



## LONG RANGE PLANS

School year 2016/2017

### GRADE 3 – Unit of Inquiry 3

#### Teachers:

**Teja Klavs** – Homeroom Teacher (Unit of Inquiry, English Language, Mathematics, Slovenian Language, Visual Arts, Homeroom lesson)

**Kristina Fürst** – Extra Help

**Saša Krapež** - ICT

**Denis Divjak** - Physical Education

**Ana Smolnikar**- Music

**Vera Prijatelj Božičkovič** – English Assistant

**Leopoldina Poli Hočevar Eve** - EAL

#### **Central idea**

The design of buildings and structures is dependent upon the environment and available materials.

#### **Key concepts:**

Form, change, connection

#### LINES OF INQUIRY:

1. Buildings and structures and materials used
2. Environment and material use impact on buildings and structures
3. Indigenous architecture

#### SKILLS:

THINKING SKILLS: application, analysis, synthesis, evaluation

COMMUNICATION SKILLS: speaking, viewing, presenting, writing, reading

SELF MANAGEMENT SKILLS: gross and fine motor skills, spatial awareness, organization, time management

RESEARCH SKILLS: formulating questions, observing

ATTITUDES: curiosity

LEARNER PROFILE: inquirer and open-minded

**Taught within the Unit of Inquiry - learning through language (English)**

ORAL LANGUAGE

### Listening:

- Respect the power of language and its effect on others, showing sensitivity
- Listen appreciatively and responsively
- Listen for specific purpose in a variety of situations (e.g. Stories, poetry, drama, instructions, discussions, conversations)
- Listen responsively to stories read aloud in order to identify story structures and ideas.

### Speaking:

- Give a speech; use complex speaking skills
- Develop quality of speech (pronunciation, intonation, stress) when presenting their posters
- Understand that ideas and opinions can be generated, developed and presented through talk and work in pairs and groups
- Use language confidently, appropriately and with increasing accuracy
- Organise thoughts and feelings before speaking
- Use register, tone and voice level appropriately and purposefully
- Use a range of specific vocabulary to suit different purposes
- Explain and discuss their own stories and writing with peers and adults
- Begin to communicate in more than one language
- Start using more sophisticated storytelling skills showing an increasing awareness of structures and expression
- Begin to argue persuasively and defend a point of view
- Begin to paraphrase and summarise

## VISUAL LANGUAGE

### Viewing and presenting:

- Demonstrate an awareness of the presence of the media in the daily life of most people
- Demonstrate an understanding of the basic elements of a poster
- Study and interpret a still representation of a landscape (e.g. Photograph, painting, model), identify what is seen, describe the elements shown and analyse the picture
- Begin to use strategies to identify appropriate resources and find information in visual media
- Use critical and analytical skills to respond to communication media
- Search for, record and present information from a variety of media and texts
- Explore and use visual communication in order to express their own ideas and to interpret the ideas of others
- Begin to select the appropriate presentation format for their work
- Appreciate form and quality of presentation

## WRITTEN LANGUAGE

### Reading:

- Recognise that there are more complex story structures than beginning, middle and end
- Make inferences and be able to justify them
- Read independently, with increasing fluency, accuracy and with understanding at grade level
- Engage daily in individual silent reading with concentration
- Use reading for pleasure, instruction and information
- Maintain a »reading reflections« journal
- Show an interest in a variety of fiction and non-fiction literature
- Recognise and appreciate different literary styles and genres
- Express preferences in reading materials
- Understand and respond to ideas, feelings and attitudes expressed in various texts
- Begin to recognise the author's purpose (to inform, persuade, entertain, instruct)
- Begin to understand that texts may be interpreted differently by different people
- Identify and describe elements of a story (setting, plot, characters)
- Read to skim and scan in order to find specific information quickly
- Respond to text by identifying the main idea, recognising cause and effect, distinguishing between fact and opinion, questioning, and drawing conclusions
- Read text aloud with increasing fluency, expression and with regard to punctuation
- Locate, select and use reference books, dictionaries and it to find information.

### Writing:

- Experience and appreciate different types of writing structures and styles (report)
- Write legibly in cursive writing; write in consistent, legible style
- Use correct punctuation – quotation marks
- Write according to writing process steps
- Demonstrate an increasing understanding of how and why grammar works
- Accurately spell high-frequency and familiar words and apply their knowledge of spelling patterns using a range of strategies to spell words of increasing complexity
- Begin to select vocabulary according to the audience and purpose
- Use content-specific vocabulary which may be connected to the unit of inquiry
- Write descriptive, narrative or information paragraph with a topic sentence, supporting details and closing sentence
- Write for a range of purposes, both creative and informational, for themselves and others
- Write independently with confidence, demonstrating increasing development of the individual »voice« of the writer
- Respond to the writing of others with sensitivity and respect

- Compose using a range of structures and styles to reflect the particular purpose of the writing (fiction, realistic stories, poems, reports)
- Reread their written work in order to make revisions and improve their writing
- Start dividing texts into paragraphs

### **Taught within the Unit of Inquiry – Learning through Mathematics**

#### MEASUREMENT

- Begin to understand an angle as a measure of rotation
- Read and write digital and analogue time on 12-h and 24-h clocks
- Use timelines in unit of inquiry and other real-life situations

#### SPACE AND SHAPE

- Recognise and begin to explain symmetrical patterns in the environment
- Apply knowledge of transformations to problem-solving situations

### **Taught within the Unit of Inquiry - learning through Visual Arts**

#### CREATING

- Demonstrate control of tools, materials and processes and develop the ability to draw.
- Combine a variety of formal elements to communicate ideas/ feelings or experience when producing a creative poster.

