



# Back to School



Kitah Gimmel 2024-2025

# Communication



Email Us!

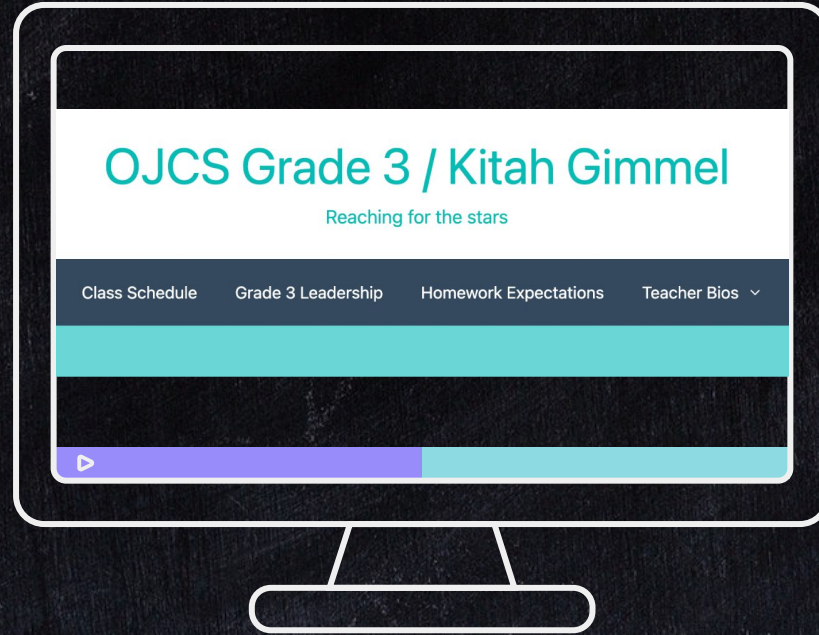
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[a.polowin@theojcs.ca](mailto:a.polowin@theojcs.ca)

# The Blog

[ojcsgrade3.edublogs.org](http://ojcsgrade3.edublogs.org)



Please  
Subscribe!

# Class Expectations and Values

Be kind, respectful, and safe

Positive attitude, growth mindset, be our best selves

Follow the OJCS North Stars

Remember the logical consequences

Maintain an organized and clean classroom



# Français

## Overall Expectations

- Listen and respond to a variety of short, simple spoken texts and media works
- Express ideas, feeling, and opinions on familiar topics, using correct pronunciation and appropriate intonation
- Read variety of short, simple written materials and demonstrate understanding through oral and brief written responses.
- Produce short pieces of writing in a variety of forms
- Identify and use appropriate language conventions during oral communication activities, in their responses to reading materials, and in their written work



# Year Plan

## Unit 1 - Le crayon

- In this unit, students read a series of stories about a boy named Max and his pencil. Some of the stories are real and some are imaginary. Through a carefully constructed process, students become familiar with the sequences and the relevant vocabulary items needed to create their own stories. As part of their final task, students present their own real or imaginary stories that they have created. Vocabulary will focus on school supplies, days of the week, the months of the year, and places within the school.
- Grammar:
  - Masculine and feminine words
  - Articles: un, le, une, la, des, and les
  - Plural endings with an “s” or an “x”
  - Introductions to verbs in the present tense



# Year Plan

## Unit 2 - Henriette se sauve

- In this unit, students meet a clever little mouse named Henriette who decides to play hide-and-seek with the owner of the pet store where she lives. She manages to get out of her cage and leads the students through many of the stores in the town, until she comes home hungry, cold and exhausted from her day of freedom. As their final task, the students will create their own little town and present the stores they have created in that town to the class. Vocabulary will focus on stores, items found in stores, and expressions of states of being.
- Grammar:
  - Capital Letters
  - Punctuation



# Year Plan

## Unit 3 - L'arbre ungali

- In this unit, students will prepare the play L'arbre ungali. This play is an adaptation of a traditional African tale that takes place during a drought. Students will learn that perseverance and a calm, steady pace can be an advantageous quality. The story helps students develop an understanding of the plight of all in a drought. This unit is focused on oral production, the memorization of lines, and acting skills. As the final task, the Gr. 3 class will put on the play for their parents. The vocabulary will focus on animals, actions found in the play, and other words associated with the story.
- Grammar:
  - Interrogative sentences
  - Identifying nouns, pronouns, verbs, and articles in a sentence
  - Start to use their French/English dictionary (basic skill)





