

## LEARNER OUTCOMES & KEY KUSPs

### ELAL

**O.I.: TEXT FORMS & STRUCTURES**  
L.O.: Students learn the form and structure of texts to the communication of ideas and information.  
Examine the form of a variety of fiction and nonfiction texts. (TF)  
Examine the structure of a variety of fiction and nonfiction texts. (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.  
Use a variety of listening strategies to enhance interactions and learning. (OL)  
Discuss how oral stories show respect for traditional shared knowledge. (OL)  
Share information of personal or cultural significance passed between generations of people. (OL)  
**O.I.: VOCABULARY**  
L.O.: Students analyze new words and morphemes to enhance vocabulary.  
Analyze bases and affixes for meaning. (V)  
**O.I.: PHONICS**  
L.O.: Students investigate how phonics connects to word formation and supports the processes of reading and writing.  
Recognize and apply less frequent consonant digraphs. (PH)  
**O.I.: FLUENCY**  
L.O.: Students apply fluency strategies and develop reading comprehension.  
Read the [300 high-frequency words](#) learned in grades 1 and 2 fluently in continuous text. (F)

**O.I.: COMPREHENSION**  
L.O.: Students analyze text and make connections to personal experiences to support meaning.  
Make connections between various aspects within or between texts. (CM)  
Make connections between texts and ideas that relate to past, present, or future world events. (Cm)  
**O.I.: WRITING**  
L.O.: Students investigate writing and research processes that support informed written expression.  
Create written texts that draw upon a variety of sources of inspiration. (W)  
Create written texts using a variety of forms and structures. (W)  
**O.I.: CONVENTIONS**  
L.O.: Students investigate and demonstrate how conventions support written communication.  
Use adjectives to describe nouns. (Cv)  
Differentiate between possessive nouns, possessive adjectives, and possessive pronouns. (Cv)  
Insert apostrophes to show possession. (Cv)  
Identify plural nouns that are spelled the same as or differently from their singular form. (Cv)  
Add an apostrophe and an <s> to nouns to show ownership. (Cv)  
Add only an apostrophe to show ownership if a noun is plural and already ends in <s>. (Cv)

### MATH

[Click here](#) for KUSPs of each of the following learner outcomes.

**\*Focus placed on numbers up to 1000 in October. Numbers up to 100 000 will be revisited throughout the year.\***

OI: Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.  
GQ: How can place value support organization of number?  
LO: Students interpret place value within 100 000.  
[See link for more information](#)

**\*Focus placed on addition and subtraction within 100 in October. Strategies up to 1000 will be revisited throughout the year.\***

OI: Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.  
GQ: How can processes be established for addition and subtraction?  
LO: Students apply strategies for addition and subtraction within 1000.  
[See link for more information](#)

**Focus placed on numbers up to 1000.**

OI: Patterns: Awareness of patterns supports problem solving in various situations.  
GQ: How can diverse representations of patterns contribute to interpretation of change?  
LO: Students analyze patterns in numerical sequences.

### SCIENCE

**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.  
**Understandings:**  
3.SCI.A.1.3 Describe and classify a group of rocks and minerals, based upon the above properties.  
3.SCI.A.1.4 Recognize that rocks are composed of a variety of materials; and given a coarse grained rock and magnifier, describe some of the component materials.  
3.SCI.A.1.5 Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples.  
3.SCI.A.1.6 Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water; by striking rock together.  
3.SCI.A.1.7 Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community.

**Skills:**  
3.SCI.SK.1.2.1 Identifies, 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 carries out the identified procedures  
3.SCI.SK.1.2.5 Identifies and accesses, with guidance, information and ideas from a variety of sources  
3.SCI.SK.1.2.6 Records, with guidance, using pictures and charts observations and measurements

### SOCIAL

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:**  
How does physical geography influence human activities in the communities (e.g., availability of water, climate)?  
**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  
Apply the concept of relative location to determine locations of people and places  
Create and use a simple map to locate communities studied in the world  
Uses technology to organize and display data in a problem solving context  
**Knowledge:**  
In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work?  
**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  
Choose and justify a course of action  
Generate original ideas strategies related to task or class activity  
Supports possible facts and reasons during class activities

**OI: 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

**OI: Movement Skill Development**  
LO: Students examine and integrate tactics in a variety of physical activity contexts  
S&P: Apply tactics in a variety of physical activity contexts

**LO: Students identify and demonstrate how teamwork supports positive interactions during physical activity.**  
S&P: Engage in positive interactions that support teamwork.

