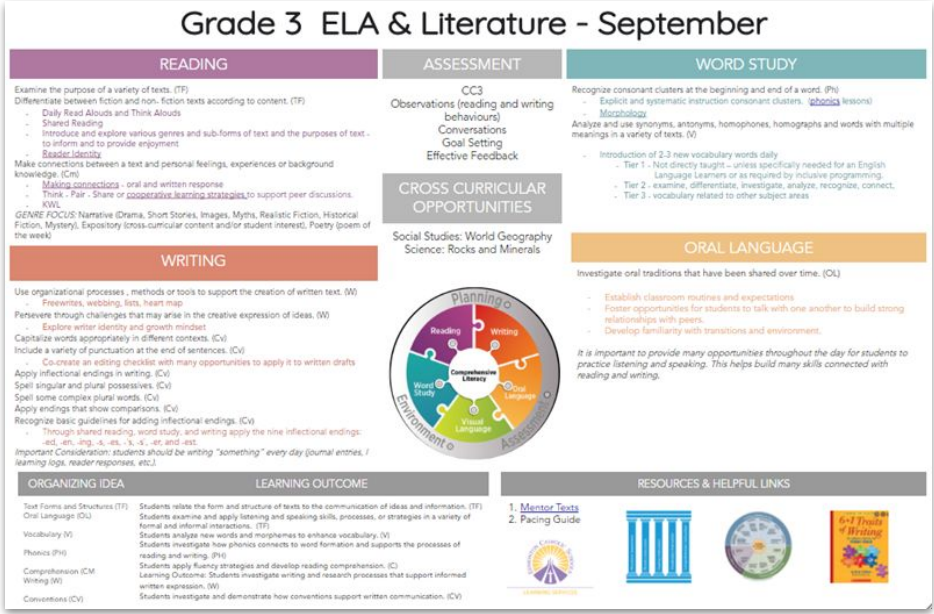
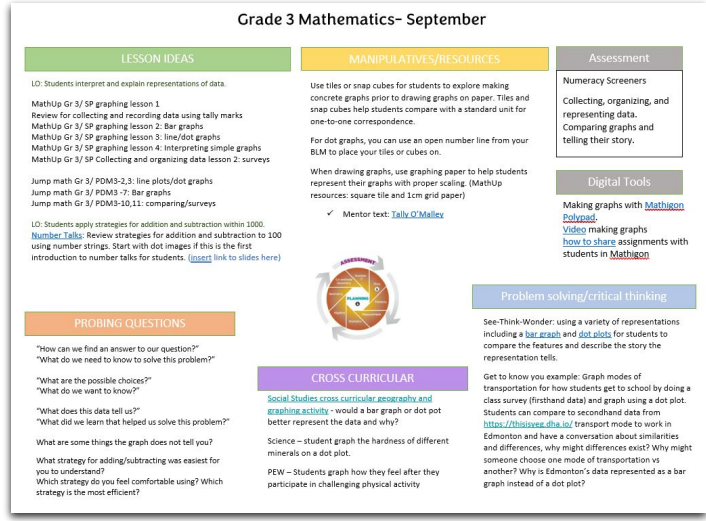


 EDMONTON CATHOLIC SCHOOLS LEARNING SERVICES bit.ly/ecsdnew GRADE 3 SEPTEMBER    @ecsdlearning #ecsdlearning		ELAL	MATH	SCIENCE	SOCIAL	PE&W	TECHNOLOGY	
LEARNER OUTCOMES & KEY KUSPS	O.I.: TEXT FORMS & STRUCTURES L.O.: Students relate the form and structure of texts to the communication of ideas and information. Examine the purpose of a variety of texts. (TF) Differentiate between fiction and non-fiction texts according to content. (TF) O.I.: ORAL LANGUAGE L.O.: Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions. Investigate oral traditions that have been shared over time. (OL) O.I.: VOCABULARY L.O.: Students analyze new words and morphemes to enhance vocabulary. Analyze and use synonyms, antonyms, homophones, homographs and words with multiple meanings in a variety of texts. (V) O.I.: PHONICS L.O.: Students investigate how phonics connects to word formation and supports the processes of reading and writing. Recognize consonant clusters at the beginning and end of a word. (Ph) O.I.: COMPREHENSION L.O.: Students apply fluency strategies and develop reading comprehension. Make connections between a text and personal feelings, experiences or background knowledge. (Cm) O.I.: WRITING L.O.: Students investigate writing and research processes that support informed written expression. Use organizational processes, methods or tools to support the creation of written text. (W) Persevere through challenges that may arise in the creative expression of ideas. (W) O.I.: CONVENTIONS L.O.: Students investigate and demonstrate how conventions support written communication. Capitalize words appropriately in different contexts. (Cv) Include a variety of punctuation at the end of sentences. (Cv) Apply inflectional endings in writing. (Cv) Spell singular and plural possessives. (Cv) Spell some complex plural words. (Cv) Apply endings that show comparisons. (Cv) Recognize basic guidelines for adding inflectional endings. (Cv)		Revisited throughout the year to support the Science and Social POS. O.I-Statistics: The science of collecting, analyzing, visualizing, and interpreting data can inform understanding and decision making. GQ: How can representation support communication L.O: Students interpret and explain representations of data. KNOWLEDGE Statistical questions are questions that can be answered by collecting data. UNDERSTANDING Representation connects data to a statistical question. SKILLS & PROCEDURES Formulate statistical questions for investigation. Predict the answer to a statistical question. First-hand data is collected by the person using the data. Second-hand data is data collected by others from sources such as websites and social media. UNDERSTANDING Representation expresses data specific to a unique time and place. Representation tells a story about data. SKILLS & PROCEDURES Collect data using digital or non-digital tools and resources. Represent first-hand and second-hand data in a dot plot or bar graph with one-to-one correspondence. Describe the story that a representation tells about a collection of data in relation to a statistical question. Examine First Nations, Métis, or Inuit representations of data. Consider possible answers to a statistical question based on the data collected. LO-Students apply strategies for addition and subtraction within 1000. (foundational skills should be supported all year. Start reviewing addition and subtraction facts this month such as for making 10's, 20's)		Understandings: Topic A: Rocks and Minerals 3.SCI.A.1 Demonstrate knowledge of materials that comprise Earth's crust and demonstrate skills in classifying these materials 3.SCI.A.1.1 Compare samples of various kinds of rock, and identify similarities and differences. 3.SCI.A.1.2. Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. *refer to essential vocabulary for a list of properties. Skills: 3.SCI.SK.1.1.1 Asks questions that lead to exploration and investigation. 3.SCI.SK.1.2.1 Identify, with guidance, procedures to be followed in finding answers to given questions. 3.SCI.SK.1.2.2 Carries out procedures developed by themselves or identified by others. 3.SCI.SK.1.2.3 Identifies materials and how they are used. 3.SCI.SK.1.2.4 Works independently or with others to carry out the identified procedures. 3.SCI.SK.1.1.2 Identifies one or more possible answers to questions by stating predictions or hypotheses. 3.SCI.SK.1.2.8 Identify applications of what was learned.	Content: 3.1.3 Examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: Knowledge: Where on a globe and/or map, are the communities in relation to Canada? Skill: 3.SST.DT- Acquires and develops thinking strategies that assist them in making connections to prior knowledge, in assimilating new information and in applying learning to new contexts. Creates and use a simple map to locate communities studied in the world. Uses cardinal and intermediate directions to locate places on maps and globes. Applies the concept of relative location to determine locations of people and places. Applies the terms hemisphere, poles, equator.	O: Active Living LO: Students examine how participation in a variety of challenging physical activities fosters well-being. S&P: Experience and reflect on how well-being is supported through a variety of physical activities. O: Movement Skill Development LO: Students investigate and demonstrate how elements of movement support physical activity. S&P: Adjust movement in response to the element of space. O: Movement Skill Development LO: Students identify and demonstrate how teamwork supports positive interactions during physical activity. S&P: Explore opportunities to contribute to teamwork. O: Safety LO: Students investigate and explain safety and its correlation to health. S&P: Explain the function or purpose of specific rules or guidelines within various contexts.	F1: Students will demonstrate an understanding of the nature of technology: 1.1 Identify techniques and tools for communicating, storing, retrieving and selecting information 1.2 Apply terminology appropriate to the technologies being used in grade three F3: Students will demonstrate a moral and ethical approach to the use of technology. 1.1 Demonstrate courtesy and follow classroom procedures when making appropriate use of computer technologies. F6: Students will demonstrate a basic understanding of the operating skills required in a variety of technologies 1.1 Perform basic computer operations, powering on, interacting with devices P1: Students will compose, revise and edit text 1.1 Create original text, using word processing software to communicate and demonstrate understanding of forms and techniques
	TIER 1: Not directly taught – unless specifically needed for an English Language Learners or as required by inclusive programming. TIER 2: Words that are used in this month's suggested KUSPs: Examine, differentiate, investigate, analyze, recognize, connect, capitalize, include, spell. TIER 3: Content (cross-curricular) words & fiction, non-fiction, tradition, synonyms, antonyms, homophones, homographs, consonant clusters, inflectional endings, singular, plural, possessives, punctuation.		investigation predict collecting data first-hand data second-hand data dot plot (line plot) bar graph statistical questions French Vocabulary reference sheet		equator global ocean hemisphere poles relative location continent global citizenship cardinal directions intermediate directions relative location	heart, lungs, and mind coordination connection enjoyment space general personal interests skills talents virtues accident prevention make a plan safety of self and others	Subject area vocabulary integration Google Classroom/Microsoft Class Teams Digital Footprint, Online Reputation Login and Logout Password Peer Feedback Icons (Apps), Windows, Menus Shortcuts: CTRL-P CTRL-C CTRL-V File Navigation File Explorer Cloud Storage- Google Drive-Microsoft OneDrive Graphic organizers Digital stories Apps Software Internet Browser YouTube Video Audio	
