

GRADE 3 LONG RANGE PLANS

Subject	Term One	Term Two
Writing	Write texts using a variety of forms (e.g. Retelling stories) and Descriptive writing (e.g., choosing appropriate words). Focus on reinforcing written conventions (e.g. capitals, ending punctuation) and developing ideas. Narrative writing (e.g. stories, letters).	Writing development continued. Writing to Explain (focusing on organization of ideas, paragraphing, etc.) Persuasive writing (e.g. Forming opinions or a “voice” on selected topics) and Procedural writing (e.g. writing "How to" texts listing materials needed and formatted with numbered steps). Focusing on the writing process, editing (with the use of both peer and self evaluation), revising, and publishing. Develop sentence fluency and spelling skills. Begin to use descriptive feedback from the teacher to improve work.
Reading	Develop reading strategies such as activating prior knowledge, making predictions before and during reading, retelling stories including accurate and important details, read high frequency words with ease. Focus on identifying main ideas and topics. Extend understanding of texts by relating ideas in them to personal experience.	Identify various text features (e.g. illustrations, table of contents, glossary, title, etc.) Make inferences while reading, use reflection to express personal thoughts about a text, read and understand high frequency words automatically. Visualization strategies and enriching vocabulary as well as building skills to decode difficult words encountered in texts.
Oral Communication/Media	Demonstrate appropriate listening behaviour 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). Present texts in a clear, confident, and organized manner. Use appropriate facial expressions and gestures to convey meaning
Math	<u>Patterning</u> : with pictures and numbers; identifying the pattern rule; <u>Numeration</u> : place value, number facts; <u>Geometry</u> : two-dimensional shapes; three dimensional solids <u>Data Management</u> : Sorting by 2 and 3 attributes using a venn diagram and t-charts. Graphing; <u>Numeration</u> : Multiplication and division.	<u>Measurement</u> : Linear measurement using standard units. Measure perimeter and area; Mass and Capacity; <u>Probability</u> : Identify the likeliness of an event occurring, calculate the probability of an outcome, demonstrate an understanding of fairness in probability situations. <u>Numeration</u> : addition and subtraction with regrouping, money, fractions. <u>Measurement</u> : temperature, time (to the minute).

Music Grade 3

TERM ONE	TERM TWO
Elements	Elements
Duration: read music with dotted half note, 3/4 metre, 16th notes and rests	Duration: review of all simple rhythms and metres, tempo markings (presto and largo)
Pitch: low so and la, melodic contour	Pitch: pitch contour
Timbre: classification of instruments by how they are played (2 instrument families)	Timbre: classification of instruments by how they are played (2 instrument families)
Texture: 2 part rounds/partner songs/canons	Texture: 2 part rounds/partner songs/canons
Dynamics: symbols for piano, forte, crescendo, diminuendo	Form: ternary form (ABA)
Articulation: 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)	

Science	Structures & Stability	Plants and Soils
Social Studies	Aboriginals & Pioneers	Urban and Rural Communities Mapping Skills
Physical Education	Manipulation skills (eg., throwing, catching, kicking). Movement skills (moving in various ways, at various levels, and at various speeds). Personal Fitness and Goalsetting.	Various organized sports. Stability skills and responsibility (e.g. decision making, problem solving); Track and field events (running, long jump, ball throw, etc.).
Health	Nutrition, Healthy Living Growth and Development	Personal Safety, Preventing Abuse
Drama and Dance	Role-playing and responding through movement. Critiquing own work and the work of others. Elements of dance: timing, body, space.	Sustained portrayal of a character. Critiquing of the work of others. Elements of dance: energy, relationship.
Music	Elements of music (e.g. beat, rhythm), sing specific pitches, create sound effects for stories.	Listen and sing to music from other cultures, identify 4 families of orchestra. Accompany songs expressively, create an 8 beat composition.
Information Technology	Demonstrate skills required to operate basic hardware and software, access and use information from a variety of sources (e.g. Selected internet websites).	Develop word processing skills and apply appropriate keyboarding posture, learn to save files, use e-mail. Produce media products using various software programs (e.g. KidPix, Comic Life, Open Office).