Lesson Plan for Week 9 : Monday October 26 Grade: _3__
Course: Math & L.A__Teacher: Sr.Haifa

	Math Period 1&3	L.A Period 5	Gym 12.00
Unit/ Lesson Big Ideas	Adding/subtracting two digit	Spelling/long e Vowels	Active living
Overall Expectations	**Number Sense and Numeration:** **Overall Expectations**: • solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.	3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives; B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
Specific Expectations	– solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies (e.g., to add 37 + 26, add the tens, add the ones, then combine the tens and ones, like this: 30 + 20 = 50, 7 + 6 = 13, 50 + 13 = 63);	Spelling Familiar Words 3.1 spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, the class word wall, and shared-, guided-, and independent-reading texts) Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., pronounce a word as it is spelled: Wed-nes-day; make analogies to rhyming words; apply knowledge of short-vowel and long-vowel patterns; Vocabulary 3.3 confirm spellings and word meanings or word choice using several different types of resources Proofreading 3.6 proofread and correct their writing using guidelines developed with peers and the teacher	B1.1 actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity
Learning Goals	Students will be learning how to add and subtract 2 digit numbers.	Using strategies to spell and pronounce long vowels-Applying these strategies to recognize new words.	Students will focus on playing different activities while maximizing safety such as keeping space around them while playing.
Success Criteria	I can use the base ten blocks to add and subtract.	Success is achieved when students will know how to spell the words on the spelling list	While enjoying myself playing different cooperative games I'm always aware of the space surrounding me and others.
Instructional Strategies	Teacher led	-Teacher led	Student led

Assessment & Evaluation	quiz	-Formative assessment on Friday (Spelling test)	Ongoing observations
Homework / Class Work	Pg.72 #1-6 homework-pg38-39	-Students will a)explain the meaning of the words, b) pronounce the words, c) spell out the word. -Writing activities (Individual work)	Be active at home as well.
Materials	Textbook and workbook, notebook	-Handouts	

Lesson Plan for Week 9 : Tuesday Oct. 27 Grade: ___3____
Course: S.S, Math, L.A Teacher: Sr.Haifa

	S.S Period 1	Math Period 3	L.A Period 5
Unit/ Lesson Big Ideas	-The natural features of the environment influence land use and the type of employment that is available in a region. -Human activities and decisions about land use may alter the environment -Human activities affect the environment, but the environment also affects human activities.	Adding and subtracting two digit numbers	Identifying purpose and audience of products
Overall Expectations	B1. Application: demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario (FOCUS ON: Interrelationships; Patterns and Trends) B2. Inquiry: use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use B3. Understanding Context: describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs	**Number Sense and Numeration:** **Overall Expectations**: • solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.	O:2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; R:1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; ML: 1. demonstrate an understanding of a variety of media texts; ML: 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
Specific Expectations	B1.2 describe some major connections between features of the natural environment and the type of employment that is available in a region, with reference to two or more municipal regions in Ontario B2.1 formulate questions to guide investigations into some of the short- and/or long-term effects on	– solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies (e.g., to add 37 + 26, add the tens, add the ones, then combine the tens and ones, like this: 30 + 20 = 50, 7 + 6 = 13,	O:Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions R:Variety of Texts 1.1 read a variety of literary texts