# Year Plan

## Unit 4 - Goutte de pluie

- In this unit, students will learn about the insect world. They will read a story about what happens in the insect world when it starts to rain. Students will have numerous opportunities to sing songs and read poems about the insects, to re-enact the story scene, to perform actions that the insects do and to speak in insect voices. Over the course of the unit, students will learn where insects live. As their final performance task, students create insect puppets and put on a puppet play. Vocabulary will focus on insect names, their natural habitat, their food, their body parts, and action words.
- Grammar:
  - Start to use their French/English dictionary (basic skill)
  - Alphabetical order
  - Adjectives (colours)
  - Personal pronouns



# Assessment & Evaluation

- Dictées
- Mini-Assignments/Projects (some with groups)
- Small Compositions
- Short Oral Presentations
- Simple Reading Comprehension Exercises

Assessments will be categorized within 3 areas of focus:

- Written Communication
- Reading Comprehension
- Oral Communication and Comprehension

# Resource



- Programs
- Image 3 (Addison-Wesley)
- AIM (L'arbre ungali)
- Apprendre à lire, c'est facile! 1 (France Aganier)
- Le château des sons 1 & 2 (Diane Manseau)
- J'ai un son à colorier 2 (Lucie Clément)
- Les majuscules et la ponctuation (S&S Learning Materials)
- Lire-lire-lou
- Invitation à la lecture (Copp Clark Pitman)

# French Studies Homework

There will be a weekly (most weeks) Plan de travail sent home on Monday and due on Friday.

It will include 3 components:



Weekly dictée  
words



Online levelled  
reader (Je Lis)



Small written  
tasks (worksheets,  
journal)



# Behaviour Expectations

- It is expected of the student to adhere to the Code of Conduct of our school. As a general guideline our classroom will foster respect, responsibility and the pursuit of excellence.
- Respect - It is expected that we treat one another with respect and with dignity
  - Respect yourself – use appropriate language and behave in a way that demonstrates good character and citizenship.
  - Respect others – Do not disturb others, stay in your seat and speak only when called upon or during group work.
  - Respect your environment – do not leave discarded items behind or alter resources borrowed to you.
- Responsibility
  - It is expected that we arrive to class on time wearing the proper uniform
  - It is expected that we arrive to class prepared with the appropriate completed assignments and materials
  - It is the student's responsibility to arrange for missed work from an absence.
  - This includes the submission of work that was due during the absence.
  - The student should come prepared to write a test the following day from their absence.

# Additional Resources

1. Duolingo: You can create an account at home using your email or your child's email. The account will keep track of points and allow students to move up levels and collect lingots.
2. Quia French: Similar to Duolingo, but this site is full of different French games that are made by users of the site. The search function can help you find familiar themes (fruits, clothing, animals.)
3. French books: Any public library will have lots of great French books, but I find that the Carlingwood library has the best selection. In particular, there is a series called "Escalire" that has lots of age appropriate books. They rank them according to different letters, you would probably want something around level F-I.
4. Movies/Shows in French: Netflix has a good bit of family movies and shows that can be watched in French. You could always also have him/her watch in French, but place the subtitles in English.
5. French radio: There are a few stations that I listen to with the news or music in French, perhaps one day a week can be devoted to French radio while in the car.

# Additional Resources

6. French board games: There are some great board games in French, some that we have played in class. One particularly good game is a board game called 'Mont à Mots'. Very easy to play, and there is a large focus on vocabulary. 'Librairie du Soleil' in the Byward Market carries many games, Costco in Gatineau is also a good option.
7. Complete French Smart: This book can be purchased at Chapters and Costco. I'd recommend the Grade 4 version. It is basically a summary of all the main grammar/themes that tend to be introduced at a Grade 4 level.
8. TFO is a premium destination for audiences seeking educational and cultural content in French, for every level of French, for kids to adults.
9. Free online courses on everything French !
10. A large database of French activities and courses.
11. A collection of websites for preschool and elementary students.