#### RESPONDING

- Investigate the purposes of artwork from different times, places and cultures.
- Become an engaged and responsive audience when learning about life and work of an extraordinary person/artist.

### **Taught within the Unit of Inquiry - Homeroom Lesson – focus on Personal and Social Education**

#### IDENTITY

- Describe how personal growth has resulted in new skills and abilities when being a constructive member of a class, school and home community.
- Express hopes, goals and aspirations when taking responsibility as a learner.

### **Taught within the Unit of Inquiry – learning through language (Slovene)**

#### WRITTEN LANGUAGE

##### Reading:

- Reading information about extraordinary Slovenians

#### ORAL LANGUAGE

##### Speaking:

- Presenting information about the Extraordinary Slovenians to the class

### **Taught within the Unit of Inquiry – learning through PE**

#### MOVEMENT COMPOSITION

##### Gymnastics:

- Assemble simple gymnastic routine

### **Taught within the Unit of Inquiry - learning through ICT**

- Develop the sense for layout in MS Word Programme
- Learn about expressing ourselves through images
- Create a comic with online tools/software
- Develop creativity

### **Taught within the Unit of Inquiry - learning through Music**

#### RESPONDING:

- Sing expressively, with appropriate dynamics, tempo, phrasing, and interpretation.
- Perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments.
- Perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.
- Record and share the stages of the process of creating a composition.
- Devise criteria for evaluating performances and compositions.
- Explain their personal preferences for specific musical works and styles.
- Identify similarities and differences in various arts.

#### CREATING:

- Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings.
- Create a soundscape based on personal experiences.
- Express one or more mood/feelings in a musical composition.

### **Taught as subject-specific**

#### **Inquiry into Mathematics**

#### NUMBER

- Describe mental and written strategies for multiplication and division
- Use fast recall of multiplication and division (up to 12) number facts in real life situations

- Use mental math and written strategies for x and division in real-life situations

#### SPACE AND SHAPE

- Understand the common language used to describe shapes
- Begin to understand the properties of regular and irregular polygons
- Understand the congruent or similar shapes
- Begin to understand an angle as a measure of rotation
- Understand that visualisation of shape and space is a strategy for solving problems
- Sort, describe and model regular and irregular polygons
- Begin to describe and model congruency and similarity in 2d shapes
- Begin to analyse and describe 2d and 3d shapes, beginning to use geometrical vocabulary
- Identify congruency and similarity in 2d shapes
- Begin to describe and model congruency and similarity in 2d shapes
- Begin to describe and/or represent mental images of objects, patterns, and paths

#### **Taught as subject-specific - Inquiry into PE**

##### **GYMNASTICS**

- Improve traditional gymnastics skills (forward roll, roll backward, shoulder stand, hand stand, cartwheel, basic jumps on small trampoline), involving physical agility, flexibility, strength and coordination;
- Cooperate and make activity in pair;
- Assemble simple gymnastic routine;
- Develop optimism to improve confidence in ourselves and our future.

##### **DANCE**

- Recognize how dance can be used to express and understand our inner thoughts;
- Learn children dances containing basic step patterns with a partner or in small groups;
- Learn basic steps of aerobics;
- Listen and dance to music from all around the world.

#### **Taught as subject-specific - Inquiry into ICT**

- Locate, retrieve or generate information from a range of digital sources
- Explain the usefulness of located data or information
- Identify and safely operate a selected range of appropriate devices, software, functions and commands when operating an ICT system and attempt to solve a problem before seeking help

#### **Taught as subject-specific - Inquiry into PSE**

##### **INTERACTIONS**

- Understanding the impact of their actions on each other and the environment through respecting the rights and properties of others

#### **Taught as subject-specific - Inquiry into Music**

- Begin to read and notate using values of whole, half note, dotted half note, quarter note and eight note, and rests.
- Identify symbols and traditional terms referring to dynamics and tempo, and interpret them correctly when performing.
- Use standard symbols to notate meter and rhythm of simple patterns presented by teacher.

#### **Taught as subject-specific - Inquiry into Slovenian**

##### **ORAL LANGUAGE**

###### Listening

- Listen appreciatively and responsively
- Listen for specific purpose in a variety of situations (e.g. Stories, poetry, drama, instructions, discussions, conversations)
- Listen responsively to stories read aloud in order to identify basic story elements and its plot.

###### Speaking:

- Begin to develop quality of speech (pronunciation, intonation, stress) when presenting, discussing or sharing own ideas.
- Use language with increasing accuracy
- Use a range of specific vocabulary to suit different purposes

##### **WRITTEN LANGUAGE**

###### Reading:

- Read independently, with increasing fluency, accuracy and with understanding at grade level
- Understand and respond to ideas, feelings and attitudes expressed in various texts
- Identify and describe elements of a story (setting, plot, characters)
- Read text aloud with increasing fluency, expression and with regard to punctuation

###### Writing:

- Write for a range of purposes, both creative and informational, for themselves and others
- Write independently with confidence
- Respond to the writing of others with sensitivity and respect
- Reread their written work in order to make revisions and improve their writing

