|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Subjects | January | | February | March | | April (End day 13th) | May | June |
| Language Arts | **Topic:** The Twits Novel Study  -PM Eye Openers (Writing Skills exercises)  -Spelling word work  -Spelling units 16-23  -Cursive writing  Students will:  General Outcome 1  1.1 **Express ideas and develop understanding**  -connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts  -explain understanding of new concepts in own words  -explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts  General Outcome 2  2.1 **Use prior knowledge**  - share ideas developed through interests, experiences and discussion that are related to new ideas and information  2.1 **Use comprehension strategies**  - use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials  - apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions  - identify the main idea or topic and supporting details in simple narrative and expository passages  2.3 **Experiment with language**  -recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment  General Outcome 4  4.2 **Attend to grammar and usage**  -identify a variety of sentence types, and use in own writing  4.2 **Attend to capitalization and punctuation**  -use capital letters appropriately in titles of books and stories | | **Topic:** Mice at Center Ice Novel Study  -PM Eye Openers (Writing Skills exercises)  -Spelling word work  -Spelling units 16-23  -Cursive writing  Students will:  General Outcome 2  2.2 **Experience various texts**  -choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays  -tell or write about favourite parts of oral, print and other media texts  -identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites  -connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references  General Outcome 3  3.1 **Focus attention**  -identify facts and opinions, main ideas and details in oral, print and other media texts  3.2 **Access information**  -use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information  -locate answers to questions and extract appropriate and significant information from oral, print and other media texts  -use card or electronic catalogues to locate information  4.2 **Attend to grammar and usage**  -identify a variety of sentence types, and use in own writing | **Topic:** Robert Munsch story unit  -PM Eye Openers (Writing Skills exercises)  -Spelling word work  -Spelling units 23-30  -Cursive writing  Students will:  General Outcome 2  2.2 **Construct meaning from texts**  -connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences  -summarize the main idea of individual oral, print and other media texts  2.2 **Appreciate the artistry of texts**  -express feelings related to words, visuals and sound in oral, print and other media texts  -identify how authors use comparisons, and explain how they create mental images  2.3 **Understand techniques and elements**  -include events, setting and characters when summarizing or retelling oral, print or other media texts  -describe the main characters in terms of who they are, their actions in the story and their relations with other characters  -identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques  General Outcome 4  4.2 **Attend to grammar and usage**  -distinguish between complete and incomplete sentences  4.2 **Attend to capitalization and punctuation**  -use exclamation marks, appropriately, as end punctuation in own writing | | **Topic:** Afternoon Novel study  -Race the wild rainforest relay unit  -PM Eye Openers (Writing Skills exercises)  -Spelling word work  -Spelling units 23-30  -Cursive writing  Students will:  General Outcome 2  2.2 **Construct meaning from texts**  -discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts  -make inferences about a character’s actions or feelings  -express preferences for one character over another  2.3 **Understand forms and genres**  -identify distinguishing features of a variety of oral, print and other media texts  -discuss ways that visual images convey meaning in print and other media texts    General Outcome 4  4.2 **Attend to capitalization and punctuation**  -use apostrophes to form common contractions and to show possession in own writing  -identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension | **Topic:** The Trumpet of the Swan Novel Unit  -PM Eye Openers (Writing Skills exercises)  -Spelling word work  -Spelling units 31- 38  -Cursive writing  Students will:  -I am not absolutely sure what Pat Donnelly has covered and what he has not covered. I have picked some outcomes I will cover through my teaching and then Pat and I will talk about what else needs to be covered. | |
| Assessment | -Journal Reflections  -Weekly spelling exercise  -Daily reading/writing skills exercises  -Weekly spelling tests  -Novel study reading comprehension exercise  -Writing portfolio  -Daily observations | | -Journal Reflections  -Weekly spelling exercise  -Daily reading/writing skills exercises  -Weekly spelling tests  -Novel study reading comprehension exercise  -Writing portfolio  -Daily observations | -Journal Reflections  -Weekly spelling exercise  -Daily reading/writing skills exercises  -Weekly spelling tests  -Novel study reading comprehension exercise  -Writing portfolio  -Daily observations | | -Journal Reflections  -Weekly spelling exercise  -Daily reading/writing skills exercises  -Weekly spelling tests  -Novel study reading comprehension exercise  -Writing portfolio  -Daily observations | -Journal Reflections  -Weekly spelling exercise  -Daily reading/writing skills exercises  -Weekly spelling tests  -Novel study reading comprehension exercise  -Writing portfolio  -Daily observations | |
