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| <b>LESSON:</b> What is the School Plan for Dealing with Bullying? Module B, Lesson 2   |                         |
| <b>GRADE LEVEL:</b> Grade 3  | <b>PAGE(S): 219-222</b> |
| <b>LEARNING OUTCOMES</b> (This lesson can be used to help students achieve the following general and/or specific provincial curriculum outcomes):  |                         |
| <p><b>Language Arts</b></p> <ul style="list-style-type: none"> <li>• <b>students will speak and listen to explore, extend, clarify, and reflect on their personal experiences</b></li> <li>• describe, share and discuss thoughts, feelings and experiences and consider others' ideas to extend knowledge</li> <li>• ask and respond to questions to probe and clarify information and to explore possibilities or solutions to problems (e.g., interview, brainstorm)</li> <li>• express and explain opinions and respond to the questions and reactions of others with increasing confidence and fluency (e.g., interview, classroom discussion)</li> <li>• <b>students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically</b></li> <li>• participate in conversation, small-group and whole-group discussion understanding when to speak and when to listen</li> <li>• show increasing awareness of the needs of the audience (e.g., adapt projection, eye contact, gestures, intonation, and clarity to enhance communication)</li> <li>• become increasingly more aware of detail (e.g., through role playing and a focussed recounting attending to the who, why, what, where, and when)</li> <li>• <b>students will be able to interact with sensitivity and respect, considering the situation, audience and purpose</b></li> <li>• use basic courtesies and conventions of conversation in group work and cooperative play (e.g., turn-taking, listening attentively, maintaining eye contact, listening without ridicule, using constructive criticism)</li> <li>• <b>students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre</b></li> <li>• share and discuss their personal response to events, characters, ideas and feelings through a variety of means (e.g., murals, photographs, timelines, poetry, role-play)</li> <li>• <b>students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations</b></li> <li>• use writing and other forms of representation to <ul style="list-style-type: none"> <li>• formulate questions to guide, report and reflect inquiry</li> <li>• generate and organize language and ideas</li> <li>• discover and express personal attitudes and opinions</li> <li>• express feelings and imaginative ideas</li> <li>• record experiences and reflect through shared journals, diaries, learning logs, art, song, video</li> </ul> </li> </ul> |                         |

- explore how and what they learn (e.g., diagrams, story maps, charts, graphics, book advertisements)
- **students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes**
- create written media texts using a variety of forms
  - messages, riddles, letters, lists, advertisements, announcements
  - rules/procedures
  - stories, poems, recounts/retellings, mathematics journals
  - response logs
  - book jackets
  - records of observations
  - directions, games, role plays
  - Reader Theatre
  - Science Fairs/experiments
  - charts, graphs, diagrams
- write expository/informational texts using titles, headings, sections/paragraphs, charts, graphs, diagrams, table of contents, illustrations/pictures, glossary
- write for different purposes (e.g., to inform, persuade, entertain, record, reflect, invite, to problem solve)
- seek feedback from teachers and peers about their writing
- **students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness**
- use a range of prewriting, drafting, revising, editing, and presentation strategies
  - *use prewriting strategies to generate and organize ideas for writing* (e.g., webbing, brainstorming, story mapping, reading/viewing, collaboration, researching, interviewing, reflecting, jot noting)
  - *use drafting strategies* (e.g., organize and sequence information from pre-writing activities, compose a meaningful first draft, use temporary spelling when necessary)
  - *use revising strategies to create meaningful texts* (e.g., read/reread, add ideas, cross out repetition or rearrange texts, use feedback from teachers and peers to enhance text)
  - *use editing strategies to clarify meaning and prepare for publication* by applying knowledge of punctuation and capitalization, language structure, spelling, penmanship, conventions of language
  - *use a variety of publishing/presenting techniques and modes*
- use some conventions of written language
  - **a) punctuation and capitalization**
  - use capitals for proper names, titles, places, days, months, holidays, beginning of sentences
  - use periods at the end of sentences and for abbreviations
  - use commas in a series, and in dates
  - use apostrophes for possessives and contractions
  - use question marks, exclamation marks and quotation marks

