

Lesson Plan for Week 4: Monday Feb. 22, 2021 Grade: _3

Course: Math & L.A Teacher: Sr.Haifa

	Math Period 1&3	L.A Period 5	Gym 12.00
Unit/ Lesson	Strand: Spatial Sense Measurement	Spelling	Active living
Big Ideas			
Overall Expectati ons	2. Measurement: compare, estimate, and determine measurements in various contexts	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. B2. demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living

Specific Expectations	Length, Mass, and Capacity E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter. E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths	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 B2.1 Daily physical activity (DPA): participate in moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day (e.g., moving to music at a variety of speeds during warm-up, participating in a variety of dance activities, moving on scooter boards) [A1.3 Motivation, 1.5 Self] B2.2 identify new capabilities and other benefits that may result from improved cardiorespiratory fitness (e.g., being able to sustain activity over a greater distance or longer period of time, requiring shorter rest periods, feeling better after activity)
Learning Goals	Students will be learning how to measure perimeters in centimetres.	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		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, independent work	-Teacher led	Student led
Assessment & Evaluation	Formative assessment (Quiz on units of measurements)	-Formative assessment on Friday (Spelling test)	Ongoing observations
Homework / Class Work	Class work:pg.346 #1,2,3,4,5,6,7,8 Homework pg. 164-165	-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 4: **Tuesday Feb. 23** 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	Strand: Communities in the past The different communities in early-nineteenth century Canada influence the way we live today	Strand: Spatial sense: Measurement	Strand:Reading, writing. Finding important ideas
Overall Expectations	A2. Inquiry: use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges (FOCUS ON: Significance; Cause and Consequence) A3. Understanding Context: identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other	2. Measurement: compare, estimate, and determine measurements in various contexts	W:1. generate, gather, and organize ideas and information to write for an intended purpose and audience; W: 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the 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; R:2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
Specific Expectations	Application A1.2 compare some of the roles of and challenges facing people in Canada around the beginning of the nineteenth century with those in the present day Inquiry	Length, Mass, and Capacity E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and	Demonstrating Understanding R: 1.4 demonstrate understanding of a variety of texts by identifying 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 important ideas and some supporting details (e.g., restate important ideas and some related details from an informational

	A2.1 formulate questions to guide investigations into some of the major challenges facing different groups and communities in Canada from around 1780 to 1850 A2.4 interpret and analyse information relevant to their investigations, using a variety of tools A2.5 evaluate evidence and draw conclusions about some of the major challenges facing different groups and communities in Canada during this period, and measures taken to overcome these challenges Understanding A3.2 identify various settler communities in Canada during this period A3.6 describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children A3.7 describe how some different communities in Canada related to each other during this period, with a focus on whether the relationships were characterized by conflict or cooperation	curved shapes, and construct polygons with a given perimeter. E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths	text about early settlers; retell a story giving details about specific elements of the text such as setting, characters, and theme Purpose R: 1.2 identify a variety of purposes for reading and choose reading materials appropriate for those purposes Text Patterns 2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (e.g., classification/grouping of ideas in a report or a factual recount) Teacher prompt: “How does this pattern help you understand the text?” W:Organizing Ideas 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order) W:Form 2.1 write short texts using a variety of forms (
Learning Goals	_Students will learn how to ask good questions. Students will also summarize what we have learned so far and comparing it to our lives now.	Students will be learning how to measure perimeters using meters.	Students will be learning about finding important ideas
Success Criteria			
Instructional Strategies	Teacher led-class discussion-individual work.	Teacher-led Individual work	Shared reading/independent reading
Assessment & Evaluation	Formative assessment Shelter assignment + daily lives of now and then.		Ongoing observations
Homework / Class Work	Classwork: Text Book Communities in the past Pg. 26-27-28-29-30 Homework- Answer....”I wonder” Pg. 28 1.“What I discovered” pg.30. Draw a longhouse, wigwam, and a log cabin and write a fact on each one from what you have learned from the first Nations. 2. Making connections between the daily lives of children who lived in one of the communities and your life.	Classwork:pg. 349 # 1,23, 4, 5. Homework: pg 166-167	Classwork: Text book pg. 92,93,94,95,96,97,98,99 Homework: Postcards will be introduced and the reason why people send postcards. Writing: Students will be writing a postcard from Howie & Mart to mice backhome .POinting out that there is limited space and therefore students should decide on only the important ideas.Students will identify the important ideas in each others postcards.

Materials & Resources	Text book	Text book, homework book, notebook.	Text book , L.A notebook

Lesson Plan for Week 4 : Wed. Feb. 24, 2021 Grade: 3
Course : Math & Science Teacher: Sr.Haifa

	Math Period 2&5	Science Period 4
Unit/ Lesson	Strand: Spatial Sense (Measurement)	Strand: Soils in the Environment
Big Ideas		
Overall Expectations	2. Measurement: compare, estimate, and determine measurements in various contexts	1. assess the impact of soils on society and the environment, and of society and the environment on soils; 2. investigate the composition and characteristics of different soils 3. demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things.
Specific Expectations	Length, Mass, and Capacity E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter. E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area	1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects 1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils 2.1 follow established safety procedures during science and technology investigations (e.g., wash hands after working with soil samples 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., record in words and pictures what happens when soil and water are shaken together in a container; prepare a display comparing the composition of soils from different locations) 2.2 investigate the components of soil 3.1 identify and describe the different types of soils 3.4 describe ways in which the components of various soils enable the soil to provide shelter/ homes and/or nutrients for different kinds of living things (e.g., microscopic bacteria and micro-organisms feed on decaying matter in the soil; roots of plants absorb minerals from the soil)