	Click the image below or visit https://bit.ly/3BcMGiF for instructional ideas. 		*To access the links in MathUP, you must be logged into MathUP before clicking on the link. Click the image below or visit https://bit.ly/septgrade3MATHS for instructional ideas. 		-brainstorm: "Where do you see rocks and minerals?" On jamboard or anchor charts with post it notes -observing and documenting properties of rocks and minerals (you will need a collection of samples) click here -rocks and minerals sort: sort rocks and minerals based on properties and record their identifying characteristics -connect, extend, challenge: use mentor texts (see resources) or Videos e.g. Welcome to the World of Rocks and Minerals (For Discovery Experience users)	Which Way is North -Where in the world -5 Mins field trips -Orienteering -Compare various world maps-See, Think, Wonder Or Venn diagram -Google earth -Google earth exploration- Historical Maps from around the World -The Day the Crayons came home- Geography Lesson -Create a google earth tour -Writing: Directional/ Geographic poem -Writing: Sequential Expository writing- How to locate the communities on a map or globe -Writing: Compare and Contrast Expository Writing: EK:Comparing the communities to be studied, compare locations of communities (Peru, Tunisia, Ukraine, India) to the location of Canada on the map	-Classroom and active space expectations -Safety and personal space in variety of settings outdoor/classroom/gymnasium -Transitions and hazards associated with each space i.e. running too close to the wall in the gymnasium -Changes to the body during physical activity and the importance of being active daily -Discuss seasonal activities and how they change throughout the year -Outdoor exploration with wide games and 5-minute field trips -Cooperative, parachute and Omnikin games -Go over playground activities and recess behaviors -Concussion and helmet awareness module in the elementary school injury prevention tool kit -Importance of safety in active movement spaces and how hazards and injury can be avoided -Paths Unit 1: Establishing Positive Classroom Environment & Focus on Self-Regulation	ICT Outcome Specific Activities F1 (1.1 & 1.2) Instructional Strategy: Students will learn how to access links, interact with assignments, access materials, and turn in assignments in digital classrooms through a Student Pause and Play video tutorial series. See Pause & Play Classroom Resources to support F3 (1.1) Digital Citizenship Activities / Instructional Strategies: -Establish classroom expectations and procedures for using technology, including sharing technology in grade three based on ECSD Student Responsible Use Agreement, and building a positive digital footprint when interacting with digital tools and apps. -Engage in class discussions about providing positive peer feedback F6 (1.1) Activities / Instructional Strategies: Introduce classroom devices including basic uses, while building routines. Access further details about specific uses and skills here on SharePoint P1 (1.1) Activities / Instructional Strategies: Students will learn how to use word processing applications to create, revise, and edit original text See Pause & Play Resources to support See September SharePoint for Additional Ideas and Curriculum Crates to supplement instructional strategies and classroom activities.
