introduced to the SeeSaw App and learn how to use it in the classroom: take photos (evidence) of their work and post it for parents as a means of communication their learning.</i>  3a. Plan strategies to guide 5a. Advocate and practice safe, legal, and responsible use of information and technology
WB 2 Oct	7								
WB 9 Oct	8								

				<p><b>Continuity &amp; Change through time</b> Describe past journeys and discoveries and the tools and systems that assisted these Explain how people's perceptions and representations of place have changed over time</p>		<p><b>ONGOING</b> <i>Recognizes and uses complex letter combinations including consonant clusters and vowel combinations</i> <i>Recognizes base words and removes prefixes and suffixes to break them down</i> <i>Uses a range of reading strategies including picture cues, graphophonic cues, semantic and syntactic cues to predict and construct meaning</i> <i>Uses features of texts including table of contents, captions, page numbers, index, captions</i> <i>Demonstrates understanding of a variety of texts by identifying important ideas and some supporting details (main idea, point of view).</i> <i>Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</i> <i>Recognizes a few organizational patterns in texts of different types, and explains how the patterns help readers understand the texts</i> <i>Identifies a variety of text features and explain how they help readers understand texts</i></p> <p><b>Writing</b> <b>ONGOING</b> <i>Proofreads, edits, and revises own writing when directed</i> <i>Plans for and creates a published text that reflects the intended purpose</i> <i>Uses phonological understandings to decode and encode multi-syllabic words</i> <i>Using an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory.</i> <i>Recognizes and uses different types of punctuation, including full stops, question marks, exclamation marks, and commas</i> <i>Draws upon semantics, graphophonic and syntactic knowledge when writing. e.g. text organization, word order, vocabulary knowledge</i> <i>Uses a range of strategies throughout the writing process e.g. determining importance</i> <i>Begins to organize ideas before writing e.g. brainstorming, drawing, jotting</i></p>	<p><b>Stand Alone Shape &amp; Space</b> <b>Conceptual Understanding</b> Shapes are classified and named according to their properties Sorts, describes and models polygons including regular triangles and, regular/irregular polygon such as triangles, quadrilaterals, pentagons, hexagons and octagons Models congruency and similarity in 2D shapes for regular and irregular quadrilaterals and triangles Sketches, describes and compares 3D shapes and objects including cuboids, prisms, pyramid, cylinders, cones, sphere Uses the terms faces, vertices, and edges Models how 2D nets can create 3D shapes</p>		
WB 16 Oct	9								
WB 23 Oct	10								
WB 30 Oct	11								
WB 6 Nov	12								
WB 13 Nov	13								
WB 20 Nov	14	<p><b>How we express ourselves</b> <i>An inquiry into: the ways in which we reflect on, extend and enjoy our creativity</i></p>	<p><b>Communication:</b> Listening, Speaking, reading, Writing, Non-verbal <b>Thinking:</b> Acquisition, of knowledge, Application</p>	N/A	<p><b>Writing to: Entertain</b> (Transdisciplinary Connection, Teach) <b>Purpose:</b> To share an idea, feeling or description using a particular poetry style or format <b>Language Features/Grammar</b> Identifies, sorts and uses different adjectives Identifies, sorts and uses a range of verbs Identifies adverbs and distinguishes those that answer 'how, when, where and why' and begins to use in own writing Begins to use quotation marks to signal speech</p> <p><b>Contextual Understanding</b> Selects ideas to include in own text to suit purpose and audience Identifies the use of simple devices in texts</p>	<p><b>Listening</b> Identifies purposes for listening in a variety of situations, formal and informal, and sets personal goals related to listening task Distinguishes between stated and implied ideas in oral texts</p> <p><b>ONGOING</b> <i>Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications and using appropriate voice levels</i></p> <p><b>Speaking</b> Experiments with different speaking behaviors in a variety of situations including small and large group settings Chooses a variety of appropriate words and phrases including descriptive words and some technical vocabulary and a few elements of style to communicate meaning accurately and engage the audience Communicates ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns Plans, rehearses and delivers presentations incorporating learned content and taking into account the particular purposes and audiences</p> <p><b>Reading</b> Identifies specific elements of texts and explains how they contribute to the meaning of the texts Identifies some elements of style, including voice, word choice, and different types of sentences, and explains how they help readers understand texts</p> <p><b>ONGOING</b> <i>Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts (reflect and interpret, metacognitive awareness – making connections, visualization, responding emotionally</i> <i>Expresses personal opinions about ideas presented in texts</i></p> <p><b>Writing</b> Identifies the use of simple devices used in texts Selects ideas to include in own text to suit purpose and audience Writes about a range of topics for a variety of purposes using literary forms and structures modelled by the teacher and/or encountered in reading.