

# *Parent Guide*

## **Grade 3 At A Glance**

### **YOUR CHILD'S CLASSROOM ENVIRONMENT**

In your child's classroom, desks will be frequently moved around and will often be grouped so that student interaction (talking, sharing, and working together) is facilitated. Students will work in a variety of areas throughout the room. Student work is displayed, along with charts, word walls and other visual aids. In the classroom, students are following rules and routines. Once Guided Reading begins, they will be responsible for more independent choice of work and use of their time during the literacy block that they are not working directly with the teacher in a reading group. They are choosing among a range of activities to further develop their literacy skills among the literacy work stations around the room. They are learning by doing, making choices, working in pairs, groups and independently.

### **Grade 3 Program Objectives**

- Develop each child's learning abilities to the fullest of his/her capacity.
- Develop the intellectual, emotional, social and moral components of his/her personality through positive learning experiences.
- Develop confidence, trust and good self-image by experiencing success.
- Develop good work habits.
- Develop cooperation in work and in play.
- Develop reading, writing, mathematics and awareness for science and technology and the environment.
- That the children experience all of the above in a "French environment" and therefore increase his/her capacity to communicate in French.

**Language:** Balanced Literacy program is used in class to teach reading and writing. Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them.

A **BALANCED LITERACY** Program includes:

- Reading Aloud and Modeled Writing
- Shared Reading and Shared Writing
- Guided Reading and Guided Writing
- Independent Reading and Independent Writing

These components are taught through a variety of strategies that encompass direct instructional techniques as well as techniques of classroom management and assessment.

**Oral Communication:** Oral Communication is integrated into the teaching of all subject areas. Students will be encouraged to comprehend and retain information, to follow instructions, to listen for main ideas, details, sequence, comparison, appreciation and evaluation. They will also be encouraged to acquire good conversational skills by developing new vocabulary, good articulation, pronunciation, fluency and confidence in own abilities. Activities: cooperative work, conversation, discussions, sharing of information, drama, formal presentation.

**Reading:**

Read Aloud/Shared Reading/Guided Reading:-comprehension strategies are explicitly taught through modeling what a good reader does. Comprehension is the focus, as the students need to understand what they have read. Fluency, good intonation, decoding and an appreciation of different literature genres are taught.

Independent Reading: Students practice reading strategies they have learned. There will be sharing time with peers where the students will be asked to talk about their favourite books, characters, etc.

**Writing skills:**

Student will be introduced to the writing traits that research has shown effective writers use. They will learn to clearly communicate ideas and information, to organize information into short paragraphs, to produce pieces of non-fiction and fiction writing using a variety of forms (journal, poems, letters, reports, short stories, posters).

Word Study (Word Wall)- each week new high frequency Grade 3 words are introduced and practiced using a variety of activities and games. It is expected that students will also practice these words at home. At the end of the week cycle, the students should know how to correctly spell these words and be able to use them in sentences or stories. There will be a Dictée on Fridays.

In grammar, student will learn correct use of capital letters, punctuation, singular and plural of nouns and adjectives, feminine and masculine of nouns. Students will be introduced to adjectives, articles and verbs reviewing present tense and introducing past tense.

Cursive writing will be taught second term and students will be encouraged to write in cursive in the third term.

## **Mathematics:**

There continues to be 5 strands in mathematics:

Number Sense and Numeration:

- whole numbers to 1000
- counting forward and backwards by various numbers and starting points
- money amounts to \$10
- using concrete materials to represent fractions
- addition and subtraction problems (single and multi-digit), multiplication and division

Measurement:

- estimate, measure and record length, perimeter, area, mass, capacity, time and temperature
- compare, describe and order objects, using attributes measured in standard units

Geometry and Spatial Sense:

- compare and sort two and three dimensional shapes and figures
- identify and describe the locations and movements of shapes and objects

Patterning and Algebra

- describe, extend and create a variety of numeric and geometric patterns
- equality of pairs of expressions, using addition and subtraction

Data Management and Probability

- collect, organize, and read data using charts and graphs
- predict and investigate the frequency of a specific outcome in a simple probability experiment

