

Grade 3 - Course Overviews by Subject

Term 1

Judaic Studies Program

Judaic Social Studies Overview

The Tal Am and iTalam programs are used to teach students about the holidays. Tishrei was a very busy month as Grade 3 learned about the many commandments and customs associated with Rosh Hashanah, Yom Kippur, Succot and Simchat Torah. Colourful visuals, songs and a variety of games and written assignments helped children improve their Hebrew as well. Students also participated in a joyous Rosh Hashanah assembly, a very meaningful Yom Kippur assembly and a festive Simchat Torah assembly. They have now begun to learn about the history and traditions of Chanukah.

Hebrew Language Arts

We are very excited to be using iTalam to learn Hebrew. With the help of the smart board, as well as our new Chromebooks, students have been learning Hebrew through animated songs and stories, as well as interactive games. They have also used the other talam materials, which include posters, cards, books and workbooks, to learn new vocabulary and sentence structures with familiar classroom objects and activities as a focus. Activities are designed to meet the learning requirements of each child. Classes include a variety of activities, such as art and games, as well as reading and writing.

Torah

Grade 3 has completed studying Parashat Lech Lecha. Tal Am visuals have been used to help the students learn the stories as well as relevant Hebrew vocabulary. We have had many interesting questions and discussions about Abraham and Sarah. Students are learning access skills to recognize key vocabulary in the text and the significance of the language, as well as developing their reading skills. Students are also learning about the weekly Parasha. Talam visuals help them learn each week's story and lessons, and they write and draw about what they have learned.

General Studies Program

English Language Arts

This Term in English Language Arts, students were introduced to the Writing Process. Paragraph writing was incorporated across the curriculum. Students planned writing pieces about themselves in the "All About Me" biography project, as well as pieces about Social Studies topics. They practiced organizing their thoughts in paragraph form—including topic sentences, several related details, and concluding sentences. Students learned to revise and edit their work, with a focus on correcting capitalization, punctuation and spelling. Students also wrote poems in the Acrostic style. Choice-writing—a time for students to generate written pieces on topics of their choice—is also a regular part of the writing program. This term, students read fiction and non-fiction text, and practiced retelling stories and summarizing main ideas and important details. As part of Novel Studies, they summarized the beginning, middle and ending of chapters, focusing on common ways that problems and solutions are used to frame storylines. Through large group lessons and Canadian Connections presentations, students had many opportunities to describe their personal observations, experiences and feelings. Students were regularly encouraged to consider others' ideas and verbalize their own understanding across subjects.

Math

In math this Term, students participated in many lessons and activities related to Patterns and Relations, and Number Sense. They were exposed to increasing and decreasing patterns. They described, extended and compared growing and shrinking shape patterns and number patterns. Students also created their own patterns using manipulatives, and in drawings and numbers. Number Sense lesson, this term, focused heavily on place value. Students identified missing numbers in sequences to 1000,

and represented numbers to 1000 concretely, pictorially and symbolically. They practiced skip counting forwards and backwards by 3s, 4s, 5s, 10s and 25s using starting points that are multiples of those numbers. They also placed numbers in ascending and descending order and created as many different 3-digit numerals as possible, given three different digits. Students have begun to use their understanding of place value, and mental math strategies, to add two-digit and three-digit number. They also solved a variety of word problems and open-ended problems with various possible solutions.

Social Studies

This term, students were introduced to Canadian and world geography. They examined maps and images, and learned about geographic concepts such as borders, hemispheres, and the equator. They learned the names of Canadian Provinces and Territories, as well as the world's continents and oceans. Students also examined issues of human rights, and the effects their personal decisions and behaviours have on their class community. They explored specific behaviours that increase safety and comfort of all students at school, as well as ways of dealing with conflict and bullying. Students focused on Canada's national anthem—looking closely at the lyrics in English and French—and also learned about Remembrance Day. Through a variety of activities, students considered their personal Canadian identity and culture.

Courses taught by Specialists

Art

Grade 3 units in term 1: Self Portraits inspired by Romero Britto, Rosh Hashanah Watercolour, Pottery: Fall Leaf bowls and individual creations, Glazing Pottery, Famous Artist Game, Art Test: Colour, Shape and Line, Dear Edwina Stationery Design, Chanukah Drawings with oil pastel

Physical Education

This term students learned about safe behaviour, rules and positive social interaction in Phys. Ed. class. An appreciation for personal fitness was emphasized by establishing a routine of warm up exercises such as running laps, as well as a variety of strength and resistance activities. Cooperative activities brought attention to combining student efforts to achieve common goals. Motor skills focused upon include movement, sending/receiving and basic soccer skills. These skills were reinforced through low organized games such as tag, throwing games, and soccer drills and lead-up games.

Music

In grades 1-3 the focus of the program is on developing each student's vocal skills, sense of rhythm, spatial awareness through movement, solfege skills, and musical understanding.

-*Musical understanding*: Students are challenged to recognize pitch and listening for when it modulates up and down. Students are asked to mirror pitch with their vocals, and sometimes xylophones.

-*Sense of Rhythm*: Students are introduced to the difference between beat and rhythm and given opportunities to create original rhythms which other students attempt to mimic.

-*Solfege*: All grade levels have demonstrated their ability to identify notes using the "solfege ladder". They are also developing their musical understanding of how notes correlated with solfege and the hand symbols used with it.

French

This term in Early Start French, students got back to the routine of expressing greetings, saying the date and describing the day's weather during September's back to school theme. Since late September, students have been reading brief dialogues with greeting and leave-taking expressions and exchanging simple personal information with different partners. In October, students focused on an autumn theme where they described preferences for different fruits and vegetables orally and in writing. In November, students are completing a new family-themed dialogue employing the expression *il y a* (there is/are) and the verb *avoir* (to have) in affirmative and negative sentences and learning new family-related vocabulary.