

Grade 3 Overall Expectations

Overall Expectations: Language	
Oral Communication	<ul style="list-style-type: none"> ❖ Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
Reading	<ul style="list-style-type: none"> ❖ Read and demonstrate an understanding of a variety of literacy, graphic, and informational texts, using a range of strategies to construct meaning. ❖ Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.
Writing	<ul style="list-style-type: none"> ❖ Generate, gather and organize ideas and information to write for an intended purpose and audience. ❖ Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience.
Media Literacy	<ul style="list-style-type: none"> ❖ Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Overall Expectations: Mathematics	
Number Sense	<ul style="list-style-type: none"> ❖ Read and represent whole numbers to 1000 and use concrete materials to represent money amounts to \$10. ❖ Solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication.
Measurement	<ul style="list-style-type: none"> ❖ Estimate, measure, and record length, perimeter, area, capacity, and time, using standard units. ❖ Compare, describe, and order objects, using attributes measured in standard units.
Patterning and Algebra	<ul style="list-style-type: none"> ❖ Describe, extend, and create a variety of numeric patterns. ❖ Demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.
Data Management and Probability	<ul style="list-style-type: none"> ❖ Organize and display categorical or discrete primary data using charts and graphs, including vertical bar graphs, with labels ordered appropriately along horizontal axes, as needed. ❖ Read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs.
Geometry and Spatial Sense	<ul style="list-style-type: none"> ❖ Describe relationships between two-dimensional shapes. ❖ Identify and describe the locations and movements of shapes and objects.

Wellness Activities

Activity One *Visualization*

Think about your breathing. Take a deep breath in and exhale slowly. Think about how you would feel floating on a soft cloud.

Picture this as your mind takes you to a favourite place or think about something that makes you happy. Listen to the pace of your breathing, and concentrate on positive and happy thoughts.

Activity Two *Living Things*

Practice posing as the following living things. Take 3 to 4 deep breaths and for each pose exhale slowly and try to let go of all thoughts in your mind as you do this exercise. What other animals can you pose like?

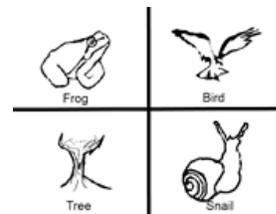


Image: TDSB



Activity Three *Daily Physical Activity*

- ❖ Move different body parts of your choice (arms, legs, neck, shoulders etc.) fast and then slow. Repeat each set five times.
- ❖ Try to move your body in any comfortable way, and "shake the sillies out" e.g., wiggling your arms, shaking your head etc.
- ❖ If there is someone to do this activity with, make up exercises and follow/copy each other.

Activity Four *Singing*

Sing a song daily that makes you feel happy. It can be a song that you learned at school, a song that your family sings on a regular basis or a song that you've heard on the radio or television and you really enjoy singing it.

How does the song make you feel happy?
Try performing it with actions, in front of someone, softly or loudly.

How might we protect water for communities?

Materials: Students will need access to the following:

- ❖ A writing utensil (i.e. a pencil)
- ❖ Five sheets of blank paper

Lesson One: Word Strategies



THINK

Think about what you do when you come across a tricky word.



READ

Read "Indigenous People Protect Elmvale Water" (p.5).



WRITE

Write down all the tricky words you come across in the reading.



ACT

Try different strategies to help you read the tricky words you find.

1. Look for parts of words you know. For example, in the word **protest** you might know the word **test**.
2. Try a different vowel sound. Try both the long and short sound. For example, when reading the word **cleaner**, try saying the long **e** sound pronouncing it as "cleener".
3. Ask yourself the following questions about your word predictions:
 - ❖ does my word choice look right?
 - ❖ does my word choice sound right?
 - ❖ based on the meaning of the word, does it make sense for this word to be in the sentence I am reading?



REFLECT

What word strategies did you use?

How might we protect water for communities?

Lesson Two: Five Sentence Summary

	THINK	What do you know about choosing important details when you read?
	READ	Read "Indigenous People Protect Elmvale Water" once again. Use your hand to practice the five most important events.
		
		Say it on your fingers: First... Next... Then... And then... Finally...
	WRITE	Write a summary of what you read. Use the important events you said for each finger as the information to put in your summary. On a sheet of paper, write one sentence for each event. Your sentences can be exactly what you said on your fingers.
	REFLECT	You have learned a few strategies this week. Which ones do you find helpful? Say or think about your answer.

Lesson Three: Seeing Unfairness

	THINK	Think about the last reading. Imagine you are in Elmvale with Raven. What do you see, hear, and feel? Draw, sketch, or say your ideas.
	WRITE	Write your ideas on a sheet of paper using the following sentence starters:
		<ul style="list-style-type: none"> ❖ I agree with.... ❖ I disagree with.... ❖ I noticed it was unfair when... ❖ I would change....
	REFLECT	How has your thinking changed this week. You can say, think, or write your answer. This sentence starter can help: I used to think...but now I think...

