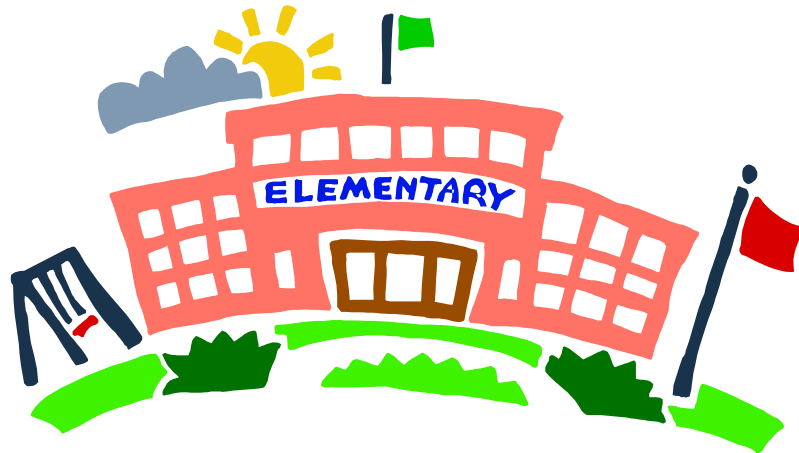


WillowWood School  
Curriculum Outline 2009-2010

JOHN'S CLASS



## WillowWood School



### **Curriculum Outline 2009-2010**

**At WillowWood** School we believe that we are responsible for developing a range of instructional strategies based on sound learning theory. We recognize the need to address different student needs and to bring enthusiasm and a variety of teaching approaches to the classroom. We understand the importance of perseverance and we make every reasonable attempt to ensure that sound learning occurs for every student. We try to instill in every student the understanding that attention and a willingness to work hard will enable them to develop the skills, knowledge, creativity, and personal qualities that our programme can foster.

**Expectations:** WillowWood is visited by an Inspector of Education biannually. The purpose of these visits is to ensure that we maintain our high standard of education and at the same time achieve the objectives that have been prescribed by the Ministry of Education. These objectives have been reviewed and are now known as 'Expectations.' Our lessons are planned with these expectations in mind. The classroom teacher chooses a theme that serves as a vehicle to reach the planned expectations. These themes provide an integrated approach to teaching Language Arts, Social Studies, Science, French, The Arts, Computer, Physical Education and Mathematics.

I am looking forward to an exciting year. It is my personal philosophy that learning occurs in a compassionate, empathetic and stimulating environment that nurtures sound values. The subjects in our curriculum this year include: Language Arts, Mathematics, Science and Technology, Social Studies, Physical Education, Computer, Visual Art, Music, Drama, and French.

### **ADDITIONAL PROGRAMMES**

At WillowWood we recognize that not all students learn in the same way. We pride ourselves in offering individualized programme delivery to meet the specific needs of our students within a fully integrated classroom. Some students require intervention, others do not. When a student requires more intensive intervention, enrichment or remediation, we implement certain programmes that facilitate the learning process for them. When students receive such programming, it is indicated with the words 'modified' or 'enriched' beside their grade placement, for example: Grade 3 Modified. Modifications include:

- 1) Access to specialty programmes: a) Lexia Reading Programme; b) Direct Instruction; c) Reasoning and Writing Skills Programme; d) Remediation Plus; e) Barton Reading Programme; f) WillowWood's Academic Support Programme;
- 2) In-class modifications: focus on visual learning, focus on auditory learning, reteaching and overlearning of concepts, use of computer for language processing, scribing, use of voice-recognition technology, repetition of instructions, homework website monitoring, assignment modification for complexity, evaluation and length, preferred seating, time extensions, alternative assignments, oral backups for tests, rewriting of tests and time extensions.
- 3) Enrichment: enriched pod placement; alternative assignments, and assignments enriched for complexity.

### LANGUAGE ARTS 3

Language is central to a student's intellectual, social and emotional growth. Students must be able to communicate ideas and information through both written and verbal means. Our Language Arts program aims to help students to understand themselves and the world around them.