	the environment of different types of land and/or resource use in two or more municipal regions of Ontario B2.3 analyse and construct print and digital maps, including thematic maps, as part of their investigations into the environmental impact of land and/or resource use in different municipal regions B3.4 identify and describe the main types of employment that are available in two or more municipal regions in Ontario (e.g., jobs dependent on natural resources; jobs in manufacturing, tourism and recreation, the service sector, education, government) B3.5 describe major types of land use (e.g., for agriculture, industry, commerce, housing, recreation, transportation, conservation) and how they address human needs and wants	50 + 13 = 63);	MLPurpose and Audience 1.1 identify the purpose and intended audience of some media texts ML::Producing Media Texts 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., • a series of video stills or photographs about a topic of their choice to display to the class • a simple slide show for a multimedia presentation to a younger class • a tape-recorded interview with a classmate about a favourite show, toy, or game
Learning Goals	Students will learn about the Canadian Shield (how the land is used)	To add and subtract two digit numbers	Students will identify the purpose and audience of products
Success Criteria	I can talk about how the land is used for Forestry.	Using different strategies to add and subtract	Ongoing observation
Instructional Strategies	Teacher led-class discussion-individual work.	Teacher led	Guided/independent reading
Assessment & Evaluation	Ongoing observations	Ongoing observations	Ongoing observations
Homework / Class Work	Classwork 1.-pg.42-43-44-45 2.pg.46-47 Homework- Pg.43 Question “I wonder…” answer the question Pg. 47 Question “I wonder…” Quiz on Thursday	Class work Textbook pg. 72-73 #7, 8,9,10,11,12 (Reflect) Homework -worksheets	Classwork- Media literacy-Choose any product (Pink shirt, doll, racing car, food (Dunkaroos, bear paws etc.)anything you like) choose 3 products, and answer the following. 1.what is the purpose of this product? 2.who is the audience of this product? 3.what makes this product appealing to its audience? 4.How could this product be changed to appeal to a different audience? How can we change the product to appeal to a new audience? Oral: Role play a shopping trip

			(Online students can send a video of the role play of the child, only if they feel comfortable doing it; otherwise they can just send it as a voice message to my email). Role play with a partner 1. What was the product? 2. Were there other similar products to choose from?Explain 3. Why did you want this particular product? 4. What reasons did you give your parent or caregiver for buying the product you wanted? 5. How did the situation end?
Materials & Resources	Text book-Living and working in Ontario, duotang.	Text book, homework book, notebook.	Text book pg. 42-43 " School Tools" duo tang, L.A notebook

Lesson Plan for Week 9 : Wed. Oct.28 Grade: ___3____
Course : Math & Science___Teacher: Sr.Haifa

	Math **Period 2&5**	**Science** **Period 4**
Unit/ Lesson Big Ideas	Strand: Number sense and Numeration Using mental math to add	-There are several types of forces that cause movement -Forces cause objects to speed up, slow down, or change direction through direct contact or through interaction at a distance
Overall Expectations	• **Number Sense and Numeration:** • • **Overall Expectations**: • • solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.	1. assess the impact of various forces on society and the environment; 2. investigate devices that use forces to create controlled movement; 3. demonstrate an understanding of how forces cause movement and changes in movement.

Specific Expectations	– solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies (e.g., to add 37 + 26, add the tens, add the ones, then combine the tens and ones, like this: 30 + 20 = 50, 7 + 6 = 13, 50 + 13 = 63);	Everything. 2.3 conduct investigations to determine the effects of increasing and decreasing the amount of force applied to an object. 2.5 use appropriate science and technology vocabulary, including push, pull, load, distance, and speed, in oral and written communication 2.6 use a variety of forms to communicate with different audiences and for a variety of purposes 3.1 identify a force as a push or a pull that causes an object to move. 3.2 identify different kinds of forces 3.3 describe how different forces (e.g., magnetism, muscular force, gravitational force, friction) applied to an object at rest can cause the object to start, stop, attract, repel, or change direction 3.4 explain how forces are exerted through direct contact (e.g., pushing a door, pulling a toy) or through interaction at a distance (e.g., magnetism, gravity) 3.5 identify ways in which forces are used in their daily lives. 3.8 explain how strength and stability enable a structure (e.g., bridge, tent) to perform a specific function 3.9 describe ways in which different forces can affect the shape, balance, or position of structures
Learning Goals	Students will learn mental math strategies to add.	Students will learn about how the foundation works? And what materials make strong building frames?
Success Criteria	I'm able to add on tens and add on ones to find the addition of 2 digits, which is mental math	I can tell a strong foundation by looking at the base of the building if it is wider than the top of the building.
Instructional Strategies	-Teacher led, then individual work	Teacher led
Assessment & Evaluation	Ongoing observations	Ongoing observations
Homework / Class Work	Classwork Text book Pg. 75 # 1,2,3,4,5,6,7,8 Homework pg. 40-41	Class work pg. 8-9-10-11 Homework-handout
Material	Text book, homework book, math notebook	Spring into Action textbook