| Social Studies | **Topic:** Peru  -Closing activity | **Topic:** Ukraine  Students will:  3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world  3.1.3 examine the geographic characteristics that shape communities in other parts of the world  3.1.4 examine economic factors that shape communities in other parts of the world | | | **Topic:** Tunisia  Students will:  3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world  3.1.3 examine the geographic characteristics that shape communities in other parts of the world  3.1.4 examine economic factors that shape communities in other parts of the world | | **Topic:** India  Students will:  3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world  3.1.3 examine the geographic characteristics that shape communities in other parts of the world  3.1.4 examine economic factors that shape communities in other parts of the world | |
| Assessment | -Google Slides Portfolio  -Tests  -Projects | -Google Slides Portfolio  -Tests  -Projects | | | -Google Slides Portfolio  -Tests  -Projects | | -Google Slides Portfolio  -Tests  -Projects | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Science | **Topic:** Hearing and Sound  Students will:  3–9 Describe the nature of sound, and demonstrate methods for producing and controlling sound.   1. Identify examples of vibration. 2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound. 3. Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear. 4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound. 5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings. 6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced. 7. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions. 8. Describe how the human ear senses vibrations. 9. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats. 10. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics. 11. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging. 12. Construct and evaluate different kinds of soundproofing and sound-amplifying devices. 13. Explain the role that sound plays in communication. | **Topic:** Building with a variety of materials  Students will:  3–6 Use, safely, a variety of tools,techniques  and materials in construction activities.  3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.   1. Using a variety of materials and techniques, design, construct and test structures that are intended to:    * support objects    * span gaps    * serve as containers    * serve as models of particular living things, objects or buildings. 2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals. 3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively. 4. Understand and use a variety of methods to join or fasten materials. 5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design. 6. Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example. 7. Recognize the importance of good workmanship, and demonstrate growth toward good workmanship. 8. Maintain and store materials and tools safely and properly. 9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project. | | **Topic:** Animals and life cycles  Students will:  3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.  3–11 Identify requirements for animal care. | **Topic:** Testing material and designs  Students will:  3–8 Evaluate the suitability of different materials and designs for their use in a building task. |
| Assessment | -Quizzes  -Unit tests  -Daily Observations  -Concept Review Challenges/Writing | -Quizzes  -Unit tests  -Daily Observations  -Concept Review Challenges/Writing | | -Quizzes  -Unit tests  -Daily Observations  -Concept Review Challenges/  Writing | -Quizzes  -Unit tests  -Daily Observations  -Concept Review Challenges/  Writing |
| Art | **\*Art will be integrated into the Grade 3 subject areas and the respective themes being taught at that time\***  Outline:  -Peruvian, Ukrainian, Folk Art  -Model Building  -Sculpture  -Crafts  -Shapes and lines  -Perspective Drawing | | Outline:  -Tunisia Folk Art  -Model Building  -Collage  -Water Colour  -Crafts  -Shapes and lines  -Perspective Drawing | Outline:  -Indian Folk Art  -Model Building  -Collage  -Water Colour  -Crafts  -Sculpture  -Shapes and lines  - Perspective Drawing | |
| Assessment | -Individual art projects (completion, neatness, skill, self evaluation effort) | | -Individual art projects (completion, neatness, skill, self evaluation effort) | -Individual art projects (completion, neatness, skill, self evaluation effort) | |

Significant Classroom Demographics:

* Number of students—21 students
* Grade 3’s only
* 3 coded students

Necessary Accommodations:

The 3 students that are on IPP’s get outside of the classroom support in the morning classes. I will be teaching in the afternoon, so those 3 students will be in my class full time. Accommodation that I will include in my planning are as stated:

* Repeat the direction
* Shorten directions
* Break long-term assignments into shorter tasks
* Provide a student buddy for reading
* Prepare recording of reading/ textbook material
* Give verbal praise for positive behaviour

Report card dates:

* Report cards due March 14th

Parent teacher interviews:

* 3-way conferences March 15th and 16th