

**Ms. McLaren's Long Range Plans: Eastview Grade 3/4 2011-2012**

Subject Area	Term One	Term Two
<b>Writing</b>	Write short, simple texts using a variety of forms (e.g. retelling stories and events) and descriptive writing (e.g., choosing appropriate words). Focus on conventions (e.g. capitals, ending punctuation) and developing ideas (e.g., adding details). Narrative writing (e.g. short stories containing characters, setting, problem, solution).	Explanation writing (focusing on organization of ideas, paragraphing, etc.) Develop sentence fluency and spelling skills. Persuasive writing (e.g. Forming opinions or a "voice" on selected topics)and Procedural writing (e.g. How to...with lists of materials and numbered steps). Focusing on the writing process, editing, revising, and publishing.
<b>Reading</b>	Develop reading strategies (fluency, re-reading, etc.), activating prior knowledge, making predictions before and during reading, retelling stories, high frequency words. Focus on identifying main ideas. Identify text features (e.g. Illustrations, table of contents, glossary, title, etc.)	Visualization strategies and enriching vocabulary. Make inferences while reading, use reflection to express personal thoughts about the text, read and understand high frequency words automatically. Extend understanding of texts by relating ideas in them to personal experience(making connections).
<b>Oral Communication/Media</b>	Demonstrate appropriate listening behavior by using active listening strategies (e.g. looking at the speaker, asking questions, etc.) Develop vocal skills (tone, volume, pace). Produce simple media texts (e.g. poster, advertisement).	Use appropriate facial expressions and gestures to convey meaning. Continue to develop and demonstrate appropriate listening behaviour. Analyze media texts (e.g., determine purpose, audience, etc.)
<b>Math</b>	<u>Patterning</u> : with numbers; extending number patterns, patterns in hundreds charts, writing pattern rules; <u>Numeration</u> : place value, number facts, addition and subtraction of 2 and 3 digit numbers (4 digit numbers for Grade 4); <u>Geometry</u> : Describing angles, shapes solids, identifying attributes of geometric shapes, exploring congruent figures. <u>Numeration</u> : Exploring multiplication/Division, making arrays, multiplying & dividing strategies; <u>Data Management</u> : Graphing, interpreting graphs, creating graphs, conducting surveys.	<u>Measurement</u> : Exploring units of time, elapsed time, mass (g and Kg), capacity (mL, L). <u>Geometry</u> : exploring transformational geometry (e.g., flips, slides, turns), creating lines of symmetry, grids and coordinates. <u>Numeration</u> : Exploring fractions, comparing and ordering fractions (decimals for Grade 4); <u>Measurement</u> : Exploring length, perimeter, area. <u>Probability</u> : Exploring possible and impossible outcomes, conducting experiments, calculating the probability of an outcome.
<b>Science</b>	Gr. 4– Light & Sound, Habitat & Communities Gr. 3 – Structures & Forces	Gr. 4 – Pulleys & Gears, Rocks & Minerals Gr. 3 – Plants & Soil
<b>Social Studies</b>	Gr. 4– Canada's Provinces/Territories & Geographic Regions Gr. 3 – Aboriginals & Pioneers	Gr. 4 – Medieval Times & Mapping Gr. 3 – Urban and Rural Communities & Mapping
<b>Physical Education</b>	Manipulation skills and physical fitness. (e.g. balancing, throwing). Personal Fitness and Goal setting. Organized games/sports.	Personal Fitness continued. Stability skills and responsibility (e.g. decision making, problem solving), track and field skills.
<b>Health</b> (taught by Mr. Oliver)	Nutrition, Healthy Living, Growth and Development	Personal safety, Preventing abuse
<b>Visual Arts</b>	Elements of Design – Exploring line and color. Reflecting on and evaluating personal artwork.	Elements of Design – Exploring shape and texture. Using feedback to improve work.
<b>Drama and Dance</b> (taught by Mrs. Costin)	Role-playing and responding through movement. Sustained portrayal of a character. Elements of dance(timing, body, space).	Sustained portrayal of a character. Elements of dance(energy, relationship).
<b>Music</b> (taught by Mrs. Winstanley)	See Karen Winstanley's long range plans	See Karen Winstanley's long range plans
<b>Information Technology</b>	Demonstrate skills required to operate basic hardware and software, access and use information from a variety of sources (e.g. , Selected internet websites). Begin keyboarding skills (e.g., placement of fingers on the "home row").	Produce simple products using various software programs (e.g. Pixie, Comic Life, Open Office). Develop word processing skills and apply appropriate keyboarding posture, learn to save and retrieve files, use e-mail.

## Music Grade 3

TERM ONE	TERM TWO
Elements	Elements
<b>Duration:</b> read music with dotted half note, 3/4 metre, 16th notes and rests	<b>Duration:</b> review of all simple rhythms and metres, tempo markings (presto and largo)
<b>Pitch:</b> low so and la, melodic contour	<b>Pitch:</b> pitch contour
<b>Timbre:</b> classification of instruments by how they are played (2 instrument families)	<b>Timbre:</b> classification of instruments by how they are played (2 instrument families)
<b>Texture:</b> 2 part rounds/partner songs/canons	<b>Texture:</b> 2 part rounds/partner songs/canons
<b>Dynamics:</b> symbols for piano, forte, crescendo, diminuendo	<b>Form:</b> ternary form (ABA)
<b>Articulation:</b> symbols for legato and staccato	
Creating and Performing	Creating and Performing
sing partner songs/rounds from a variety of cultures	play and create using rhythms learned and tempo markings (16th notes)
use new rhythms/songs with low so and la	map pitches (Orff instruments)
apply all elements from the term in a variety of compositions	use symbols - standard and non-standard notation
rhythmic compositions using elements from dynamics (f, p, crescendo/diminuendo)	
movement canon	
Reflecting and Responding	Reflecting and Responding
express personal responses to music (graphic and/or text)	self-assessment (identify own strengths and areas for improvement as a musician)
describe how the elements are used for different purposes in music we hear/perform/create (venn diagram to compare)	
Forms and Cultural Context	Forms and Cultural Context
identify and describe ways in which music can be used in the community	music in cultures/times/places (First Nations or Upper Canada)
music in cultures/times/places (First Nations or Upper Canada)	