Our Language Arts program includes:

**A Reading pod** – In our reading pods we use the Reading Mastery Plus Program. It provides students with the structure and challenging materials that are required for developing strong vocabulary, decoding skills and comprehension strategies for understanding content-area texts. Students read expository articles containing facts that are then integrated into fictional stories where they are reviewed and applied in written work. This program further enhances comprehension as students learn to make predictions, connect important ideas and search for evidence.

**A Spelling pod** - The Spelling Mastery Program uses specific strategies that encourage students to think their way through spelling rather than memorizing weekly word lists. These strategies, combined with repeated practice and application, enable students to spell unfamiliar words and to remember familiar words more successfully than they would by using other methods.

**Novel studies** – Students will read a variety of novels, including Zack's Alligator, Fantastic Mr. Fox, Stuart Little and Freckle Juice. Through our study of literature, students will improve their reading accuracy and fluency, expand their vocabulary, learn to appreciate the power of words, study character, plot development, setting and other elements in stories.

**Creative writing** - Our writing program includes: Creative Writing, Journal Writing, Printing and Cursive writing skills. Students will learn to express their thoughts and opinions in writing and learn how to reflect on their own experiences. They will be taught the mechanics of printing and cursive writing.

## **WRITING 3**

### **Texts and Programmes:**

Spelling Mastery B,C  
Starting Comprehension  
Handwriting Without Tears

Language Power A,B  
Explode the Code Levels 3,4  
Kidspiration

### **OVERALL EXPECTATIONS**

1. generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

### **SPECIFIC EXPECTATIONS**

- 1.1 identify the topic, purpose, audience, and form for
- 1.2 generate ideas about a potential topic, using a variety of strategies and resources
- 1.3 gather information to support ideas for writing in a variety of ways from a variety of sources
- 1.4 sort ideas and information for their writing in a variety of ways
- 1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers
- 1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if
- 2.1 write short texts using a variety of forms
- 2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience
- 2.3 use words and phrases that will help convey their meaning as specifically as possible (e.g., comparative adjectives such as smaller, smallest; adverbs)
- 2.4 vary sentence structures and maintain continuity by using joining words (e.g., and, or) to combine simple sentences and using words that indicate time and sequence to link sentences (e.g., first, then, next, before, finally, later)
- 2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view
- 2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features
- 2.7 make revisions to improve the content, clarity, and interest of their written work
- 2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions
- 3.1 spell familiar words
- 3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.3 confirm spellings and word meanings using several different types of resources
- 3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- 3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles
- 3.6 proofread and correct their writing using guidelines developed with peers and the teacher
- 3.7 use some appropriate elements of effective presentation, e.g. script, fonts, graphics, & layouts

- 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies
- 4.1 identify what strategies they found most helpful before, during, and after writing and what steps they can take to improve as writers
- 4.2 describe, with prompting by the teacher, how some of their skills in listening, speaking, reading, viewing, and representing help in their development as writers
- 4.3 select pieces of writing that show their best work and explain the reasons for their selection

### **READING 3**

#### **Texts and Programmes:**

- Reading Mastery Plus 3
- Lexia
- Novel Studies: Freckle Juice by Judy Blume; Fantastic Mr. Fox, by Roald Dahl, Zack's Alligator by Shirley Mozelle, and Stuart Little, by E.B. White
- Remediation Plus (Additional programmes)
- Direct Instruction (Additional programmes)

#### **OVERALL EXPECTATIONS**

1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. use knowledge of words and cueing systems to read fluently;
4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

#### **SPECIFIC EXPECTATIONS**

- 1.1 read a variety of literary texts (e.g., fables, traditional Aboriginal stories, poetry, chapter books, adventure stories, letters, diaries), graphic texts
- 1.2 identify a variety of purposes for reading and choose appropriate reading materials
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- 1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details
- 1.5 make inferences about texts using stated and implied ideas from the texts as evidence
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts
- 1.8 express personal opinions about ideas presented in texts (e.g., identify traits they admire in the characters; comment on actions taken by characters)
- 1.9 identify the point of view presented in a text and suggest alternative perspectives
- 2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as a fable or adventure story (e.g., characters, setting), graphic texts such as a comic book
- 2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts
- 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)
- 2.4 identify some elements of style, including voice, word choice, and different types of sentences, and explain how they help readers understand texts
- 3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
- 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues.