- **b) language structure**
  - make subjects and verbs agree
  - begin to use simple paragraphing
  - use a variety of simple and more complex sentence structures
  - use pronouns appropriately
- **c) spelling**
  - use meaningful and syntax patterns as well as sound cues
  - spell many words conventionally
  - identify misspelled words, trying them another way, and using another way, and using another resource to check them out
  - use knowledge of letter patterns, rhyming words, roots, prefixes and suffixes to assist them in correcting misspellings
  - use personal and primary dictionaries to assist in independent writing
- **(d) penmanship**
  - use a variety of writing aids (pictionaries, dictionaries, thesaurus, writing webs, computer, personal word lists)
  - use manuscript and/or cursive writing in a legible manner
  - demonstrate engagement with the creation of pieces of writing and other representations
  - engage in writing/representing activities for sustained periods of time daily
  - work with others to revise and edit
  - choose to write independently
  - contribute during shared writing activities
  - contribute observations/information to classroom records of field trips, science experiments, etc.
  - publish/share with a sense of authorship (e.g., author chair)

## **Health**

### ***Mental Health***

- understand the importance of respect for self and others
- recognize that some problems are solved more easily in a group
- understand that decisions have consequences

### ***Relationships***

- identify trusted adults who can provide assistance in abusive situations
- understand the reasons why to tell, who to tell, and how to tell

## **Religious Education**

### ***Friendship***

- recognize moral and ethical principals in the lives of key individuals and consider how these principles relate to students' daily lives

### ***Decision Making***

- recognize how key individuals have responded to the needs of others

## Social Studies

### *Peoples*

- **identify and take actions to promote positive interactions among people**
- recognize the importance of positive interactions among people
- examine how stereotyping leads to negative interactions among people
- generate ideas and take age-appropriate actions to promote positive interactions among people

### *Citizenship*

- **take age-appropriate action to practice responsible citizenship**
- recognize that making decisions is an integral part of life
- explore methods of decision making
- give examples of how decisions often result in change and can cause conflict
- recognize how individuals and groups can influence elected representatives and their decisions
- plan and carry out an action that demonstrates responsible citizenship

## Visual Arts

### *Creating, Making and Presenting: Visual Arts*

- **students will be expected to explore, develop, and express ideas, using the skills, language, technique, and processes of the arts**
- create images based on sensory experiences and imagination that express a mood, feeling, or emotional response and convey personal meaning
- visually communicate stories, ideas, and experiences, using a variety of materials
- explore basic art skills, techniques, and vocabulary
- **students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes**
- create art for a variety of reasons and recognize that there are many kinds of visual arts
- chooses, display, and describe work from their own portfolio
- develop skills in interaction, co-operation, and collaboration through working with others in making visual images

### *Understanding and Connecting Contexts of Time, Place, and Community: Visual Arts*

- **students will be expected to demonstrate critical awareness of and value for the role of the arts in creating and reflecting culture**
- make images that reflect their culture and community
- draw upon experiences from their personal, social and physical environments as a basis for visual expression
- **students will be expected to respect the contributions to the arts of individuals and cultural groups in local and global contexts, and value the arts as a record of human experiences and expression**
- demonstrate respect for the work of self and others
- **students will be expected to examine the relationship among the arts, societies, and environments**
- demonstrate sensitivity to and respect for others and the works they create

### **Physical Education**

- Develop an awareness that games have rules
- **Demonstrate basic safe practices and fair play when engaging in physical activity**
- Demonstrate respect for the personal space of others
- **Demonstrate the ability to cooperate and work with others**
- Demonstrate concern for the safety of self and others
- **Demonstrate an understanding of the effectiveness of group cooperation**