

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?

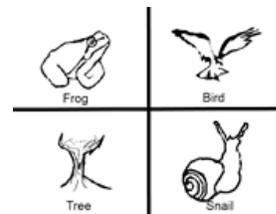


Image: TDSB



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 water matter?

Materials: Students will need access to the following:

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

Lesson One: Fun Facts About Water



THINK

Prepare your brain for new information.

- ❖ What do you know for sure about water?
- ❖ What do you think you know about water?
- ❖ What do you wonder about water?



READ

Read "Fun Facts about Water" (p.5). Circle the facts that match what you know or think about water. Count the new facts you learned about water. Say the facts that you remember.



WRITE

Which fact about water you think is the most important? Write as many words as you can think of with each letter in the word water (ie; wash, as, tree, eat, river).

W A T E R



REFLECT

What are fun facts that you know about a topic? Say or write them.

Lesson Two: Water's Gifts



THINK

The title of today's reading is "Water's Gifts" (p.5). Based on the title, what do you predict this reading will be about? You can write, draw, or say your ideas.



READ

Read "Water's Gifts" (p.5) with curiosity and interest. Each time you learn something new, write the word wow beside it.



SHARE

Say back what you learned. Start with, Wow! I never knew that...



WRITE

Water has many gifts. We can use water in different ways. Water is important to people in unique ways. Complete the sentences on paper:

- ❖ I use water to...
- ❖ Water matters to me because...



REFLECT

Did making notes as you read help the reading make more sense? Say or write how.

How might water matter?

Lesson Three: One Drop of Water

	THINK	Think of a happy memory you have connected to water. Draw a sketch of all of the details you can remember. Include where you were, who was with you, and what you were doing.
	READ	Read the poem "One Drop of Water" (p.5). Underline a word(s) or a line that creates a picture in your mind.
	WRITE	Write what you pictured and what you wonder about. Try to keep going and write more. Try a sentence starter like: <ul style="list-style-type: none"> ❖ When I read...I saw in my mind... ❖ I wonder... ❖ This makes me think of...
	REFLECT	What words and phrases helped create pictures of the poem in your mind?

Lesson Four: Let's Get Creative

	THINK	Write or say one or more new things you learned about water this week.
	CREATE	It is time to get creative. You can do <u>one</u> or <u>more</u> of these: <ul style="list-style-type: none"> ❖ Create a picture sequence of anything you read this week. Think about symbols and words to show your thinking. ❖ Write your own poem about "one drop of water." Think about what words or lines you will use to make it visual. ❖ An idea of your own that shows why water matters to you
	REFLECT	What words or images could you change to help your creation to become visual?

How might water matter?

Lesson One: Fun Facts About Water

1. The earth would look like the moon without water.
2. People can live many weeks without food, but only a few days without water.
3. Your brain is 70% water.
4. Water likes to stick to itself and other things. That is why water forms round droplets.
5. More than half of the world's animals and plants live in water.
6. All insects need water to live. Did you know a ladybug drinks water?

Some facts from Our Water Matters (2013) from https://www.ourwatermatters.ca/files/File/WaterConservation/Water_Conservation_Resource_Kit_K-1.pdf and Space Place. (n.d.) <https://spaceplace.nasa.gov/water/en/>. Retrieved May 14, 2020.

Lesson Two: Water's Gifts

One of Mother Earth's gifts to humans, animals and plants is water. Water is life. It is in all living things. Most of our body is made up of water.

Did you know that 71% of the Earth's surface is water. Most of this is salt water. Humans can only drink fresh water that comes from rivers, lakes and streams.

Our bodies need clean water to be healthy. Water helps the body move nutrients to cells.

We can use water in activities to have fun. For example, we use water to paint, to swim, to skate, in water balloons, or bubble baths.

Water is part of many creation stories. It can have meaning and value to people. For many Indigenous people, water is a symbol of the power of life. Many Indigenous people in Canada stand up to protect our water.

Water can also be a part of spiritual practices. For some cultures, water purifies you. For example, before praying, many Muslims wash their face, hands and feet.

Water is life. Water is everywhere. Water is fun. Water is symbolic. Water is sacred.