</p>	<p><b>Stand Alone Shape &amp; Space</b> <b>Conceptual Understanding</b> Shapes can be transformed in different ways Recognises and explains symmetrical patterns and designs in the environment Creates and describes symmetrical designs and tessellating patterns Begins to apply knowledge of transformations to problem-solving situations</p>	<p><b>Conceptual Understanding</b> Number operations can be modelled in a variety of ways. <i>Uses arrays, models and drawings to represent word problems involving multiplication and division</i> <i>Multiplies 1 digit whole numbers by multiples of 10 in the range of 10 - 90 (e.g. 6 x 80)</i> <i>Uses the commutative property of multiplication to compute timetables</i> <i>Solves 2 step-word problems using the 4 operations</i> <i>Uses estimation and rounding to check and justify answers</i> <i>Selects an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator</i></p> <p><b>Pattern &amp; Function</b> <i>Understands and demonstrates the inverse relationship between multiplication and division</i> <i>Identifies a sequence of operations relating one set of numbers to another set</i> <i>Uses the properties and relationships of the four operations to solve problems</i></p>	<p><i>Students will have regular use of their laptops for research. They will learn how to use internet for research purposes. Students will have access to their Gmail accounts and will learn how to use google docs and power point to share their writing, and continue to use the SeeSaw App to share their writing with parents.</i></p> <p>1a. Apply existing knowledge to generate new ideas, products, or processes 1b. Create original works as a means of personal or group expression 2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media 2b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats 5a. Advocate and practice safe, legal, and responsible use of information and technology</p>
WB 27 Nov	15								
WB 4 Dec	16	<p><b>Central Idea:</b> Art forms allow for expression and interpretation of meaning <b>Lines of inquiry</b> Ways we interpret art forms Figurative devices used in poetry Techniques used in performance poetry <b>Concepts:</b> Connection, Reflection <b>Related:</b> Interpretation <b>Learner profile:</b> Communicator, Risk-Taker, Thinker <b>Attitudes:</b> Confidence, Creativity, Respect</p>							
WB 11 Dec	17								
WB 18 Dec	18								
WB 25 Dec	19								
WB 1 Jan	20								
WB 8 Jan	21								
WB 15 Jan	22					<p><b>ONGOING</b> <i>Uses phonological understandings to decode and encode multi-syllabic words</i></p>			

						Using an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory. Learns and uses Unit-related and technical vocabulary Draws upon semantics, graphophonic and syntactic knowledge when writing. e.g. text organization, word order, vocabulary knowledge Begins to organize ideas before writing e.g. brainstorming, drawing, jotting Proofreads, edits, and revises own writing when directed Plans for and creates a published text that reflects the intended purpose			
WB 22 Jan 24 <sup>th</sup> ERD	23	<b>Sharing the planet</b> <i>An inquiry into: rights and responsibilities in the struggle to share finite resources with other people and with other living things</i>	<b>Social Skills:</b> Accepting responsibility, <b>Communication Skills:</b> Presenting, <b>Research Skills:</b> Observing, Collecting & Recording data, Interpreting, Presenting findings,	<b>Science Materials &amp; Matter</b> Illustrate and explain the water cycle Recognize and describe that water exists in different forms <b>Earth &amp; Space</b> Explain how humans impact the supply of clean safe water Explain the impact of Earth's limited supply of water on availability <b>Social Resources &amp; the environment</b> Analyse and evaluate systems of water storage and usage, and conservation	<b>Writing to: Persuade (Transdisciplinary Connection, Teach)</b> <b>Purpose:</b> To put forward opinions and arguments in order to persuade the reader to agree with a particular point of view. <b>Language Features/Grammar</b> Writes compound sentences by using conjunctions such as 'and, as, but, or, because', and begins to use some conjunctive adverbs such as 'finally, furthermore, for example, consequently'. Identifies and begins to use paragraphs Recognizes and uses different types of punctuation, including full stops, question marks, exclamation marks, and commas <b>Contextual Understanding</b> Explains the purpose and audience of a range of text forms Selects ideas to include in own text to suit purpose and audience	<b>Listening</b> Demonstrates an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details. Distinguishes between stated and implied ideas in oral texts Identifies and explains the importance of significant ideas and information in oral texts Identifies the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification <b>Speaking</b> States main ideas and supporting details of a text read aloud or information presented in diverse media and formats Asks and answers questions about what a