

## **LONG RANGE PLANS**

School year 2021/2022

### **GRADE 3 – Unit of Inquiry 4**

#### Teachers:

**Elina Rafaela Zupanc** – Homeroom Teacher (Unit of Inquiry, English Language, Maths, Slovenian Language, Homeroom lesson, Extra Help)

**Andrew Paul Tolmin** – English Assistant

**Saša Krapež** - ICT

**Denis Divjak** - Physical Education

**Sara Štrancar** - Music

**Anja Podreka** - Visual Arts

**Leopoldina Poli Hočevar Eve** - EAL

TRANSDISCIPLINARY THEME: How the world works

CENTRAL IDEA: Weather conditions impact people's lives.

#### LINES OF INQUIRY:

- Difference between weather and climate
- Reasons for weather changes
- Weather problems: people and places are affected by the weather

CONCEPTS: Form, Change, Connection.

LEARNER PROFILE: Inquirers, Thinkers

#### **Transdisciplinary Skills:**

Thinking skills: acquisition of knowledge, comprehension

Social skills: accepting responsibility

Communication skills: listening, viewing, writing, presenting

Research skills: observing, collecting data, recording data, organising data

## **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:

- Extending English vocabulary – weather words (adjectives)
- 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
- Use 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

- Use reading for pleasure, instruction and information
- Know the difference between fiction and non-fiction
- 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
- Respond meaningfully to what is read / verbal, written form
- 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

- Use writing to convey meaning; write a weather report
- Experience and appreciate different types of writing structures and styles
- Write legibly in cursive writing; write in consistent, legible style
- Use appropriate punctuation to support meaning at the grade level
- 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
- Experiment composing different forms of poetry, including free verse and those governed by a variety of structures
- Start dividing texts into paragraphs

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

##### Data handling

- Begin to understand that scale can represent different quantities in graphs
- Identify, read and interpret range and scale on graphs
- Understand that one of the purposes of a database is to answer questions and solve problems
- Select appropriate graph form(s) to display data

##### Space and shape

- Begin to understand that directions for location can be represented by coordinates on a grid

##### Measurement

- Estimate and measure temperature

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

##### Responding:

- Describe similarities and differences between masks which have been used for a variety of reasons

##### Creating:

- Sharpen student's power of observation when creating artwork
- Consider audience when creating art products
- Students plan, make choices of materials and follow the process when creating an art product

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

##### Identity

- Develop positive attitude towards learning

- Express hopes, goals and aspirations when taking responsibility as a learner
- Know and identify attributes of the learner profile

#### Interactions

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

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

#### Responding

- Sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
- Perform easy rhythmic, melodic and chord patterns accurately and independently on a variety of instruments in the classroom.
- Respond and describe music characteristics or specify music events while listening to music.

#### Creating

- Explore vocal sounds, rhythms, instruments, timbres to communicate ideas.
- Create sound effects to complement a story, rhyme, picture or song.
- Improvise ostinato accompaniments.
- Create dancing movements on sung or music listened to using body percussion and objects in the classroom.
- Create music to represent different styles and/or natural phenomena.

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

#### **Inquiry into Maths**

##### Number:

- Expand the knowledge of multiplication and division with and without remainder

#### **Inquiry into ICT**

##### Recognise intellectual property

- recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others

##### Apply digital information security practices

- follow class rules about applying selected standard guidelines and techniques to secure digital information

##### Apply personal security protocols

- follow class guidelines when sharing personal information and apply basic social protocols when using ICT to communicate with known audiences

##### Identify the impacts of ICT in society

- identify the value and role of ICT use at home and school

#### **Inquiry into PE**

##### Games:

- Understand different passing possibilities in a volleyball game
- Learn basic hits at badminton game

##### Health-related fitness

- Recognize the physical changes that occur to their bodies when exercising
- Are able to measure heart rate and understand the difference of it when resting or exercising
- Get aware of importance of body flexibility