TDSB Central Staff (2020).

Statistics from Space Place. (n.d.) Retrieved May 14, 2020, from <https://spaceplace.nasa.gov/water/en/>.

Lesson Three: One Drop of Water

One drop of water...
can change the way you feel
One drop of water...
can change the way you see life
One drop of water...
can bring the world together
One drop of water...
drip
drip

Beck, N (2016). In Urban Voices L'Echo de la Ville (p. 112)

How might water matter?

Materials: Students will need access to the following:

- ❖ A writing utensil (i.e. a pencil) & an eraser
- ❖ Five 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: Measurement



THINK

When would you need to know how much liquid a container can hold in your daily life? Capacity is the most a container can hold when it is full. When this container is full, it can hold 1 L of liquid.



ACT

You have 4 containers of water. Which list shows them in order from greatest to least?

- a. one-quarter litre, one-half litre, 1 L, 2 L
- b. one-quarter litre, one-half litre, 2 L, 1 L
- c. 2 L, 1 L, one-quarter litre, one-half litre
- d. 2 L, 1 L, one-half litre, one-quarter litre

Draw and label 4 containers to show the correct answer (i.e., water bottle).



REFLECT

How do you know the order you chose is correct? Is this order always true or sometimes true? If the container was different might the order be different?

EQAO Released Assessment Questions Primary Division, 2019 (Question 5). Retrieved May 17, 2020.

<https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-mathematics-bklt-2019.pdf>

Lesson Two: Measurement



THINK

Perimeter is the distance all the way around the outside of a 2D shape. When would we need to measure perimeter in real life?

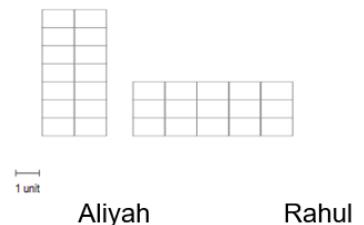


ACT

Aliyah and Rahul each draw a rectangle for the bottom of the box they are making to store their water bottles.

Whose rectangle has the greater perimeter? How much greater is it? Circle the answer.

- a. Rahul's is 1 unit greater
- b. Rahul's 16 units greater
- c. Aliyah's is 2 units greater
- d. Aliyah's is 18 units greater



REFLECT

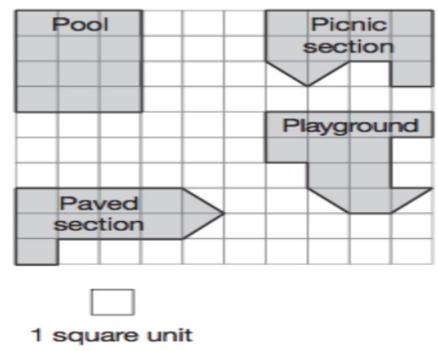
Write or say the strategies you used when you were calculating the perimeter.

Modified from EQAO Primary Released Questions Measurement Strand, 2012–2016 (Question 7). Retrieved May 14, 2020 from <https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-measurement-strand-2012-2016.pdf>

How might water matter?

Lesson Three: Measurement

	THINK	<p>What strategy can you use with squares that are not fully shaded to find the area (square units) of a shape or figure?</p> <p>Aliyah and Rahul are meeting at the pool. The park has 4 sections as shown on the grid below.</p>
	ACT	<p>Which shape has an area of 11 square units?</p> <p>a. pool b. playground c. paved section d. picnic section</p>
	REFLECT	<p>How would you tell a friend what area means?</p>



Modified from EQAO Primary Division Released Questions Measurement, 2012–2016 (Question 9). Retrieved May 14, 2020 from <https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-measurement-strand-2012-2016.pdf>

Lesson Four: Number Sense and Numeration

	THINK	<p>Can you think of a time in your life that you would subtract one large number from another number?</p>
	ACT	<p>There are 463 students in your school in the morning. 98 grade 3 students leave at lunch to go on a field trip to pick up garbage around the lake.</p> <p>How many students are left at school in the afternoon? _____</p> <p>Be sure to show your thinking.</p>
	REFLECT	<p>How could you use mental math to solve this question without a calculator?</p>

Source: TDSB Staff (2020).