



## **LONG RANGE PLANS**

School year 2021/2022

### **GRADE 3 – Unit of Inquiry 5**

#### 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: Who we are

CENTRAL IDEA: Individual perception of the world influences ones thinking.

#### LINES OF INQUIRY:

- How senses work
- What brain does
- Dealing with limitations

KEY CONCEPTS: Function, Connection, Responsibility

RELATED CONCEPTS: Systems, Role, Interdependence, Initiative

LEARNER PROFILE: Balanced, Communicators

## ATL:

### **Thinking skills:**

- Transfer skills (using skills and knowledge in multiple contexts)
- Reflection/metacognitive skills ((re)considering the process of learning)

### **Social skills:**

- Developing positive interpersonal relationships and collaboration skills (using self-control, managing setbacks, supporting peers).
- Developing social-emotional intelligence.

### **Communication skills:**

- Exchanging-information skills (listening, interpreting, speaking).
- Literacy skills (reading, writing and using language to gather and communicate information).
- ICT skills (using technology to gather, investigate and communicate information).

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

- Information-literacy skills (formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating).
- Media-literacy skills (interacting with media to use and create ideas and information).
- Ethical use of media/information (understanding and applying social and ethical technology).

## **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

- Understand that ideas and opinions can be generated, developed and presented through speech 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
- Use basic elements of drama, such as role, plot, focus, situation and space, to present ideas
- Develop ability to create and portray a character and sustain a role in a given situation
- Begin to select a vocabulary according to the audience and purpose
- 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 person/people (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
- 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 (poems, reports, fiction stories)
- Reread their written work in order to make revisions and improve their writing
- Experiment composing different forms of poetry (sensory, 5w poems) including free verse and those governed by a variety of structures
- Start dividing texts into paragraphs

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

##### Number

- Add and subtract fractions with related denominators in real-life situations
- Add and subtract decimals in real-life situations, including money

##### Measurement

- Begin to understand that measures can fall between numbers on a measurement scale, for example, 3½ kg, between 4 cm and 5 cm
- Understand relationships between units, for example, metres, centimetres
- Select appropriate tools and units of measurement

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

##### Creating

- As a group, plan and make specific choices of tools and processes when drawing and marking a life – size picture.
- Consider audience when creating art products

##### Responding

- Students sharpen their powers of observation.

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

### Identity

- Identify and understand the consequences of actions showing responsibility for self and belongings

### Interactions

- Students continuously learn to deal with conflicts in an appropriate manner.

### Active living

- Students realise how their diet and physical activity may affect their senses and perception; the importance of healthy food and exercise; balance of work and play

## **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.
- Begin to read and notate using values of whole, half note, dotted half note, quarter note, eighth note, and pauses. Use notation symbols independently.
- 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 within the Unit of Inquiry - learning through PE**

### 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.
- develop an appreciation of the role physical fitness plays in achieving and maintaining a personal sense of well-being;

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

### **Inquiry into Mathematics**

#### Number

- Use the language of fractions, for example, numerator, denominator
- Model decimal fractions to tenths
- Model addition and subtraction of fractions with related denominators
- Model addition and subtraction of decimals.
- Read, write, compare and order fractions
- Read and write equivalent fractions
- Read, write, compare and order fractions to tenths
- Equivalent fractions

#### Pattern and function

- Begin to understand that patterns can be analysed and rules identified
- Begin to describe the rule for a pattern in a variety of ways
- Begin to represent rules for patterns using words
- Begin to identify a sequence of operations relating one set of numbers to another set.
- Begin to select appropriate methods for representing patterns, for example using words
- Begin to use number patterns to make predictions and solve problems

### **Inquiry into ICT**

Define and plan information searches and become critical information consumers:

- modify search terminology for information needs
- understand why sources need to be acknowledged i.e. for clarity and credibility, to give authors credit and so that original sources can be located
- set criteria for evaluating searched information compare and evaluate information sources relating to a research topic

Locate, generate and access data and information (using appropriate strategies and tools):

- locate, retrieve or generate information from a range of digital sources
- explain the usefulness of located data or information

Create, edit and share generated information, ideas, plans and processes:

- use ICT to prepare simple plans to find solutions or answers to questions

Generate solutions to challenges and learning area tasks:

- experiment with ICT as a creative tool to generate simple solutions, modifications or data representations for particular audiences or purposes
- Create a digital product with imported materials such as photos using simple software
- Edit different media (photos, documents and podcasts)

Collaborate, share and exchange (contribute to and learn from others)

- use appropriate ICT tools safely to share and exchange information with appropriate known audiences
- understand that computer mediated communications are directed to an audience for a purpose

Select and use hardware and software:

- 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