# General Studies

01

Language Arts

03

Science

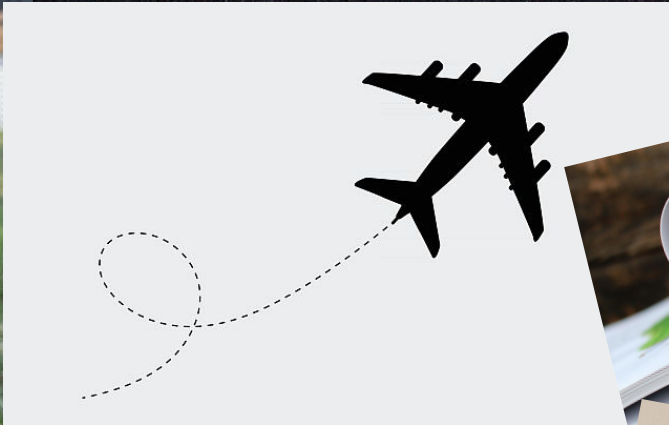
02

Math

04

Social Studies





# Language Arts

## Reading

- New LA Curriculum (September 2023)
- Amplify → Science of Reading
- Independent, small groups, 1:1
- Projects
  - Book Report
  - Biography

## Writing

- Cursive (HWT)
- Journals
- Creative Writing
- Blogging
- Structured Word Inquiry (Spelling)

## Grade 3 Language Curriculum



# Math

## Numbers

- Working with numbers up to 1,000
- Multi-digit addition and subtraction
- Multiplication and Division

## Algebra

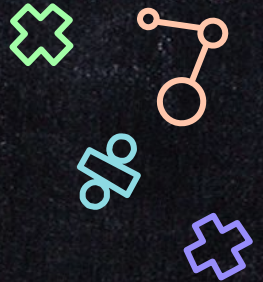
- Patterns
- Equations
- Coding

## Data

- Data collection
- Graphing
- Analysis

ONLINE:  
IXL

[timestables.com](https://www.ixl.com)



## Spatial Sense

- Geometry: 3D Shapes
- Measurement: Length, Mass, Capacity
- Measurement: Time

## Financial Literacy

- Money: simple addition and subtraction to calculate change
- Honey Money

**Grade 3 Math Curriculum (September, 2020)**

# Science

Soils in the Environment

Forces Causing Movement

Strong and Stable Structures

Growth and Changes in Plants

Global Maker Day, Innovation Day, OJCS Makerspace



# Social Studies

Living and Working in Ontario

Communities in Canada from 1780-1850

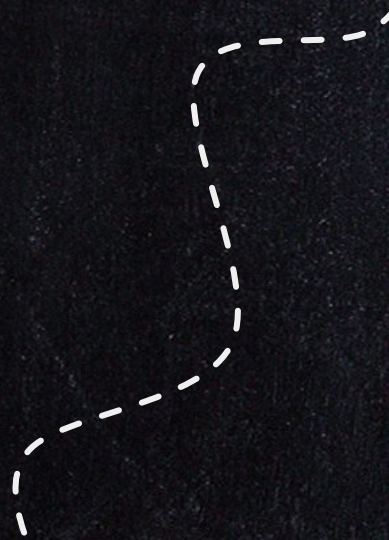
**FIELD TRIP!!!**

**Grade 3 Life in Early Canada Program**

**Date: Feb 6, 2025**

**Site: MacSkimming**

**Location: The Village**



# General Studies Homework

**OCTOBER & NOVEMBER**  
*bingo board*

This will be our homework for the rest of October and all of November. You must complete ONE task per week, but you are always welcome to complete more.

Find a pattern. Describe it and tell us the cube's core on the blog.	Bake something yummy. Write about the experience on a Do & send to Marah Lianna.	Complete an AR Quiz on a book you finished.	Watch this video & comment on the blog with something you learned.
Spend 15 minutes on <a href="#">IXL</a> .	Find 3 sets of homophones and share them on our blog.	Call a grandparent or relative.	Write a short story about a teddy bear that got lost.
Write a letter to a classmate.	Draw a picture from this <a href="#">Youtube channel</a> & bring it to school.	Record yourself reading on <a href="#">Flipgrid</a> .	Have a device-free evening.
Do a chore (clean the kitchen, put away laundry).	Read to a sibling or parent.	Become the teacher! Make a poster about a hobby of yours and teach the class about it.	Comment on this blog comparing how Grade 3 was for your parent and how it is for you.

