Lesson Plan for Week 5 : Monday Sept 28 Grade: _3__
Course: Math & L.A__ Teacher: Sr.Haifa

	Math **Period 2&3**	**L.A** **Period 5**
Unit/ Lesson Big Ideas	Ordinal numbers	Spelling/long a Vowels
Overall Expectations	• demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points; • read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to $10;	3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
Specific Expectations	– represent, compare, and order whole numbers to 1000, using a variety of tools (e.g., base ten materials or drawings of them, number lines with increments of 100 or other appropriate amounts);	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
Learning Goals	Students will learn the ordinal numbers.	Using strategies to spell and pronounce long vowels-Applying these strategies to recognize new words.
Success Criteria	-students will be able to use the hundreds chart to circle the odd/even numbers while they draw attention to the chart of ordinals.	Success is achieved when students will know how to spell the words on the spelling list
Instructional Strategies	-teacher led lesson -students work individually.	-Teacher led
Assessment & Evaluation	-ONGOING OBSERVATIONS	-Formative assessment on Friday (Spelling test)
Homework / Class Work	Class work.Text book pg.26-27 #1,2,3,4, 5 Homework pg. 14-15	-Students will a)explain the meaning of the words, b) pronounce the words, c) spell out the word. -Writing activities (Individual work)

Materials	Textbook and workbook,	-Handouts

Lesson Plan for Week 5 : Tuesday Sept. 29 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.	-modelling 3 digit numbers	Active Listening/ Interactive strategies (Making connections to self while listening)
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	• read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to $10	W:1. generate, gather, and organize ideas and information to write for an intended purpose and audience; 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; O:2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
Specific Expectations	B1.1 describe some major connections between features of the natural environment of a region and the type of land use and/or the type of community that is established in that region 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 B2.2 gather and organize a variety of data and information on the environmental effects of different land and/or resource use and measures taken to reduce the negative impact of that use B3.1 demonstrate an understanding that Ontario is divided into different	– identify and represent the value of a digit in a number according to its position in the number (e.g., use base ten materials to show that the 3 in 324 represents 3 hundreds); – compose and decompose three-digit numbers into hundreds, tens, and ones in a variety of ways, using concrete materials (e.g., use base ten materials to decompose 327 into 3 hundreds, 2 tens, and 7 ones, or into 2 hundreds, 12 tens, and 7 ones);	W: Research 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources R:Extending Understanding 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them R:Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts O: Interactive Strategies 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including smalland large-group discussions

	municipal or regional entities (e.g., cities, towns, townships, villages, counties, reserves) and that local governments within these entities provide specific services and regulate development according to local needs B3.3 identify the major landform regions in Ontario (e.g., the Canadian Shield, the Great Lakes–St. Lawrence Lowlands, the Hudson Bay Lowlands), and describe the major characteristics that make each distinct 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		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
Learning Goals	_making connections between features of the land and how the land is used.	-Students will be able to tell the value of each digit. (H,T,O)	_Students will learn how to make connections to self. -thinking of the characters, feelings and relating them to your life. -students will learn what is a speech bubble amd a quotation marks.
Success Criteria	-I can explain why it's important to take care of the land	-students can tell what the value of each value is in 3 digit numbers.	When reading the story i was able to connect with the characters, story, and feelings with myself.
Instructional Strategies	Class discussion-teacher led.	-Individual work	Guided Reading
Assessment & Evaluation	-ongoing observations	-ongoing observation	-use key assessment questions for ongoing observations using the observation tracking sheet BLM 3
Homework / Class Work	-Living and Working in Ontario Text book. Page 20-23 Homework-complete the handout	Text book pg. 29-30 #1,2,3,4,5,6,7 Homework practice book-pg.16-17	Media: The story " Big brother Mike" highlights the power of acts of kindness to make others feel loved and cared for. As a class students will brainstorm acts of kindness that demonstrate caring.Students will create posters to demonstrate caring by creating their own sentence and an image. Writing-students are invited to reflect on a time when a family member or friend showed their feelings towards them through an act of kindness. Students will also write how this act

			of kindness made them feel. Diary entry in L.A notebook. Word study: Personal pronouns
Materials & Resources	Book: Living and working in Ontario -Handout (Fill out the table)	Text book, Homework practice book, Blocks for base ten	Literacy 3a page 21-23

Lesson Plan for Week 5 : Wed. Sept. 30 Grade: ___3____
Course : Math & Science___Teacher: Sr.Haifa