3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

4.1 identify, initially with some support and direction, what strategies they found most helpful before, during, and after reading

4.2 explain, initially with some support and direction, how their skills in listening, speaking, writing, viewing, and representing help them make sense of what they read

### **ORAL COMMUNICATION 3**

#### **OVERALL EXPECTATIONS**

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

#### **SPECIFIC EXPECTATIONS**

- 1.1 identify purposes for listening in a variety of situations, formal and informal, and set personal goals related to listening tasks
- 1.2 demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in
- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral
- 1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
- 1.5 distinguish between stated and implied ideas in oral texts (e.g., distinguish between the actual words and the emphasis placed on them by the speaker)
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
- 1.7 identify and explain the importance of significant ideas and information in oral texts
- 1.8 identify the point of view in different types of oral texts and cite words, phrases, ideas, and information from the texts that confirm their identification
- 1.9 identify some presentation strategies used in oral texts, and explain how they influence the audience (e.g., intonation, eye contact)
- 2.1 identify a variety of purposes for speaking
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions
- 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience
- 2.5 identify some vocal effects, including tone, pace, pitch, and volume, and use them appropriately, and with sensitivity towards cultural differences, to help communicate their
- 2.6 identify some non-verbal cues, including facial expression, gestures, and eye contact, and use them in oral communications, appropriately and with sensitivity towards cultural differences, to help convey their meaning
- 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations
- 3.1 identify, in conversation with the teacher and peers, what strategies they found most helpful before, during, and after listening and speaking
- 3.2 identify, in conversation with the teacher and peers, how their skills as viewers, representers, readers, and writers help them improve their oral communication skills.

## **MEDIA LITERACY 3**

### **OVERALL EXPECTATIONS**

1. demonstrate an understanding of a variety of media texts;
2. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

### **SPECIFIC EXPECTATIONS**

- 1.1 identify the purpose and intended audience of some media texts
- 1.2 use messages to draw inferences and make meaning in simple media
- 1.3 express personal opinions about ideas presented in media texts
- 1.4 describe how different audiences might respond to specific media texts
- 1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used
- 1.6 identify who produces selected media texts and why those texts are produced (e.g., companies design eye-catching logos so their products will be immediately recognizable to people; designers produce clothes as fashion statements and to make money)
- 2.1 identify elements and characteristics of some media forms
- 2.2 identify the conventions and techniques used in some familiar media forms and explain how they help convey meaning
- 3.1 identify the topic, purpose, and audience for media texts they plan to create
- 3.2 identify a form to suit the specific purpose & audience for a planned media text
- 3.3 identify techniques appropriate to the form chosen for a planned media
- 3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques
- 4.1 identify, initially with support and direction, what strategies they found most helpful in making sense of and creating media texts
- 4.2 explain, initially with support and direction, how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

## **MATHEMATICS 3**

### **Text and Program:**

Everyday Math Reference book  
Everyday Math Skills Link

Everyday Math Journal 1 and 2  
Complementary resource materials

### **NUMBER SENSE AND NUMERATION**

Read and print numerals from 0 to 1000;  
Read and print number words to one hundred;  
Count by 1's, 2's, 5's, 10's, and 100's to 1000 using various starting points and by 25's to 1000 using multiples of 25 as starting points;  
Count backwards by 2's, 5's, and 10's from 100 using multiples of 2, 5, and 10 as starting points and by 100's from any number less than 1001;  
Locate whole numbers to 100 on a number line and partial number line;  
Show counting by 2's, 5's, and 10's to 50 on a number line and extrapolate to tell what goes before or after the given sequence;

Identify and describe numbers to 1000 in real-life situations;  
Model numbers grouped in 100's, 10's, and 1's and use zero as a place holder;  
Use ordinal numbers to hundredth;  
Represent and explain common fractions;  
Investigate and demonstrate the properties of whole number procedures;  
Interpret multiplication and division sentences in a variety of ways;  
Identify numbers that are divisible by 2, 5, or 10;  
Recall addition and subtraction facts to 18;  
Determine the value of the missing term in an addition sentence;  
Demonstrate and recall multiplication facts to  $7 \times 7$  and division facts to  $49 \div 7$  using concrete materials;  
Mentally add and subtract one-digit and two-digit numbers;  
Add and subtract 3-digit numbers with/without regrouping use concrete materials;  
Add and subtract money amounts and represent the answer in decimal notation;  
Pose and solve number problems involving more than one operation;  
Use appropriate strategies (e.g., pencil and paper, calculator, estimation, concrete materials) to solve number problems involving whole numbers;  
Use various estimation strategies to solve problems, then check results;