speaker says offering appropriate elaboration and detail <b>ONGOING</b> <i>Experiments with different speaking behaviors in a variety of situations including small and large group settings</i> <i>Engages effectively in a range of collaborative discussions with diverse partners about topics</i> <i>Reports on a topic or text, tells a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly, at an understandable pace</i> <i>Communicates ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</i> <b>Reading</b> Identifies a variety of text features and explain how they help readers understand texts Begins to skim and scan texts for information <b>ONGOING</b> <i>Demonstrates understanding of a variety of texts by identifying important ideas and some supporting details</i> <i>Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts (literal comprehension)</i> <i>Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</i> <i>Expresses personal opinions about ideas presented in texts</i> <b>Writing</b> Uses phonological understandings to decode and encode multi-syllabic words Using an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory. Learns and uses Unit-related and technical vocabulary Writes compound sentences by using conjunctions such as 'and, as, but, or, because', and begins to use some conjunctive adverbs such as 'finally, furthermore, for example, consequently'. Draws upon semantics, graphophonic and syntactic knowledge when writing. e.g. text organization, word order, vocabulary knowledge Explains why people or ideas are represented in a particular way when composing information texts Selects ideas to include in own text to suit purpose and audience Writes about a range of topics for a variety of purposes using literary forms and structures modelled by the teacher and/or encountered in reading. <b>ONGOING</b> <i>Begins to organize ideas before writing e.g. brainstorming, drawing, jotting</i> <i>Proofreads, edits, and revises own writing when directed</i> <i>Plans for and creates a published text that reflects the intended purpose</i>	<b>Data Handling (Transdisciplinary)</b> <b>Conceptual Understanding</b> Data can be collected, organized, displayed and analyzed in different ways <i>Creates own survey using a visual organizer to gather data</i> <i>Designs a survey and systematically collects, organizes and displays data in scaled bar graphs and line plots</i> <i>Identifies, reads and interprets the range and scale of graphs including scales that represent more than 1 unit</i> <i>Identifies the mode of a set of data</i> <b>Measurement</b> <i>Describes measures that fall between numbers on a scale</i>  <b>Probability</b> <i>Expresses probability using simple fractions</i> <i>Uses probability to determine mathematically fair and unfair</i>  <b>Measurement (reading scales?)</b>	<b>Pattern &amp; Function</b> <i>Understands and demonstrates the inverse relationship between multiplication and division</i> <i>Uses the properties and relationships of the four operations to solve problems.</i>	<i>Students will use interactive applications and websites to conduct scientific experiments. They will continue to use google docs, power point and SeeSaw as evidence of the learning process, and as means of communicating their understanding. They will continue to use Ipad's camera for recording students' learning.</i>  3b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media 4a. Identify and define authentic problems and significant questions for investigation 4b. Plan and manage activities to develop a solution or complete a project 4c. Collect and analyze data to identify solutions and/or make informed decisions 5a. Advocate and practice safe, legal, and responsible use of information and technology
WB 29 Jan	24								
WB 5 Feb	25	<b>Central Idea:</b> Water management influences the way we live <b>Lines of inquiry:</b> <ul style="list-style-type: none"><li>Water as a resource</li><li>Ways in which to store, use and access water (Function)</li><li>Conservation and preservation of water (Responsibilities)</li></ul> <b>Key Concepts:</b> Function, Responsibility <b>Related Concepts:</b> Conservation, Pollution <b>Learner profile:</b> Knowledgeable, Principled <b>Attitudes:</b> Commitment, Respect, Integrity							
WB 12 Feb	26								
WB 19 Feb	27								
WB 26 Feb	28								
WB 5 Mar 8 <sup>th</sup> PYP Exhibition	29								
WB 12 Mar	30								
WB 19 Mar 20 <sup>th</sup> SLC	31	<b>How the world works</b> <i>An inquiry into: how humans use their understanding of scientific principles</i>	<b>Social Skills:</b> Gp. Decision making, Adopting group roles <b>Research Skills:</b> Planning <b>Thinking Skills:</b> Application, Evaluation	<b>Science: Forces &amp; Energy</b> Investigate and record how buildings and other structures stand up Compare materials that have certain physical	<b>Writing to: Instruct (Transdisciplinary Connection)</b> <b>Purpose:</b> To provide steps or specific instructions to guide an action or behavior <b>Language Features/Grammar</b> Knows that word contractions are a feature of informal language and that	<b>Listening</b> Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications and using appropriate voice levels Identifies a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts	<b>Measurement Conceptual Understanding</b> Standard units allow us to have a common language to identify, compare,	<i>Students will continue to use google docs and power point as a means of communicating their learning. Students will use the camera on their Ipad's to take photos of their learning journey and share on SeeSaw.</i>	