Lesson Four: Indigenous Elder Walks for Water

	THINK	The title of your next reading is "Indigenous Elder Walks for Water". Based on the words in the title, what do you predict this reading will be about?
	READ	Read "Indigenous Elder Walks for Water" (p.5). As you read, circle all the punctuation marks you see (ie: , . ? !).
	WRITE	Write: On a sheet of paper, answer the following: <ul style="list-style-type: none"> ❖ In what ways does the punctuation impact this reading? ❖ Is this reading real or make believe? What clues helped you decide?
	REFLECT	What are two words you would use to describe Josephine. If you could ask her one question, what would it be? Say or write your question.

How might we protect water for communities?

Indigenous People Protect Elmvale Water

Elmvale is an hour from Toronto. Its water is so pure that it is cleaner than Arctic ice caps. The water is filtered through the soil.

In the summer of 2009, the city wanted to build a garbage dump close to this pure water. Indigenous women and their families decided to protect the water. They started a protest camp on a farm across from where the city wanted to build the dump. Raven Cotnam and her children all camped for many days. She is a teacher with the Urban Indigenous Education Centre. They held signs and sang songs. Some people from Elmvale brought food to show support.

The protest was peaceful, but the police came and took some people to jail. They even arrested a husband and wife who were 70 years old.

After 135 days of camping on the farm they won. The city stopped building the dump.

TDSB Central Staff (2020).

Indigenous Elder Walks for Water

Josephine was a grandmother, Elder and water activist. To help protect water and raise awareness of the importance of it, she walked the shores of the five Great Lakes. She walked more than 23, 000 kms. That is the distance of walking to Vancouver and back two times!

Josephine taught us that water is alive and to treat water with love and honour.

TDSB Central Staff (2020).

How might we protect water for communities?

Materials: Students will need access to the following:

- ❖ A writing utensil (i.e. a pencil) & an eraser
- ❖ A ruler
- ❖ Three sheets of blank paper
- ❖ Manipulatives (if possible, any small objects that are the same size that can be used to count with - beads, paperclips, crayons, etc.)

Lesson One: Patterning and Algebra



THINK

How do you know something is a pattern? Number patterns follow a rule and can **grow** (increase or get bigger) and **shrink** (decrease or get smaller). Each number in the pattern is called a term.



ACT

An example of a shrinking pattern is **10, 9, 8, 7, 6**. This pattern shrinks slowly. The number 7 is the 4th term in this pattern. The **pattern rule** is as follows: start at 10 and subtract 1 each time.

1. Create a growing pattern that grows slowly or quickly. What is your pattern rule? Write both your pattern and its rule on paper.
2. A shrinking pattern has a number in the 30s as the 4th term. What might the pattern be? Write as many different possibilities you can think of. Choose one possibility that you came up with, and write a pattern rule for it.



REFLECT

What operation can you use to make a pattern grow slowly? Grow quickly? How can we predict the next numbers in a pattern?

Modified from Small, M (2016). *Open Questions for the Three Part Lesson: Measuring Patterning and Algebra*. Rubicon Publishing Inc. Canada

Lesson Two: Data Management and Probability



THINK

Write or say what you know about showing data in a pictograph.



ACT

Thinking back to our reading this week, Raven camped for many days on the farm protesting to save Elmvale water. Raven creates this pictograph about the types of birds she sees camping on the farm.

Type of bird	Number of birds
Robin	
Sparrow	
Blue jay	

Each represents 6 birds.

How many sparrows does she see?

- a. 2 b. 3 c. 15 d. 18



REFLECT

Write or say the strategy you used for the half tree.

Modified from EQAO Released Assessment Questions Primary Division, 2018 (Question 4). Retrieved May 17, 2020 <https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-math-bklt-2018.pdf>

How might we protect water for communities?

Lesson Three: Measurement



THINK

What is the longest distance you have walked? Would it make sense to measure that in centimeters, metres, or kilometres?



ACT

Which is best measured in kilometres?
 a. the length of a truck
 b. the length of a school
 c. the length of Lake Ontario
 d. the length of a teacher's desk

On paper, make two lists. Make one list of things you could measure in kilometres. Make another list of things that are way too small to measure in kilometres.



REFLECT

Indigenous Elder Josephine Madamin walked 23,000 kms to teach people about the importance of protecting water. How does thinking about this math help you understand Josephine's actions?

Modified from EQAO Released Assessment Questions Primary Division, 2017 (Question 7). Retrieved May 17, 2020. <https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-math-bklt-2017.pdf>

Lesson Four: Measurement



THINK

Estimate how long it takes you to brush your teeth. What do you know about the big and small hands on a clock?



ACT

Draw three clocks to show each time.
 a. A time that you get up in the morning.
 b. A time you work on your school work.
 c. A time after you finish school work but before bed time.



REFLECT

Do you think it's important to know how to read time? How can you explain to someone how to read time on one of your clocks? Tell or write your answer.

Modified from Small, M (2016). *Open Questions for the Three Part Lesson: Measuring Patterning and Algebra*. Rubicon Publishing Inc. Canada.