### **MEASUREMENT**

Explain the use of standard units of measurement and the relationships between linear measures (e.g., millimetres are smaller than metres);  
Select the most appropriate unit of measure to measure length;  
Estimate, measure, and record linear dimensions of objects;  
Compare and order objects by their linear dimensions;  
Demonstrate an understanding of the relationship between days and years, weeks and years;  
Estimate and measure the passage of time in five-minute intervals, and in days, weeks, months, and years;  
Tell and write time to the nearest minute in 12-hour notation using digital clocks;  
Read and write time to the nearest five minutes using analog clocks;  
Estimate, read, and record temperature to the nearest degree Celsius;  
Demonstrate the relationship between all coins and bills up to \$100;  
Make purchases and change for money amounts up to \$10, and estimate, count, and record the value up to \$10 of a collection of coins and bills;  
Read and write money amounts using two forms of notation;  
Measure the perimeter of two-dimensional shapes using standard units;  
Estimate and measure the area of shapes using uniform non-standard units, and compare and order the shapes by area;  
Estimate, measure, and record the capacity of containers using standard units;  
Estimate, measure, and record the mass of familiar objects using g, kg).

### **GEOMETRY AND SPATIAL SENSE**

Investigate the similarities and differences among a variety of prisms using concrete materials and drawings;  
Build rectangular prisms from given nets and explore their attributes;  
Use two-dimensional shapes to make a three-dimensional model using a variety of building materials (e.g., cardboard, construction sets);  
Sketch a picture of a structure or model created from 3-dim. figures;  
Compare and sort 2-dim. shapes according to two or more attributes;  
Compare and sort three-dimensional figures according to two or more attributes;

Describe and name prisms and pyramids by the shape of their base;  
Explain the process they followed in making a structure or a picture from three-dimensional figures or two-dimensional shapes;  
Match and describe congruent 3-dim. figures and 2-dim. shapes;  
Explore and identify two-dimensional shapes using concrete materials;  
Solve two-dimensional geometric puzzles (e.g., pattern blocks, tangram);  
Explore the concept of lines of symmetry in two-dimensional shapes;  
Determine lines of symmetry for two-dimensional shapes using paper folding and reflections in a transparent mirror (e.g., Mira);  
Identify transformations, such as flips, slides, and turns;  
Perform rotations using concrete materials;  
Describe how to get from one point to another on a grid;

### **PATTERNING AND ALGEBRA**

Understand patterns in which operations are repeated (e.g., multiplication), transformations are repeated, or multiple changes are made to attributes;  
Identify patterns in which at least two attributes change (e.g., size, colour);  
Create a pattern in which two or more attributes change;  
Discuss the choice of a pattern rule;  
Given a rule, extend a pattern and describe it;  
Use addition and subtraction facts to generate patterns in a hundreds chart;  
Use environmental data to create models of patterns and display on a chart;  
Identify relationships between addition, subtraction, multiplication, and division;  
Use a calculator and a computer application to explore patterns

### **DATA MANAGEMENT AND PROBABILITY**

Use two or more attributes to sort objects and data;  
Select appropriate methods (e.g., Venn diagrams) to cross-classify objects;  
Generate questions with a finite number of responses for their surveys;  
Use their questions as a basis for collecting data;  
Relate objects to number on a graph with many-to-one correspondence;  
Organize data in Venn diagrams and charts using several criteria;  
Construct bar graphs & pictographs using scales with multiples of 2, 5, 10;  
Interpret data from graphs;  
Conduct simple probability experiments;  
Apply the concept of likelihood to events in solving simple problems;  
Predict the probability that an event will occur;  
Use mathematical language discussion to describe probability.