WB 26 Mar 28 <sup>th</sup> ERD	32	<b>Central idea:</b> Many components influence the design and building of a structure							
WB 2 Apr	33	<b>Lines of Inquiry:</b>							
WB 9 Apr	34								

		<ul style="list-style-type: none"> <li>Different types of structures, their form and their purpose</li> <li>The materials, shapes and joins of different structures</li> <li>The design cycle</li> </ul> <p><b>Key Concepts:</b> Causation, Form  <b>Related Concepts:</b> Properties, Structure  <b>Learner profile:</b> Thinker, Reflective  <b>Attitudes:</b> Tolerance, Cooperation, Creativity</p>	<p><b>Self-Management Skills:</b>  Organization, Safety</p>	<p>properties, such as strength, hardness, flexibility, durability, resistance to water and fire, and ease of conducting heat.</p> <p><b>Material &amp; matter</b>  Investigate the construction of a building or structure and identify the materials used</p> <p>Describe how the choice of material for a building depends on its properties</p> <p>Understand the properties of building materials describing the advantages and disadvantages of the use of each material in construction</p> <p><b>Social</b></p> <p><b>Resources &amp; the Environment</b>  Explain why some material resources are very rare and some exist in great quantities.</p> <p>List and describe some natural vs man-made materials and some processing techniques</p>	<p>apostrophes of contraction are used to signal missing letters</p> <p><b>Contextual Understanding</b>  Selects ideas to include in own text to suit purpose and audience</p> <p>Writes about a range of topics for a variety of purposes using literary forms and structures modelled by the teacher and/or encountered in reading</p> <p>Explains why people or ideas are represented in a particular way when composing information texts.</p> <p>Identifies the use of simple devices used in texts</p>	<p>Demonstrates an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.</p> <p><b>Speaking</b>  <b>ONGOING</b>  <i>Engages effectively in a range of collaborative discussions with diverse partners about topics</i>  <i>Asks and answers questions about what a speaker says offering appropriate elaboration and detail</i>  <i>Reports on a topic or text, tells a story or recount an experience with appropriate facts and relevant descriptive details, speaking clearly, at an understandable pace</i>  <i>Chooses a variety of appropriate words and phrases including descriptive words and some technical vocabulary and a few elements of style to communicate meaning accurately and engage the audience</i>  <i>Communicates ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational patterns</i></p> <p><b>Reading</b>  Recognizes a few organizational patterns in texts of different types, and explains how the patterns help readers understand the texts</p> <p>Identifies a variety of text features and explain how they help readers understand texts</p> <p><b>ONGOING</b>  <i>Reads aloud with attention to pace, accuracy and expression</i>  <i>Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts</i>  <i>Demonstrates understanding of a variety of texts by identifying important ideas and some supporting details</i>  <i>Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</i></p> <p><b>Writing</b>  Uses phonological understandings to decode and encode multi-syllabic words</p> <p>Learns and uses Unit-related and technical vocabulary</p> <p>Knows that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters</p> <p>Begins to use quotation marks to signal speech</p> <p>Draws upon semantics, graphophonic and syntactic knowledge when writing. e.g. text organization, word order, vocabulary knowledge</p> <p>Proofreads, edits, and revises own writing when directed</p> <p>Plans for and creates a published text that reflects the intended purpose</p> <p><b>ONGOING</b>  <i>Using an increasing range of strategies to spell unknown words. E.g. chunking, sounding out, using visual memory.</i>  <i>Uses a range of strategies throughout the writing process e.g. determining importance</i>  <i>Begins to organize ideas before writing e.g. brainstorming, drawing, jotting</i></p>	<p>order and sequence objects and events</p> <p>Estimation allows us to measure with different levels of accuracy</p> <p><i>Estimates, measures, and sequences objects using standard units (length, mass, capacity, money, perimeter and area) to solve various problems/and answer questions</i></p> <p><i>Describes measures that fall between numbers on a scale</i></p> <p><i>Solves mathematical problems involving perimeter and area of polygons/rectangles</i></p> <p><i>Begins to identify the relationships (conversions of) between units, for example, meters, centimeters and millimeters</i></p>	<p>1c. Use models and simulations to explore complex systems and issues</p> <p>2a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media</p> <p>4b. Plan and manage activities to develop a solution or complete a project</p> <p>5a. Advocate and practice safe, legal, and responsible use of information and technology</p>	