INSTRUCTIONAL STRATEGIES & CLASSROOM ACTIVITIES/IDEAS	Conversations: Facilitate conversations and discussion before, during and after - read alouds, guided reading and reading conferences. Focus conversations on the purpose and structure of texts, in addition to making connections to personal feelings, experiences and background knowledge. Facilitate students' toward identifying as a reader and writer – with a growth mindset. Observations: How are students matching and sorting vocabulary words? How are students sorting text? How are students determining the purpose of a variety of text forms? Are students using expressive language to share thoughts, ideas, and connections? Using the Reading Continuum, what reading behaviours are you noticing as students read? Record anecdotal notes. Product/Performance: Reader response and journal entries focused on making connections – personal feelings, experiences and background knowledge Writer's Notebook – a variety of graphic organizers, such as: Venn diagrams, webs, lists, charts, KWL Writer's Notebook – co-creation of an editing checklist – include capitalization, punctuation, plurals, inflectional endings Free write notebook –several entries Word Study notebook – word sorts, word lists, charts Consider cross-curricular connections – from instruction to assessment		Conversations: Not all questions or problems are appropriate for data collection purposes. Through classrooms conversations, can children determine questions/situations where the collection of data assists in responding to the problem/question. "How can we figure this out?" "What do we need to know to solve this problem?" "What does this data tell us?" "What are the possible choices?" "What do we want to know?" Describe the story that a representation tells about a collection of data in relation to a statistical question. Are children able to describe what they learned from the data? "What does this data tell us?" "What did we learn to solve this problem?" Are children able to describe the difference between first and secondhand data? MathUP Observation: How are children keeping track of data gathered? Does the manner by which they keep track of data adjust for the types of data being gathered? How are the children representing their findings? Are they utilizing an appropriate representation for the data gathered? Adjust the observational checklist to reflect the new curriculum as needed: G3 Graphing Observational Checklist, Curriculum & Observation Data Product/Performance: - Journal entry (written, pictorial or recorded), explaining and showing the entire data collection process, including what was learned and how the data could be used. - Children work through the data collection process (from establishing the initial question through to data interpretation), with student presenting their process and what they learned regarding the data collected. - Provide children with data represented in various ways. Ask students to select and justify which representation is the most appropriate form for the data given. Children can use a compare and contrast graphic organizer to justify their decision. - MathUP • Assessment for Learning: Diagnostic Task • Performance Task: Performance Task Assessment Rubric • Graphing Cross-Strand Task		Conversations: -Catch and Pass- Discussion prompts -facilitate conversations and discussion after read alouds (see resources) -key questions to ask after observations and activities (meet 1 on 1 or in small groups or record video of student on teacher Chromebook). After students compare, contrast and sort rock and mineral samples: "What properties (provide students with a list-see essential vocabulary) do you notice are present in the rock and mineral samples at the table?" "Sort the rocks and minerals at the table. Tell me how you sorted them." *listen for essential vocabulary Observation: -hands on experiments and exploration: -compare and contrast rock and mineral samples -students sort rocks and minerals based on properties and characteristics Product: -scientific drawings and journal entries of phenomena observed -expository writing-text structure: compare and contrast graphic organizer of rocks and mineral samples -expository writing-text structure: descriptive writing of specific rocks and minerals (from kit or collected from students)	Conversations: Can happen 1 on 1 or in small groups or flipgrid Leverage the resources and read alouds to to facilitate conversations and discussions. Key Questions: Listen for: key vocabulary and ability to describe (continent, hemisphere, cardinal directions intermediate directions, Oceans) What are the 7 continents in the world? Describe the location of Peru in relation to Canada? Describe the location of India in relation to Canada? Describe the location of Ukraine in relation to Canada? Describe the location of Tunisia in relation to Canada? Observation: Observing observation checklist (use of intermediate directions) Product/Performance: Connect, Extend Challenge Create Google Earth tour Expository Writing: Descriptive Expository Writing: Sequence Expository Writing: Compare and Contrast.	Conversations: Increased levels of activity supports mental, emotional and physical well-being Elements of teamwork Everyone to be included Active listening Cooperation Roles and responsibilities within a group Good leaders make sure everyone feels heard Injury prevention is the responsibility of everyone and is aided by following rules, checking for hazards, taking appropriate risks, and using the right equipment. Observations: Checklist that would include success criteria for following rules in a variety of spaces Single point rubric (Grow or Show) in relation to participation and cooperation levels What did you do on the playground? Product/Performance: Paths lessons responses Participation physical activity Student physical enjoyment responses	