

**Ms. Canning's Grade 3 Curriculum Outline/Communication Plan
2023-2024**

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The following Curriculum areas will be focused on in Grade 3:

Language Arts will continue to be taught using the workshop model and will focus on the following:

Speaking and Listening

*****Listening and speaking skills permeate all areas of the grade three curriculum everyday.**

- le: - Making eye contact or directing attention to the speaker
- Understanding what was said, being able to make a comment in response to the topic discussed
 - Referring back to previous topics or making connections to other ideas
 - Forming an opinion and sharing ideas
 - Speaking individually and as part of a group
 - Being able to listen to and follow through with directions given for a task
 - Use respectful language for resolving conflicts and generate possible alternatives and solutions
 - Use new words that are linked to a specific genre, content, and academic areas

Reading and Viewing (Reader's Workshop)

- le: - Being able to choose a book that both interests them and is at a good reading level for them
- Being able to recall basic facts about the story
 - Read and share thoughts or connections using the author's clues to help them
 - Make predictions about the text
 - Ask questions or make suggestions about possible solutions
 - Recognize and use text features (labels, headings, captions, maps, etc.) of non-fiction texts to gain information about various topics
 - Explore new authors and genres to broaden reading experiences

Writing and Representing (Writer's Workshop)

- le: - Explore reasons for writing and experience different forms of writing; lists, letters, journals, responses, question/answer, note taking, poetry, fiction and nonfiction
- Use pre-writing tools such as brainstorming ideas, outlining notes, graphic organizers to assist in the writing process
 - Seeing the purpose for drafting and to work to create a final piece that has been edited for ideas, organization, clarity, spelling and punctuation

Assessment and Evaluation in Language Arts will include: student/ teacher conferences, reading records, self-assessment, reading responses, presentations, published written assignments/research projects, and writer's workshop lessons.

Mathematics- The following strands in mathematics will be taught: number sense/operations, patterns and relations, measurement, geometry, and statistics



Number

- representing and comparing numbers to 1000.
- skip counting by 2s, 5s, 10s, 25s using different starting points
- estimating quantities up to 1000
- explaining that a fraction represents a part of a whole
- describing situations in which fractions are used
- comparing fractions of the same whole with like denominators

Operations

- mental math strategies for addition and subtraction facts to 18
- solving and creating problems related to addition and subtraction.
- introduction to multiplication and division strategies and the relationship between multiplication and division. (mainly in 3rd term; up to 5x5)

Patterns and Relations

- demonstrate an understanding of decreasing patterns by describing, extending, comparing, and creating numerical patterns and non-numerical patterns using manipulatives, diagrams, sounds, and actions.

Measurement

- measuring mass g/kg and linear measurement cm/m, perimeters
- using referents for g, kg, cm and m when estimating
- relate the passage of time to common activities using standard and non-standard measurements
- relate standard units of time in a problem solving context

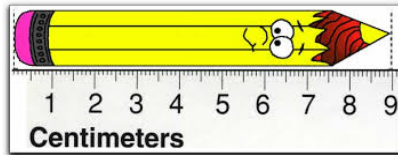
Geometry

- describe the characteristics of 3-D objects and 2-D shapes and analyze the relationships among them

Statistics

- collect first-hand data and organize it using tally marks, line plots, charts, lists and bar graphs to answer questions/show data

Assessment and Evaluation in mathematics will include: student/ teacher conferences, self-assessment, journals, quizzes, check-ins, work samples- class work, observational assessments, checklists.



The content areas in grade 3 will be delivered as integrated units through the Language Arts and Math curriculum.

Science – Through study in the following areas students will develop an understanding and an ability to use the scientific processes. They will propose scientific questions, plan procedures to test ideas, create models, perform tests, alter variables, collect information, display findings and draw conclusions. There are four units of study:



- Materials & Structures
- Invisible Forces
- Exploring Soils
- Plant Growth

Social Studies

The following Social Studies Topics will be addressed:

- Nova Scotia's Geography
- Diverse cultures in Nova Scotia
- Rights and Responsibilities of Citizenship



Health

The following Health topics will be addressed:

- Healthy friendships; handling difficult friend situations
- Making healthy decisions for our physical, social and mental health
- Personal Safety: seeking help in unsafe risk scenarios (at home, online substances)



and

Visual Arts

- Explore and manipulate a range of materials and processes to create a variety of artworks that express personal feelings, ideas and understandings

- Examine a broad range of artworks with respect and sensitivity considering culture and heritage inclusive of Acadians, African Nova Scotians, Gael, Mi'kmaq Treaty Education and additional diverse cultures
- Demonstrate an awareness of, reflect upon, and develop respect for art and art making

Assessment and Evaluation

Assessment is the systematic process of gathering information about what children know and can do. This can be both **formative** and **summative**. Formative assessment is assessment used to provide feedback to teachers and students over the course of instruction. For example guided questions and interviews with students involving goal setting are formative if they are used to guide the instruction to meet the student's needs. Summative assessment generally takes place after a period of instruction and requires making a judgment about the learning that has occurred. Quizzes and projects are examples of summative assessments.

Because children not only learn in different ways (referred to as learning styles) but also demonstrate their learning in different ways. Teachers use a range of methods, realizing that any one method suits some students more than others. Students are given multiple opportunities to demonstrate their understanding in ways that support their learning styles. The following are types of assessment methods that **may** be used to gather information on student learning:

- Work Samples
- Models
- Reading Responses
- Reports/Projects/Presentations – formal assignments extending over a period of time demonstrating understanding of a concept or topic
- Performances – presentations, plays, role playing
- Observations of students
- Rubrics – identifies and describes the criteria used to assess student performance
- Contributions to class and small group discussions
- Conferencing – discussions between students and teacher regarding student accomplishments
- Portfolios – a collection of student/teacher selected work that portrays a student's efforts, progress, and achievement over a period of time
- Goal Setting – collaborative process among students, teachers and parents/guardians to establish goals the child will work towards over a specified period of time
- Reading Records/Spelling Inventory
- Reflections – students reflect orally or in written form on their learning

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information and making judgments and/or decisions based upon the information gathered (e.g. to determine student achievement of the learning outcomes for the purposes of grading and reporting). We refer to this as a balanced **assessment**.

There are three reporting periods and two formal opportunities to discuss your child's progress during parent-teacher meetings.

Grading Scale of Individual Assignments to Monitor Growth

- 4 – Thorough understanding
- 3 – Good Understanding - as expected
- 2 – Basic Understanding
- 1 – Limited Understanding

Report Card Developmental Grades are only given to math, speaking/listening, reading and writing.

WD - Well Developed DE - Developing as Expected ND - Needs Developing

Teacher Plan for Communicating Student Learning

How I Communicate Student Learning

Information about your child's learning can be communicated to students and parents/guardians in a variety of ways. These methods include:

- Oral comments
- Feedback on work
- Email
- Telephone Calls
- Work Samples
- Parent/Teacher Conferences
- Parent meetings with learning support staff
- Student Progress Reports (November, April, and June)

Best Way For You to Communicate with Me:

- Note sent in with our child
- You can email me at: kcanning@hrce.ca

- Phone: **902-889-4301. Ext: 170 2313.** **NOTE: My phone does not ring from outside calls during instructional times and is not capable of making long-distance phone calls. I would have to make those calls from one of the administration's phones when it could be arranged.**

If there is a change in your son or daughter's dismissal information, please write a note so it can be posted on our 'Dismissal Wall'. Any changes made during the day, **please call the office to leave a message** rather than sending me an email.

School Number: 902-889-4300

Please explore our school's website often. <https://opa.hrce.ca/>