### **SCIENCE AND TECHNOLOGY**

#### **Texts:**

Teacher assembled units on: Growth and Changes in Plants (From the Strand: Life Systems), Strong and Stable Structures (from the Strand: Structures and Mechanisms) Magnetic and Charged Materials and Forces Causing Movement (from the Strand: Matter and Energy) and Soils in the Environment (from the Strand: Earth and Space systems)

By the end of Grade 3, students will:

- demonstrate an understanding of the similarities and differences in the physical characteristics of different plant species and the changes that take place in different plants as they grow;
- investigate the requirements of plants and the effects of changes in environmental conditions on plants;
- describe ways in which plants are important to other living things, and the effects of human activities on plants.
- demonstrate an understanding of the properties of materials that can be magnetized or charged and of how materials are affected by magnets or static electric charges;
- identify and describe, using their observations, ways in which static electric charges are made in everyday materials, as well as different types of interactions that take place both between charged materials and between magnetized materials;
- identify familiar uses of magnets and give examples of static electric charges that are created in the home or at school.
- demonstrate an understanding of how movement is caused by forces and by energy that is stored and then released;
- investigate how different forces affect the operation of everyday devices, and design and construct devices that use a form of energy to create controlled movement;
- identify objects, devices, and systems in everyday life that are affected by forces and movement and explain in what ways they are useful to us.
- demonstrate an understanding of the factors that affect the stability of objects;
- design and make structures that include mechanisms and that can support and move a load, and investigate the forces acting on them;
- describe, using their observations, systems involving mechanisms and structures, and explain how these systems meet specific needs and how they have been made.
- demonstrate an understanding of the similarities and differences between various soils and the effects of moving water on soils;
- investigate the components of various soils, and describe the effects of moving water on these soils;
- recognize the dependence of humans and other living things on soil and recognize its importance as a source of materials for making useful objects.

## **SOCIAL STUDIES**

### **Texts:**

Teacher assembled units on Pioneer Life and Communities.

#### **Heritage and Citizenship: Grade 3 – Pioneer Life**

- By the end of Grade 3, students will:
- identify early settlers and their origins, and describe their lives and contributions;
- identify the contributions of Aboriginal peoples to early settlement;
- describe changes that have occurred in their communities since the time of the early settlers.

#### **Canada and World Connections: Grade 3 – Urban and Rural Communities**

- identify distinguishing features of urban and rural communities;
- describe some possible relationships between communities and natural environments;
- demonstrate awareness of the possible similarities and differences among people, places, and environments.

## **FRENCH 3**

### **Text:** Teacher assembled units

Having Fun with French by E. Ramsay-Verzariu

By the end of Grade 3, students will:

- talk about familiar topics, using very simple phrases and sentences;
- listen to short, very simple oral texts, and respond to specific simple questions;
- read selected, simple materials, containing basic learned vocabulary
- identify and use the vocabulary and the grammar and language conventions appropriate for this grade level.
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## **HEALTH AND PHYSICAL EDUCATION**

### **Healthy Eating**

By the end of Grade 3, students will

- identify foods from different cultures and classify them by food groups;
- describe the benefits of healthy food choices, physical activity, and healthy bodies;

- describe a variety of ways to prevent tooth decay (e.g., brushing, making appropriate food choices, rinsing the mouth);

### **Growth and Development**

- outline the basic human and animal reproductive processes (e.g., the union of egg and sperm);
- describe basic changes in growth and development from birth to childhood (e.g., changes to teeth, hair, feet, and height);

### **Personal Safety and Injury Prevention**

- explain relevant safety procedures (e.g., fire drills, railway-crossing and crosswalk procedures);
- use a problem-solving process to identify ways of obtaining support for personal safety in the home, school, and community;
- identify examples of real and fictional violence (e.g., schoolyard fights, cartoons, movies);

### **Locomotion/Travelling Skills**

- combine various locomotion/travelling movements with changes in direction and level, both with and without equipment (e.g., selecting two ways to travel on a bench while performing a change in direction and level);
- travel in various ways, and dodge stationary objects or opponents;

### **Manipulation Skills**

- throw a ball overhead using two hands, while stationary, to a large target or a stationary partner;
- catch, while stationary, objects of various sizes and shapes using two hands both above and below the waist (e.g., catch a nerf ball);
- hit a slowly moving object (e.g., a ball or a balloon) using various parts of the body, directing it to a partner or a large target;

### **Stability Skills**

- jump for distance or height over low objects;
- balance in different positions, using different body parts and levels (e.g., on and off gymnastics equipment, responding to stimuli in creative dance);
- move their bodies in various ways (e.g., over, under, through, and around equipment).