**OI: Character Development**  
LO: Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.  
S&P: Practice self-regulation to maintain engagement in a variety of situations.

**OI: Safety**  
LO: Students investigate and explain safety and its correlation to health.  
S&P: Examine situations that require proactive planning.

**FOUNDATIONS**  
F1: Students will demonstrate an understanding of the nature of technology.  
1.2 Apply terminology appropriate to the technologies being used in kindergarten  
F2: Students will understand the role of technology as it applies to self, work and society.  
1.2 describe particular technologies being used for specific purposes  
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  
Perform basic computer operations, powering on, interacting with device, clicking on an icon, using pull-down menus, log in  
**COMMUNICATION**  
C3: Students will critically assess information accessed through the use of a variety of technologies  
compare and contrast information from similar types of electronic sources  
**PRODUCTIVITY**  
P1: Students will compose, revise and edit text.  
create original text, using word processing software, to communicate and demonstrate understanding of forms and techniques

### ESSENTIAL VOCABULARY

**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 in fiction and non-fiction text. Words that are used in this month's suggested KUSPs: tradition, generations, cultural, bases, affixes, consonant digraphs, past present, future adjectives (description & possessive), nouns (possessive & plural), pronoun (possessive), apostrophes (possessive & punctuation).

**Place Value**

rounded	dollar sign, \$	<b>Addition/Subtraction</b>	<b>Patterns</b>	even
1-1000	cent sign, ¢	standard algorithms	ordinal numbers	odd
base-10	nickels	estimation	position	
digits	dimes	sum	sequence	
place value	quarters	regrouping	finite sequence	
value	cents	difference	countdown	
compose	loonies	addition	infinite sequences	
decompose	toonies	subtraction	numerical sequences	
	bills		terms	

classify group sort soil components sample fragments clay sand pebbles

coastal apalpas terraces rainforest Peruvians drought oases irrigate sanctuary

steppe landslides sugar beetsz chernozem Ukrainians Tunisians monsoon chipko Indians resources

climate bodies of water environment influence natural resources adapt

Physical Literacy physical activity healthy (hearts, lungs, minds) well-being coordination relationships enjoyment purposeful movements individuals/groups

direction/speed/levels sending an object teamwork sense of purpose and belonging self-regulation adjust expectations commitments tasks

protective gear sunscreen/bug spray helmet and padding guidelines and rules digital citizenship thinking ahead

Subject area Vocabulary Integration  
Google Classroom  
Digital Footprint  
Login  
Apps  
Log out  
Icons (Apps)  
Menus  
Google Slides  
Jamboard

Microsoft Class Teams  
Online Reputation  
Password  
Norms  
Internet Browser  
Peer Feedback  
Microsoft Flip  
Google Earth  
Microsoft PowerPoint  
Microsoft OneDrive  
File Navigation  
File Explorer  
Graphic organizers  
Video  
Audio  
Google Docs  
Microsoft Word  
Google Drive

### Grade 3 ELA & Literature - Instructional Ideas October

Click the image below or visit <https://bit.ly/3B7BwNf> for instructional ideas.

### Grade 3 Mathematics - October

**\*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/octgrade3MATHS> for instructional ideas.

### See, Think, Wonder visible thinking routine

Connection with Social Studies: Explore geography, rocks and minerals in Peru, Tunisia, India and Ukraine

Creative Question Starts Thinking Routine: **Rocks and Minerals in our Community**

Writing: Descriptive writing paragraph to describe rocks, minerals  
Writing: Compare and contrast components of different samples of soil  
Writing: Compare and contrast components of rocks and minerals  
Hands on demonstration: Test the presence of carbonates in rocks  
Writing: Cause and effect paragraph that details the cause and effect of detaching the presence of carbonates in rock samples  
Writing: Write the steps (sequence) about the process of rocks breaking down into soil with diagrams and labels