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## **Science:**

Soils in the environment

Strong and stable structures

Growth and changes in plants

Forces causing movement

## **Social Studies**

Urban and rural communities

Pioneers

Map and Globe skills

## **The Arts**

**Visual Arts**

- produce two- and three-dimensional works of art that communicate ideas
- identify the elements of design (colour, line, shape, form, space, texture), and use them in ways appropriate for this grade when producing and responding to works of art
- describe how the ideas in a variety of art works relate to their own knowledge and experience and to other works they have studied, and how the artists have used at least one of the elements of design;

Some examples of specific expectations:

- warm and cool colours
- identify characteristics of a variety of lines
- symmetry, texture, elements of design

## **Drama and Dance**

- describe basic elements of drama and dance (e.g., suspense, pattern, energy)
- interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama and dance techniques
- create short dance pieces, using techniques learned in this grade
- solve problems presented in different kinds of dramatic situations through role playing and movement

## **Music**

- demonstrate an understanding of the basic elements of music specified for this through listening to, performing, and creating music
- create and perform music, using a variety of sound sources
- use correctly the vocabulary and musical terminology
- identify and perform music from various cultures and historical periods
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language)

Some examples of specific expectations:

- understand the difference between beat and rhythm
- sing expressively
- identify the percussion family of instruments

## **Health and Physical Education**

### **Healthy Living**

- ◊ *describe the relationship among healthy eating practices, healthy active living, and healthy bodies*
- ◊ *outline characteristics in the development and growth of humans from birth to childhood*
- ◊ *list safety procedures and practices in the home, school, and community*
- ◊ *describe what a drug is, list several examples (e.g., nicotine, caffeine, alcohol), and describe the effects of these substances on the body*

### **Fundamental Movement Skills**

- ◊ *perform the basic movement skills required to participate in physical activities: locomotion/traveling (dodging, chasing), manipulation (striking, hitting), and stability (balancing on equipment, performing rolls)*
  - ◊ *demonstrate the principles of movement (in various body shapes; using sudden, sustained, fast, or slow movements) using locomotion/travelling, manipulation, and stability skills*
- Active Participation:*
- ◊ *participate on a regular basis in physical activities that maintain or improve physical fitness*
  - ◊ *recognize the personal benefits of being physically active*
  - ◊ *acquire living skills (basic problem-solving, decision-making, goal-setting, and interpersonal skills) through physical activities (e.g., games, dance, outdoor pursuits)*

*Follow safety procedures related to physical activity, equipment, and facilities*

## **HELPING YOUR CHILD AT HOME**

By Grade Three, students should be completing homework assignments each day (Monday to Thursday). In addition to supervising this homework, parents are encouraged to support their child's program by reading daily with their child. Reading, writing and math games are an effective way for parents to support student learning at home. Here are some practical suggestions:

1. **Encourage reading:** Choose to go to the public library as a family outing, give books away as gifts, show the purpose of reading in every day life situations, respect your child's literacy choices. After all, reading is essential in all subject matters.
2. **Help your child to get organized:** Encourage your child to organize homework in relation to their due date. Suggest first completing homework that is more urgent and not necessarily the one that appeals the most to your child. It will help to develop autonomy and the management of priorities. Set a daily time and place where your child will complete his or her homework.
3. **Communicate:** Encourage your child to express his/her opinions and respect those opinions. Take advantage of any occasion to exchange ideas and opinions in a family setting. It will help your child develop personal judgment, respect of other opinions and self-confidence.
4. **Speak positively** of school related matters: Tell your child that you care about his/her progress and success at school and show an interest for what he/she is learning. It will help motivate your child and develop the joy of learning.
5. **Imagine the future:** Encourage your child to discuss his/her interest. Help your child find more information on areas where he/she has shown interest. It will show a concrete purpose for learning at school.

## **RESOURCES AVAILABLE TO PARENTS:**

### **ONTARIO MINISTRY OF EDUCATION WEBSITES**

Helping Your Child Learn to Read

<http://www.edu.gov.on.ca/eng/document/brochure/earlyreading/index.html>

Helping Your Child Learn Math <http://www.edu.gov.on.ca/eng/document/brochure/earlymath/index.html>

Parent Information <http://www.edu.gov.on.ca/eng/parents/>

Parents FAQ <http://www.edu.gov.on.ca/eng/parents/faq-parents.html>

Elementary Curriculum Documents <http://www.edu.gov.on.ca/eng/curriculum/elementary/>