Grade 3 Overall Expectations

Overall Expectations: Language	
Oral Communication	❖ Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.
Reading	❖ 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	❖ 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	❖ Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Overall Expectations: Mathematics	
Number Sense	❖ 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	❖ 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	❖ 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	❖ 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	❖ 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?

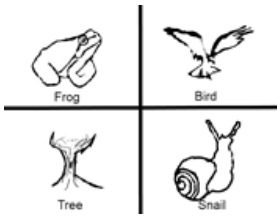


Image: TDSB

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 honour water?

Materials: Students will need access to the following:

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

Lesson One: Indigenous Peoples Relationship to Water

THINK What do you know about Indigenous peoples and their relationship with water?

LEARN Indigenous peoples believe that water connects all of us together. It also keeps us connected to the Earth. We all share responsibility to care for water. The buffalo represents respect. Indigenous peoples respect water by protecting it from pollution and misuse. All life would end without being able to access clean drinking water.

WRITE

- What is the main idea of this reading? How do you know?

REFLECT

- Why is it important to understand Indigenous peoples' ways of knowing?

Ideas from Resilience.org. (n.d). Retrieved May 19, 2020 from https://www.resilience.org/stories/2016-12-12/water-song-indigenous-women-and-water/
Image provided by Christie Belcourt. Retrieved May 19, 2020 from http://onamancollective.com/murdoch-belcourt-banner-downloads

Lesson Two: Haiku Poetry

THINK Words have syllables. Some words have one, some have two, some have more. The word reading has two--read (clap) -ing (clap). Clap your name to count the syllables.

LEARN Haiku is a Japanese form of poetry. It is usually about nature or seasons. It follows this pattern:

Line 1: 5 syllables
Line 2: 7 syllables
Line 3: 5 syllables

READ Read the poem "Water Lily."

- Count the syllables of each word on each line. Does this poem follow the form of a Haiku poem?

WRITE

- Write what you connect to in this poem. Try a sentence starter like: This makes me think of…

REFLECT Which poem from week 1 and 2 did you connect to more? Say or write why.

How might we honour water?

Lesson Three: Be Water Smart

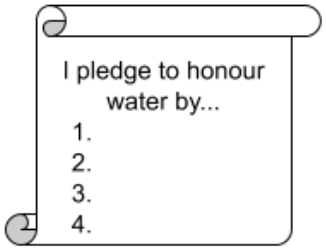
THINK	In your environment, what are ways you see water being used each week? Write, draw, or sketch your ideas.
READ	Read the infographic "Be Water Smart."
WRITE	Write down the steps in the infographic on a sheet of paper. Put a check mark if you do each step, or an X if you do not.

Lesson Four: Pledge to Honour Water

CREATE

One way to honour water is to be mindful of how much we use.

- On a sheet of paper, create a pledge to honour water by being water smart. You can use words and pictures.
- You can use ideas in the infographic or your own ideas in your pledge.



REFLECT

Looking back at the infographic in lesson three, did the pictures in the infographic help you to remember the information?

Lesson Five: 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 one or both of these:

1. **Create** a poster that shares the importance of honouring water. Think about words you can use to share your message.
2. **Write** your own Haiku poem about water, nature, or a season. Use the Haiku pattern from lesson three.

REFLECT

What strategies did you use to choose words to get the correct number of syllables and stay on topic?

How might we honour water?

Lesson Two: Water Lily

Water Lily (a Haiku poem)
Pink girl on a bed
Floating on a water pond
In Beautiful Pink

Xie, Kathleen (2016). In Urban Voices L'Echo de la Ville (pg 151), TDSB.

Lesson Three: Be Water Smart

How might we honour water?

Materials: Students will need access to the following:

- A writing utensil (i.e. a pencil) & an eraser
- A ruler
- 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: Patterning and Algebra

THINK

We can add and subtract numbers to make a number sentence.

- Try this: calculate 10 – 8 and then add 5. What did you get?

ACT

Circle the correct answer.

Question 1: What number goes in the box to complete the following number sentence?

5 + □ – 1 = 7	a. 1 b. 2 c. 3 d. 7

Question 2: What number goes in the box to complete the following number sentence?

6 + □ – 5 = 20	a. 11 b. 14 c. 19 d. 31

REFLECT

How do you know the number in the box is right?

Lesson Two: Number Sense and Numeration

THINK

How can adding in expanded form help when adding larger numbers?

125 + 115 → 100 + 20 + 5 + 100 + 10 + 5 → 200 + 30 + 10 → The answer is: 240

ACT

A class raised money for four months to buy reusable water bottles. The water bottles cost $250. The money they raised is in the table:

- How much did the class raise altogether by December?
- They need $250 to buy the bottles. How much does the class need to raise in January?

Month	Amount Raised
October	$120
November	$25
December	$65
January	**?**

REFLECT

What did you use to solve this? Try another **strategy** and see if you get the same answer.

How might we honour water?

Lesson Three: Data Management and Probability

THINK

What are times when you have collected data? What are some ways to show your data?

ACT

Your teacher surveys your class about what type of water they drink when they are thirsty. The table shows the student's answers.

- What do you notice?
- Create a bar graph showing this data.

Hint: Remember to add titles and labels.

Types of Water	
Tap water	24
Coconut water	11
Vitamin Water	12
Smart Water	2

REFLECT

What are two things you know from your graph? What is something you don't know?

Lesson Four: Data Management and Probability

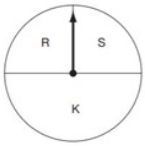
THINK

Do you think this spinner is fair?

ACT

Robert, Sunhil and Kendra want to choose a spinner that will make their game fair. Robert wins if the arrow lands on R. Sam wins if the arrow lands on S. Kendra wins if it lands on K

- Explain which spinner is fair and why.



REFLECT

You can never be sure what will happen next in a probability situation. Explain why?

Modified from EQAO Primary Division Released Data Management and Probability 2012–2016 (Question 15). Retrieved May 14, 2020 from https://www.eqao.com/en/assessments/primary-division/assessment-docs/g3-data-management-probability-strand-2012-2016.pdf