**Rock Acid Test Geology Science Experiment**

- Explore a variety of games, when possible, utilize outdoor spaces e.g., flyback, fresh stones, skittle-ball, modified handball, 4-way soccer, and kickball  
- Providing a variety of games in an effort to discuss the difference between boundaries, rules, equipment, and tactics within gameplay  
- Debrief at the end of active learning to discuss what students found to be enjoyable about the gameplay  
- Monitor changes to the body during physical activity and the importance of being active daily  
- Identify elements of teamwork to create strong teamwork models  
- Paths Unit 2: Self-Control & Problem Solving  
- Paths Unit 3: Feelings are Important  
- Focus on Self-Regulation: Part 2 - Concepts in Action  
- Elementary School Injury prevention toolkit

- Fall Prevention
- Poison Prevention
- Fire Safety and Burn Prevention

**FOUNDATIONS**  
F1 - Students will continue to learn how to access links, interact with assignments, access materials, and turn in assignments in digital classrooms through the support of a Student Pause and Play video tutorial series.  
Have conversations about the "how" to use technology and "why" it would be an option for use.  
F3 - Discuss Safety Rules for an Online Presence  
- Continue to provide students with opportunities to collaborate using technology tools  
Engage in class discussions about ways to provide positive feedback when connecting with peer contributions  
Discuss how your classroom norms and expectations align with the use of devices in the classroom - Create a class set of norms on how to share devices responsibly and when using an app, website etc.  
F6 - Continue using classroom devices to learn the basics (working with small groups of students works effectively)

**COMMUNICATION**  
Instructional Strategies:  
C3 - Embed assistive technologies to support diverse learners. Start teaching students how to use Accessibility Features on their digital device  
- Students can record images, videos and screen captures of their responses, stories, and other information that they would like to use to document their learning progress to build a digital portfolio or compilation of learning. Students can choose their preferred digital tool.  
- Use graphic organizers to make thinking visible  
- Use interactive platforms (SMARTLino, websites, apps, Google Slides, MS PowerPoint, Jamboard) to present information and for them to represent their thinking.  
- Use Microsoft Flip to communicate ideas, stories and to provide positive comments for peer sharing.

**PRODUCTIVITY**  
Instructional Strategies:  
P1 - Students continue to learn how to use word processing applications (including Google Docs, and Microsoft Word) to create, revise, and edit original text.  
Students learn how to use Google Slides and Microsoft PowerPoint to create, revise and edit text, and to demonstrate learning.  
- Students use Web-based tools to support curriculum  
- Create and maintain a digital portfolio or collection of works related to one's learning.  
- Using "Creation" apps and tools on devices to create opportunities for children to communicate and demonstrate understanding of other curricular outcomes  
- Collaborate in Jamboard to visualize thinking

### CONVERSATIONS

Facilitate **conversations** and discussion before, during and after - read alouds, guided reading and reading conferences.  
Provide opportunities for students to engage in cultural oral stories.  
Focus conversations on the purpose and structure of texts, in addition to making connections to personal feelings, experiences, background knowledge and to past, present and future world events.  
Facilitate students toward identifying as a reader and writer – with a growth mindset.

**Observations:**  
How are students able to analyze bases and affixes for meaning?  
How are students sorting text?  
Are students able to identify the 300-high frequency words?  
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 – and to past, present and future world events. w  
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:**  
- Use the "probing questions" from the Instructional Ideas Placemat to illicit conversations for formative and summative purposes.  
- During Guided Math conversations determine the depth of understanding of important concepts such as place value, equality, and addition/subtraction and rounding strategies.  
- During Number Talks and Math Congresses, explore the proficiency and/or efficiency of students' addition and subtraction strategies.