	Math **Period 2&5**	**Science** **Period 4**
Unit/ Lesson Big Ideas	-investigating and describing pattern in an extended hundreds chart.	-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	• demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points;	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	– count forward by 1's, 2's, 5's, 10's, and 100's to 1000 from various starting points, and by 25's to 1000 starting from multiples of 25, using a variety of tools and strategies (e.g., skip count with and without the aid of a calculator; skip count by 10's using dimes);	2.2 investigate forces that cause an object to start moving, stop moving, or change direction 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 3.2 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.
Learning Goals	-students will learn to count by 5's, 10's, 100's up to 1000.	1. Students explore how forces can make moving objects change direction. 2.Students will learn about the force of magnetism, and identify magnets and their effects in their everyday environment at school and at home.
Success Criteria	-students can use the extended 100 chart to find the pattern..	-I can tell how a force can stop or start an object moving, as well as I can explain how a force can cause an object to change direction.I can identify magnets and their effects in the environment and at home

Instructional Strategies	-Teacher led, then individual work	Teacher led
Assessment & Evaluation	-Ongoing observation (Observe and listen) -	-formative assessment Quiz.(forces)
Homework / Class Work	Text book. Pg. 33-34 # 1,2, 3, 4, 5, 6,7, 8-9 -Homework-pg. 18-19 Extended 100 chart	Text Book: Spring Into Action Re-read pg.12-13,14-15 Homework-1 worksheet
Material	Text book,practice book, extended 100's chart	

Lesson Plan for Week 5 : Thur. Oct 1 Grade: ___3____
Course : L.A, Science Teacher: Sr.Haifa

	L.A **Period 1 & 2**	**Science** **Period 4**
Unit/ Lesson Big Ideas	Choosing main idea.	-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	W:1. generate, gather, and organize ideas and information to write for an intended purpose and audience; O:1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes; O:2: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;	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	W: Classifying Ideas 1.4 sort ideas and information for their writing in a variety of ways W: Review 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary O:Extending Understanding 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them O: Clarity and Coherence 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence	2.2 investigate forces that cause an object to start moving, stop moving, or change direction 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 3.2 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.
Learning Goals	_Students will learn how to find the main idea	1. Students explore how forces can make moving objects change direction.

		2.Students will learn about the force of magnetism, and identify magnets and their effects in their everyday environment at school and at home.
Success Criteria	-I can choose a main idea suitable for my writing by thinking about appealing ideas, and listing details for the idea.	-I can tell how a force can stop or start an object moving, as well as I can explain how a force can cause an object to change direction.I can identify magnets and their effects in the environment and at home
Instructional Strategies	Modelled writing, shared writing, guided/independent writing	Teacher led (Continued from previous lesson)
Assessment & Evaluation	-use key assessment questions for ongoing observations using the observation tracking sheet	Ongoing observations on students comments.
Homework / Class Work	Class work- Writing-personal stories-students will think of a story, choose a main idea, and choose details. Worksheet-choosing a main idea (students will fill the chart and see which main idea has more details. The one with more details because you know more about) Word Study: Alphabetical Order.	Text Book: Spring Into Action Video on forces (Review)
Materials & Resources	Literacy 3a page 24	Text Book: Spring Into Action Pg.12-15 review Video

Lesson Plan for Week 5 : Fri. Oct. 2 Grade: ___3____
Course: L.A, Math, Art___ Teacher: Sr.Haifa

	L.A Period 3	**Math Period 4**	**Gym Period 5**
Unit/ Lesson Big Ideas	-short vowels, (a,i)	Comparing and ordering numbers	
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;	• read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to $10	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;
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	– represent, compare, and order whole numbers to 1000, using a variety of tools (e.g., base ten materials or drawings of them, number lines with increments of 100 or other appropriate amounts);	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 Teacher prompt: “You and your classmates will be participating in

			a lot of different physical activities together this year. Remember, when playing with others, it's always important to show respect and to follow the rules. What are some examples of showing respect and following rules in your daily life?" B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active (e.g., having the opportunity to participate fully in all aspects of an activity, having support from their peers, being exposed to a variety of activities, being outdoors) as they participate in a wide variety of individual and small-group activities [A1.1 Emotions, 1.5 Self] Teacher prompt: "What kinds of physical activities do you like best?"
Learning Goals	-Students will learn the sound of short a and i.	Students will learn how to compare and order numbers using the place value chart	To play cooperatively together
Success Criteria	"I can sound out the short a and i vowels in a word"	-I can compare larger and smaller numbers -I can compare two and three digit numbers -I can use < > and = symbols	I can play with my classmates any activity cooperatively fairly without eliminating no one.
Instructional Strategies	-Teacher led lesson. Whole class involvement in activities	Class work as a group, and individual work	-Class activity
Assessment & Evaluation	Formative assessment	Ongoing assessment (Observe)	-ongoing observations
Homework / Class Work	Phonics workbook pg. 21-22-assessment pg.25,26,27,28	Text book.pg 37 #1,2,3,4,5,6, 7, 8,9,10 Homework pg.20-21	
Materials & Resources	Phonics workbook	Text book, homework book	Skipping ropes, hoola hoops, balls