**HOW TO GET YOUR PRIZE**  
Check off the activities as you do them and bring your BINGO card in for Marah Lianna/Ms. Honey to see. All prizes will be given out at the end of November.

Starting next week

BINGO Board

Posted on the blog & sent home in note totes



# Assessment & Evaluation

## General & Jewish Studies

- Teacher observation
- Oral Presentations
- Review of lessons through in-class assignments
- “Show what you know” and unit tests
- Projects (independent, groups)
- Class participation, completed work
- One-on-one conferencing or small groups
- Respectful behaviour & Learning Skills

# Important Dates Coming Up!

Thursday  
September 19

Picture  
Day

Wednesday  
September  
25

Terry Fox  
Run

Thursday &  
Friday  
November 7  
& 8

Goal Setting  
Conferences



# Person of the Week!

Teacher's helper!

First player on the interactive board!

If Miss Brigitte is away, the person of the week can read the class a book during Library time!

Choose an activity first during Fun Friday!

Bring in a show and share on Friday!

Pick the following week's person of the week!

# Hebrew (Ivrit) and Jewish Studies

01

Hebrew Language

03

T'fillah

02

Jewish Studies

04

Homework

# Hebrew Language Curriculum



The grade 3 Hebrew program focuses on building vocabulary, enhancing each student's oral expression and comprehension, reading fluency and comprehension, and writing.

**Central themes:** "Ani" (talking about "me"), "Mishpacha" (family), "Bayit" (home), "Chaverim" (friends), etc.

**Learning methods:** daily conversations, games and visual aids, music, individualized passion projects, and more!

**Cross-curricular units:** building on knowledge and interests gained from other subjects and languages, students will have opportunities to practice skills and concepts be'lvrit! For example: science, math (numeracy, patterning), sentence structure... stay tuned!

# Hebrew Language Curriculum



- Daily: Question of the Day

Questions are random in topic, and require some thought, drawing upon previously learned vocabulary and challenging students to learn new words. For example: what is your favourite colour? What is your favourite flavour of ice cream? What did you do over the weekend?

As the year progresses, questions might involve some research or investigation. For example: what is the Hebrew date today? What is one event that happened on this day in Jewish history? List five cities in Israel that start with the same letter as your Hebrew name. Students will acquire the skills to use the Hebrew/English dictionary, as well as research skills as they learn to safely find and access information (Google, books, etc.) to answer questions.

# Hebrew Language Textbooks



## Materials used:

Hamikra Migdalor Parts 1&2



# Jewish Studies Shabbat and Chagim (Holidays)



## **The Grade 3 Shabbat and Holiday program focuses on:**

The values, traditions, beliefs, symbols, concepts, t'fillot, and brachot of Shabbat and Jewish holidays. Students learn through stories, poems, songs, games, conversations, discussions and various other media and materials to gain a deep understanding of and connect in their own way to Jewish traditions.

Each family celebrates Shabbat in their own way, and each student will have the opportunity to be our Shabbat host of the week. They will bring a challah for our class celebration, and then bring home our "Shabbat box" for the weekend. Stay tuned for all the details coming up after the High Holidays!

# Jewish Studies - Chumash



Beginning with Parashat Bereishit, we will learn from each weekly torah portion (Parashat Ha'Shavua).

We will delve much deeper into Parashat Va'Yera using the Migdalor program.

Dinim - practices, prayers, historical significances and meanings of the holidays and Shabbat.



# T'fillah



- Daily T'fillah using the Siddur.
- Students take turns to lead the T'fillot, deepening their connection and interest in learning about the meanings of the different prayers.  
For example: Modeh Ani, gratitude journal.
- We will explore different tunes as well as follow the OJCS school-wide tunes.
- Students will learn brachot (blessings) and t'fillot related to the Jewish Holidays.



# Jewish Studies Homework

Homework is a means of reinforcing concepts and skills previously learned in class.



Increasing reading fluency and comprehension

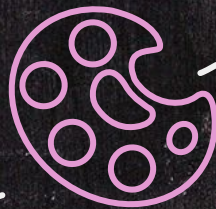


Reinforcing concepts and vocabulary through games



Unfinished work may occasionally be sent home





Questions