**Observation:**  
- Curriculum & Observation Data ([G3 Money: Lesson 1 & 2](#), [G3 Adding and Subtracting Numbers Less Than 100: Lesson 1 & 2](#), [G3 Patterns Less Than 100: Lesson 1 & 2](#), [G3 Patterns Lessons 1-3](#))  
- Observational Checklists - adjust to reflect the new curriculum as needed ([G3 Money: Lesson 1 & 2](#), [G3 Adding and Subtracting Numbers Less Than 100: Lesson 1 & 2](#), [G3 Patterns Lessons 1-3](#))  
- While playing money games or participating in math centers, conserve whether students identify money and their associated values.  
- Using manipulatives and/or representations, such as base 10 blocks/Digi-Blocks, number lines, pattern blocks, and place value charts, observe if students can demonstrate an understanding of place value, computation processes/strategies, and patterns.  
- Provide children with money values. With play money, ask students to select and justify how to configure the money value. Find other configurations of money that can be used to demonstrate the same value.  
**Product:**  
- Journal entry (written, pictorial or recorded), explaining and showing mathematical processes or understanding..  
- Use video or pictures to capture work with manipulatives and/or representations.  
- Performance Tasks - adjust to reflect the new curriculum as needed ([G3 Money: Lesson 1 & 2](#), [G3 Adding and Subtracting Numbers Less Than 100: Lesson 1 & 2](#), [G3 Patterns Lessons 1-3](#))  
- Assessing Skills & Concepts - adjust to reflect the new curriculum as needed ([G3 Money: Lesson 1 & 2](#), [G3 Adding and Subtracting Numbers Less Than 100: Lesson 1 & 2](#), [G3 Patterns Lessons 1-3](#))

**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 and contrast two samples of soil  
\*listen for essential vocabulary

**Observation:**  
- hands on experiments and exploration:  
- compare and contrast two soil samples  
- students sort rocks and minerals based on properties and characteristics  
- sequence and process how rocks break down into soil

**Product:**  
- scientific drawings and journal entries of phenomena observed  
- expository writing-text structure: compare and contrast graphic organizer of soil samples  
- expository writing-text structure: compare and contrast graphic organizer of components of rock and mineral samples

**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 the physical geography and connect it to human activity  
Key questions:  
How does the physical geography affect human activities?  
What human activities are different in the different communities studied? Why do you think that is?  
How do humans depend on their environment?  
How do humans adapt to their environment?  
How do humans change their environment?  
**Observation:**  
Observation checklist for when students are developing hands on demonstrations of human changes to their environment.  
**Product/Performance:**  
[Connect, Extend Challenge](#)  
[Create Google Earth Tour](#)  
[Expository Writing: Descriptive](#)  
Expository Writing: Opinion  
Expository Writing: Compare and Contrast

**Conversations:** Increased levels of physical activity supports mental, emotional and physical well-being.  
Tactics are used to achieve specific goals during gameplay.  
Positive and negative interactions change the dynamic of teamwork.  
Self-regulation promotes a strong learning environment.  
Proactive planning is an integral part of safety both inside and outside the home.  
Planning happens across multiple environments and situations.

**Observations:**  
Enjoyment when participating in lessons that promote physical activity.  
Checklist that would include criteria for positive interactions with others during play.  
Anecdotal notation when students engage in regulation activities.  
Single point rubric ([Grow or Show](#)) in relation to participation and cooperation levels.  
**Product/Performance:**  
Creating a lesson to teach a Kindergarten buddy the importance of dressing appropriately for the weather.  
FlipGrid recordings of students explaining how to be safe online.  
Exit Ticket  
Paths Responses  
Injury Prevention Toolkit Responses

**Observation:** Students are able to demonstrate how to:  
- log-in to devices  
- access digital classrooms to complete and turn in assignments  
- use digital tools and apps to complete curricular tasks  
- Use features in word processing and presentation apps independently

**Performance:** Create resources to share learning (Google Docs, Microsoft Word, Microsoft Flip responses, Google Earth).  
- Interact with digital classrooms to communicate, access materials, turn in assignments and access feedback.