### **MUSIC 3**

The music curriculum for grade 3 expands upon previously learned concepts. Students will review and learn more about the elements of music including: beat, rhythm, pitch, timbre and dynamics through listening to, performing, as well as creating their own music. Students will also be introduced to some basic musical terminology and vocabulary so that they may better communicate their responses to different types and styles of music. They will perform music through singing, using body percussion and a variety of pitched and non-pitched percussion instruments. They will learn that sounds and silences may be represented by written symbols. In their exploration of timbre students will create their own instruments.

By the end of *Grade 3*, students will

- demonstrate an understanding of the basic elements of music specified for this grade (see below) through listening to, performing, and creating music;
- create and perform music, using a variety of sound sources;
- use correctly the vocabulary and musical terminology associated with the specific expectations for this grade;
- identify and perform music from various cultures and historical periods;
- communicate their response to music in ways appropriate for this grade (e.g., through visual arts, drama, creative movement, language).

### **VISUAL ART 3**

By the end of *Grade 3*, students will

- a) Apply the creative process to produce a variety of two- and three- dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings;
- b) Apply the critical analysis process to communicate feelings, ideas, and understandings in response to a variety of art works and art experiences;
- c) Demonstrate an understanding of a variety of art forms, styles, and techniques from the past and present and their social and or community contexts.

### **DRAMA AND DANCE 3**

By the end of *Grade 3*, students will

- a) Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories;
- b) Apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas;
- c) Communicate feelings, ideas and understandings in response to a variety of drama works, dance and experiences;
- d) Demonstrate an understanding of a variety of drama, theatre forms and dance styles from the present and past, and their social and or community contexts;

### **ADDITIONAL SUPPORT PROGRAMS**

**The Corrective Reading-Comprehension Program** is one of the Direct Instruction Programs offered at WillowWood. This program is a highly structured program that is designed for students who are operating at a reading level, which is at least one or two years behind grade level. It focuses on:

- Developing informative and reasoning skills
- Vocabulary expansion
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Organization of information
- Developing written expression

**The Reasoning and Writing Program** is another Direct Instruction Program that is part of our support programming. It focuses on:

- Providing an awareness of logical connections and narrative structures
- Introducing the writing process – drafting, revising and editing
- Mastering important forms of grammar, usage and mechanics necessary for effective communication
- Assisting in reading comprehension
- Expanding elements of writing style
- Expanding vocabulary and sentence structure
- Recognizing inconsistencies in writing

**Lexia** is a visually-based computer program that focuses on the development of phonemic skills. It is a highly structured program, and it is based on cumulative skill development. The program offers a variety of reading activities that foster an understanding of basic decoding skills such as: blends, syllables, and word patterns. Lexia is designed for students who are reading at least one or two years below expected grade level.

**Remediation Plus** is a multisensory, systematic phonics program that has been designed to help students who are experiencing difficulty learning to spell and read accurately, or who have dyslexia and/or language learning disabilities. The program is divided into detailed, comprehensive lessons that focus on specific phonic sounds. Students are taught phonological awareness, phoneme-grapheme correspondence, syllable instruction and morphology through systematic and cumulative instruction.

#### **Assistive Technology Program**

WillowWood's Software Strategies Program is available to students at all grade levels. It introduces students to two specific word prediction and speech recognition programs: Word-Q and Speak-Q. Students are instructed in the use of these programs and learn to become more proficient in transferring their ideas into writing; Word-Q and Speak-Q are both compatible with Inspiration and Kidspiration, which are programs currently in use at WillowWood. They serve to assist students in planning and organizing their thoughts and writing. ReadPlease, another of the programs offered in the Assistive Technology Program, serves to help students who experience difficulty in decoding complicated texts by reading any text aloud. It empowers students become more independent workers and writers.