Lesson Plan for Week 9 : Thur. Oct 29 Grade: ___3____

Course : _L.A, Science___ Teacher: Sr.Haifa

	L.A Period 1 & 2	Science Period 4	Gym 12.00-12.30
Unit/ Lesson Big Ideas	Making connections while you listen.	A structure has both form and function. (Overall expectations 1, 2, and 3)	Active living
Overall Expectations	O 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes; R:1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning; ML: 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;	2. investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function; 3. demonstrate an understanding of the concepts of structure, strength, and stability and the factors that affect them.	B1. participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives; B3. demonstrate responsibility for their own safety and the safety of others as they participate in physical activities. C1. perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
Specific Expectations	O: Active Listening Strategies 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups O: Comprehension Strategies 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts R:Variety of Texts 1.1 read a variety of literary texts O:Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small and large-group discussions ML::Producing Media Texts	2.6 use a variety of forms (e.g., oral, written, graphic, multimedia) to communicate with different audiences and for a variety of purposes (e.g., an oral report to the class on the results of experiments to strengthen materials) 3.1 define a structure as a supporting framework, with a definite size, shape, and purpose, that holds a load (e.g., a running shoe, a tepee, a bicycle, an igloo 3.2 identify structures in the natural environment (e.g., a tree, a bees' nest/hive) and in the built environment (e.g., a totem pole, a fence, a pyramid, the CN Tower 3.4 identify the stability of a structure as its ability to maintain balance and stay fixed in one spot	B1.1 actively participate in a wide variety of program activities (e.g., tag games, cooperative games, movement exploration with equipment, dance, outdoor activities), according to their capabilities, while applying behaviours that enhance their readiness and ability to take part B3.1 demonstrate behaviours and apply procedures that maximize safety and lessen the risk of injury, including the risk of concussion, for themselves and others during physical activity C1.2 demonstrate the ability to jump for distance or height, using two-foot and one-foot take-offs, while remaining in control C1.3 perform a variety of locomotor movements with and without equipment, alone and with others, moving at different levels, using different pathways, and travelling in different directions C1.4 send and receive objects of different shapes and sizes in different ways, using different body parts, at different levels, and using various types of equipment (e.g.,

	3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques (e.g., • a series of video stills or photographs about a topic of their choice to display to the class • a simple slide show for a multimedia presentation to a younger class • a tape-recorded interview with a classmate about a favourite show, toy, or game		throw a sponge ball underhand and overhand through a hoop with their dominant hand; catch an object such as a rubber chicken or beanbag, using two hands both above and below the waist; throw and catch a ball, using scoops or soft lacrosse sticks, over a line, a low net, or a bench; kick a ball with the right foot and then the left to a partner in a specific targeted area and then receive it back; use specialized objects and equipment to assist with catching, such as a textured ring or ball for easier gripping) C1.5 retain objects of different shapes and sizes in different ways, using different body parts and equipment (e.g., carry a beach ball while running and tag others with it in a game; balance a ball on a racquet; hold a plastic ball in a scoop while jogging; control a ball with right and left feet while moving around pylons; bounce a ball using dominant and non-dominant hands while seated or kneeling)
Learning Goals	Students will make connections while they listen	Students will learn what are structures and what are the parts of a building.	Students will focus on playing different activities while maximizing safety such as keeping space around them while playing.
Success Criteria		I can tell the different building parts just by looking at one building.	While enjoying myself playing different cooperative games I'm always aware of the space surrounding me and others.
Instructional Strategies	Shared/ Independent reading	Teacher led	Student led
Assessment & Evaluation	-Ongoing observations	Ongoing Observation	Ongoing observations
Homework / Class Work	Class work: Media literacy: Creating a poster Students will work in groups to create a poster on good listening skills. Students will be reminded that not only good listening help the listener understand what the speaker is saying and feeling, but it also makes that speaker feels important and respected. Posters should focus on how good listeners make personal connections while listening to better understand what the speaker is saying and feeling; what good listening sounds like and looks like; or how a good listener makes the speaker feel. Oral: Students will be asked to speak briefly about an experience	Class work-pg.8-9-10-11 -Handout Homework-	Be active at home as well.