**Assessment Tools (Possible tools to gather evidence of learning)**  
- Student Video Response  
- Digital Portfolio  
- Productivity Tools

### Primary Resource

Literacy Place

**Supplementary Resources**  
Literacy Continuum  
Words Their Way  
6 + 1 Traits of Writing – The Complete Guide Grades 3 and Up  
The Trait Crate: Grade 3  
[Decodable text](#) – struggling readers  
[Mentor Texts](#)  
Classroom Libraries  
Epic  
Patterns of Power

**Environment**  
Erasable White boards  
Sticky notes  
Clip boards  
Carpeted – meeting area

**\*To access the links, you must be logged into MathUP before clicking on the link.**

**Primary Resource:** [MathUP](#), use [Grade 3 MathUP Correlation Guide](#) to find lessons aligned with the new curriculum  
- Sum It Up (for parents or reteaching): [Counting Money](#), [Representing Amounts of Money](#), [Adding Three-Digit Numbers](#), [Subtracting Three-Digit Numbers](#), [Building Increasing Patterns](#), [Building Decreasing Patterns](#), [Relating a Number Pattern to a Rule or a Picture](#)

Games: [Coin Counter](#), [Bank Roll](#), [Laundry Day](#), [Hundreds of Patterns](#)

**Supplementary Resources:**  
[Jump Math](#) Gr. 3 Unit 2 Number Sense: Place Value, Unit 6 Number Sense: Skip Counting and Multiplication, Unit 15 Number Sense: Estimating, Unit 16 Number Sense: Money  
[Number Talks](#): Whole Number Computations (to be used throughout the year)  
Mathematics Learning Progressions, Pearson  
Making Math Meaningful 3rd Ed., Marian Small (Ch8: Early Operations, pp 157-164; Ch9: Developing Fact Fluency, pp 185-189; Ch10 Representing Larger Whole Numbers, pp 197-218; Ch11 Estimation & Calculational Strategies with Larger Whole Numbers, pp 219-233; Ch16: Patterns & Algebra, pp 357-390)  
Teaching Student-Centered Mathematics Grades 3-5, John A. Van de Walle 3rd Ed. (Ch8: Exploring Number & Operation Sense, pp 116-120; Ch9: Developing Fact Fluency, pp 141-151; Ch10: Developing Whole-Number Place-Value Concepts, pp 163-179; Ch11: Building Strategies for Whole-Number Computation, pp 182-193)  
Digital resources such as [Mathigon Polypad](#) (for presentation purposes)

**Resources:** rocks and minerals Kit (prudent spending initiative)  
Grade 3 mentor text and book list by topic-click [here](#)  
Book: [Soil](#)  
Graphic Organizers for text structures-click [here](#)

**Environment:**  
Table for display and exploring rocks and minerals kit:  
- books about rocks and minerals  
- post-it notes for students to write observations, notes about properties  
- provide opportunities for students to sort at the table

**Resources:**  
[Google Earth](#)  
[Google Earth Exploration](#)

Read Aloud:  
[Peru](#)  
[We visit Peru](#)  
[Where in the world with Samir and Eva \(Peru\)](#)  
[Ukraine](#)  
[Ukraine](#)  
[India](#)  
[Let's explore India](#)

**Environment:**  
Bulletin Board with:  
Map of the World- Continents  
Current events- related to human usage of the land  
Cardinal Directions posted around the classroom  
Intermediate Directions posted around the room

**Environment:**  
Gymnasium/Classroom/Playground/Hallways/Outdoor Spaces/Wider Community Spaces

**Resources:**  
Health and Safety Guideline: [myspheres.ca](#)  
[Moving in the Hallways](#)  
[Tarmac Activity – Tarmac Stencils](#)  
[Chalk walk](#)  
[Five minute Field Trips](#)  
[Cooperative Games](#)  
[Parachute Game](#)  
Omnikin games [YouTube](#)  
[YouTube Games](#)  
[Playground Activities](#)  
[Kiddo - Improve Your Move](#)  
[Exit Ticket – Strategies](#)  
[Exit Ticket - What I Learned](#)  
PATHS Unit 2 & 3  
PATHS [Alignment Document](#)  
[Focus on Self-Regulation](#)  
[Elementary School Injury Prevention Toolkit](#)  
[Social Emotional Toolkit](#)

**Resources**  
Visit the EmTech SharePoint for a more specific breakdown of strategies with knowledge, skills and processes. There is also a wide variety of [Example Resources & Templates](#) to Support Implementation across the Grade Three Curriculum for the month of October.  
**Environment**  
Technology needs to be integrated and infused throughout the curriculum. Resources should be easily accessible in the classroom.

[bit.ly/ecsdemtech](https://bit.ly/ecsdemtech)