WB 16 Apr	35								
WB 23 Apr 24 <sup>th</sup> ERD	36								
WB 30 Apr	37	<b>How we organize ourselves</b>	<b>Research skills:</b> Planning	<b>Social:</b>	<b>Writing to: Explain</b> (Transdisciplinary Connection, Teach)	<b>Listening</b>		<b>Money</b>	<i>Students will continue to use laptops and Ipad's for learning and communication purposes.</i>
WB 7 May	38	<p><i>An inquiry into: the interconnectedness of human-made systems and communities; economic activities and their impact on humankind and the environment</i></p> <p><b>Central Idea:</b> People develop systems to access what they need.</p> <p><b>Lines of inquiry:</b>  How different systems meet our needs and wants (financial, raw materials, processing, delivery)  The value of resources (sort, organize, think of goods/services)</p> <p><b>Key Concepts:</b> Causation, Connection  <b>Related Concepts:</b> Systems, Value  <b>Learner profile:</b> Balanced, Reflective  <b>Attitudes:</b> Enthusiasm, Appreciation, Cooperation</p>	<p><b>Thinking skills:</b> application, dialectical thought</p> <p><b>Self-Management :</b>  Organization</p>	<p><b>Human systems &amp; Economic activity</b>  Describe the process and the resources used in the production of everyday items</p> <p>Distinguish and define between needs and wants, goods and services</p> <p>Analyze the value of everyday items</p> <p>Discuss how supply and demand impact the value of goods and services</p>	<p><b>Purpose:</b> To explain how something works or how something came to be</p> <p><b>Language Features/Grammar</b>  Begins to use more consistent use of tenses in writing to distinguish present, past or future</p> <p><b>Contextual Understanding</b>  Explains the purpose and audience of a range of text forms</p> <p>Identifies the use of simple devices used in texts</p>	<p>Demonstrates an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details.</p> <p>Distinguishes between stated and implied ideas in oral texts</p> <p>Extends understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them</p> <p>Identifies and explains the importance of significant ideas and information in oral texts</p> <p>Identifies the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification</p> <p><b>ONGOING</b>  <i>Uses interaction skills, including listening while others speak, turn-taking, responding with questions/clarifications and using appropriate voice levels</i>  <i>Identifies a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts</i></p> <p><b>Speaking</b>  States main ideas and supporting details of a text read aloud or information presented in diverse media and formats</p> <p>Asks and answers questions about what a speaker says offering appropriate elaboration and detail</p> <p>Communicates ideas, opinions, and information orally in a clear, coherent manner using simple but appropriate organizational</p> <p><b>ONGOING</b>  <i>Engages effectively in a range of collaborative discussions with diverse partners about topics patterns</i></p>	<p><i>Solves problems involving money that require change</i>  <i>Selects an efficient method for solving a problem: mental estimation, mental computation, written algorithms, by using a calculator</i></p> <p><b>Fractions</b>  <b>Conceptual Understandings</b>  Fractions are ways of representing whole-part relationships</p> <p><i>Represents fractions on a number line</i>  <i>Recognizes and generate simple equivalent fractions</i>  <i>Expresses fractions as whole numbers and vice versa (e.g. 3 = 3/1)</i>  <i>Adds and subtracts fractions with related denominators</i></p>	<p>4d. Use multiple processes and diverse perspectives to explore alternative solutions</p> <p>5a. Advocate and practice safe, legal, and responsible use of information and technology</p>	
WB 14 May	39								
WB 21 May	40								
WB 28 May	41								
WB 4 Jun	42								
WB 11 Jun	43								

					<p><b>Reading</b>          Uses and chooses strategies such as self-correcting, pausing, re-reading passages and substituting words to maintain meaning          Reads independently for a (age appropriate up to 30 minutes) sustained time          Identifies the point of view presented in a text and suggest some possible alternative perspectives          Identifies a variety of text features and explain how they help readers understand texts</p> <p><b>ONGOING</b>  <i>Identifies a variety of reading comprehension strategies and uses them appropriately before, during, and after reading to understand texts (literal comprehension)</i>  <i>Demonstrates understanding of a variety of texts by identifying important ideas and some supporting</i>  <i>Determines the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area</i></p> <p><b>Writing</b>          Uses a range of strategies throughout the writing process e.g. determining importance          Learns and uses Unit-related and technical vocabulary          Explains the purpose and audience of a range of text forms          Selects ideas to include in own text to suit purpose and audience          Writes about a range of topics for a variety of purposes using literary forms and structures modelled by the teacher and/or encountered in reading</p>			
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