	E2.8 use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy E2.9 use square centimetres (cm²) and square metres (m²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides	
Learning Goals	Students will be introduced to measure area in square units.	Students will be learning about why are soils different?
Success Criteria		
Instructional Strategies	Teacher led	Shared reading/independent reading
Assessment & Evaluation	Ongoing Observations	Ongoing observations
Homework / Class Work	Classwork: pg.356 #1,2,3,4 Homework: pg. 170-171	Classwork: Why are soils different. Students will be doing an experiment on soil. Homework: Complete the worksheet.
Material	Text book, homework book, math notebook	Text book-Down Under, page 16-17

Lesson Plan for Week 4: Thur. Feb. 25, 2021 Grade: 3

Course : L.A, Science, Gym Teacher: Sr.Haifa

	L.A Period 1 & 2	Math Period 4	Gym 12.00-12.30
Unit/ Lesson	Reading Strategies: Finding important ideas	Strand: Spatial Sense (Measurement)	Active living
Big Ideas			
Overall Expectations	W:1. generate, gather, and organize ideas and information to write for an intended purpose and audience; W: 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the 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;	2. Measurement: compare, estimate, and determine measurements in various contexts	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.

	O2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;		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	R:Comprehension Strategies 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts Text Patterns 2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts (e.g., classification/grouping of ideas in a report or a factual recount) Teacher prompt: “How does this pattern help you understand the text?” W:Organizing Ideas 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers (e.g., a story grammar, a T-chart, a paragraph frame) and organizational patterns (e.g., comparison, chronological order) W:Form 2.1 write short texts using a variety of forms O:Purpose 2.1 identify a variety of purposes for speaking	Length, Mass, and Capacity E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter. E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area E2.8 use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy E2.9 use square centimetres (cm²) and square metres (m²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides	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., 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 be finding important ideas in text, as well as how text presented to help understanding.	Students will be using grids to find area.	Students will focus on changing direction during movement
Success Criteria			
Instructional Strategies	Shared reading/independent reading	Teacher led	Student led
Assessment & Evaluation	Ongoing Observations	Ongoing Observations	Ongoing observations
Homework / Class Work	Class work:Text Book pg. 100-101-102-103-104 Oral-students will be asked if a new student comes to their community what questions might they have. Students will compose 6 questions, write them down and then redistribute them to the students, they will work in pairs to interview each other to answer the questions. Online students will come up with 6 questions and answer them. Students will make a scrapbook for where they live moving to a new community. Homework: Writing a story about moving to a new community. Students will think of the important ideas and details in the story.	Classwork: Text book-pg.359 #1,2,3,4,5,6,7 Homework:172-173	Practice on changing directions during movement. Then students will participate in active play (Basketball-practicing throwing the ball above and below the chest))
Materials & Resources	Literacy 3b, pg 100-104	Text book, work book, notebook.	

Lesson Plan for Week 4 : Fri. Feb. 26, 2021 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	Vowel Pairs	Strand: Spatial Sense	ART -S.S-First	No health this week
Big Ideas	and vowel digraphs, syllables	(Measurement)	Nations art	

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;	2. Measurement: compare, estimate, and determine measurements in various contexts	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; D2. Reflecting, Responding, and Analysing: apply the critical analysis process (see pages 23–28) to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;	D3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being
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	Length, Mass, and Capacity E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter. E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area E2.8 use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy E2.9 use square centimetres (cm²) and square metres (m²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides	D1.3 use elements of design in art works to communicate ideas, messages, and understandings D2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art (	Personal Safety and Injury Prevention D3.2 explain how the portrayal of fictional violence in various media, both on- and offline (e.g., television dramas, video games, Internet, movies), can create an unrealistic view of the consequences of real violence (e.g., physical trauma, chronic disability, family stress, death) [A1.1 Emotions, 1.6 Thinking] Teacher prompt: “Watching violence in movies or on television, or carrying out violent acts in a video game, might make you think that violent behaviour is normal or acceptable. How is violence in the virtual world different from real life?” Student: “In the virtual world, characters aren’t really hurt. If they are badly hurt in one scene, they may suddenly be all right in the next. In real life, a person involved in violence can be seriously hurt, physically and emotionally.” Teacher: “Why is play fighting not a good idea?” Student: “Nobody intends to hurt anybody in a play fight, but someone may get hurt accidentally. If the person who gets hurt gets angry, then the play fighting can turn into real fighting.”

Learning Goals	Students will learn about vowel pairs and vowel diagraphs	Students will be reviewing perimeters and area using grids	-Students will be learning about First Nations art, by making a First Nations Headband.	Violence in media
Success Criteria				
Instructional Strategies	-Teacher led lesson. Whole class involvement in activities	Teacher led, class discussion	Teacher led	Class discussion
Assessment & Evaluation	Formative Assessment	Ongoing observations	-ongoing observations	Ongoing observations
Homework / Class Work	Phonics workbook (pg141-146)	Classwork: Review the week's work. Perimeter, area, and grids, units square.	Classwork-Students will be making headbands	Homework-Handouts
Materials & Resources	Phonics workbook	Text book, homework book, notebook.	Coloring pages, colors(Markers, crayons etc)	Handouts