	they have had.Starter sentences will be provided. -The best thing that happened to me this week was…. -The worst thing that happened to me this week was….. -The funniest thing that happened to me this week was…. -the saddest thing that happened to me this week was…. Homework: Students will continue the story about what happens after the boy and girl board the bus on page 44, the story can continue in any direction they want.		
Materials & Resources	Literacy 3a, pg. 44,	Text Book: Build it up, duotang	

Lesson Plan for Week 9 : Fri. Oct. 30 Grade: ___3____
Course: _L.A, Math, Art___ Teacher: Sr.Haifa

	L.A Period 3	**Math Period 4**	**Art Period 5**	**Health Period 5**
Unit/ Lesson Big Ideas	Compound words and syllables.	Strand: Number sense & Numeration -using mental math to subtract	Asymmetrical pictures	Healthy Living

Overall Expectations	3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;	**Number Sense and Numeration:** **Overall Expectations**: • solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.	D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;	D1. demonstrate an understanding of factors that contribute to healthy development;
Specific Expectations	Spelling Unfamiliar Words 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling	– solve problems involving the addition and subtraction of two-digit numbers, using a variety of mental strategies (e.g., to add 37 + 26, add the tens, add the ones, then combine the tens and ones, like this: 30 + 20 = 50, 7 + 6 = 13, 50 + 13 = 63);	D1.3 use elements of design in art works to communicate ideas, messages, and understandings (e.g., use asymmetrical cut-paper composite shapes to depict a Canadian landscape, with a clear foreground, middle ground, and background; use colour values and shapes in a "What's inside me?" painting in the X-ray style of Norval Morrisseau to create contrast between the inside and the outside of the figure)	Healthy Eating D1.1 demonstrate an understanding of how the origins of food (e.g., where the food is grown, harvested, trapped, fished, or hunted; whether and how it is processed or prepared) affect its nutritional value and how those factors and others (e.g., the way we consume and dispose of food) can affect the environment *"Almost all the food we eat is processed in some way. Can you describe the difference between minimally processed and highly processed foods – for example, between a baked potato and instant mashed potatoes, and between prepackaged apple slices and sweetened apple sauce?" Unprocessed foods are foods that are raw or in their original form. Processed foods have been changed in some way to help preserve them or make them more convenient to use or easier to sell. Minimally processed foods, like bagged apple slices or frozen vegetables, haven't been changed very much. Highly processed foods, like instant mashed potatoes or sweetened breakfast cereals, have changed a lot from the way they were to begin with. The more that food is processed, the more nutrients it may lose; however, some types of minimal processing, such as freezing, can help food retain nutrients."
Learning Goals	-students will learn about compound words and syllables	Students will learn how to use mental math to subtract.	-students will learn how to create asymmetrical pictures using stencils.	Students will learn about processed food and natural food.
Success Criteria	I can tell a compound word when it has two words in it to make a new word. A word	I can take away tens and take away ones to find the answer. Also match the	.drawing objects randomly on the objects while flipping, rotating objects I	

	has one syllable if I hear one vowel sound in it.	ones to subtract easily is another method.	would be able to create asymmetrical picture.	
Instructional Strategies	-Teacher led lesson. Whole class involvement in activities	Teacher led, then individual work.	Teacher led	Class discussion
Assessment & Evaluation	Ongoing observation Friday-Test on long and short vowels.	Formative assessment (Quiz)	-ongoing observations	Ongoing observations.
Homework / Class Work	Phonics workbook (pg. 51-52 test), 56,57, 58,	Text book.pg 77#1, 2,3, 4, 5, 6,7, Homework pg.42-43	-Continued from last week.	Homework-Handouts
Materials & Resources	Phonics workbook	Text book, homework book, math notebook	White paper, pencil, crayons.	Handouts