

Alberta Milk
Power to Play Program

Alberta Curriculum Links
Grade 3

Grade 3

Lesson 1: Meet our Superheroes!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 3 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

STEP ONE: MEET BROCK AND COCO

Health and Life Skills

Language Arts

STEP TWO: THE SUPER MISSION

Health and Life Skills

Language Arts

Art

STEP THREE: MISSION COMPLETE!

Health and Life Skills

Language Arts

Health and Life Skills & Physical Education

Grade 3

Lesson 1: Meet our Superheroes!

LESSON OVERVIEW

In this start-up lesson, we introduce students to the main characters of the program, Brock Lee and Coco Lait, and to their super powers and the power snacks they enjoy.

Students will also:

- ❖ Be introduced to healthy eating through watching and discussing a DVD episode and singing a song about power to play!
- ❖ Create superhero teams with names and emblems
- ❖ Create personal superhero identities

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 1 of the Grade 3 *Power to Play* program.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>STEP ONE: MEET BROCK AND COCO</p> <ul style="list-style-type: none"> ❖ Identify healthy food choices and physical activities ❖ Start a word wall <p>STEP TWO: THE SUPER MISSION</p> <ul style="list-style-type: none"> ❖ Create a team identity ❖ Design a team superhero emblem <p>STEP THREE: MISSION COMPLETE!</p> <ul style="list-style-type: none"> ❖ Present the team emblem to the class 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-3.5 apply guidelines from <i>Canada's Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more <input type="checkbox"/> R-3.8 develop skills to work cooperatively in a group <p>Physical Education</p> <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 6 describe the benefits of physical activity to the body <input type="checkbox"/> 8 understand the connections between physical activity and emotional well-being; e.g., feels good

Most of the lessons in *Power to Play* include the following activities:

- ❖ **Watching DVD episodes**
- ❖ **Singing songs and rhymes**

These activities reinforce and support the development of the following outcomes from the Language Arts program of studies:

General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts

2.2 Respond to Texts

Experience various texts

- Choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as non-fiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays
- Tell or write about favourite parts of oral, print and other media texts
- Connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references

Grade 3

Lesson 2: Review of Healthy Aim-For-Four Meals

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 3 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 6 “OPERATION: FOOD GROUPS”
Health and Life Skills
Language Arts

ACTIVITY B: ONE OF THESE FOODS DOESN’T BELONG
Health and Life Skills
Language Arts
Mathematics

ACTIVITY C: BALANCE THIS!
Health and Life Skills
Language Arts

WRAP UP: SUPERHERO TEAM MEAL SONG!
Health and Life Skills
Language Arts
Music

POWER SNACK: FOUR FOOD GROUP SALAD BAR
Health and Life Skills

EXTENSION: BIG BOOK
Health and Life Skills
Language Arts

FUN CORNER
Science
Art
Social Studies

ENERGY BLAST: RESCUE MISSION
Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education Grade 3

Lesson 2: Review of Healthy “Aim-For-Four” Meals

LESSON OVERVIEW

In this lesson, students will review the classification of foods according to Eating Well with Canada’s Food Guide and will review the concept of “Aim-For-Four” meals.

By the end of this lesson, student will be able to:

- ❖ Identify healthy foods in each of the four food groups
- ❖ Classify foods (including foods from other cultures) according to Canada’s Food Guide and the four food groups
- ❖ Explain why the four food groups are included in an “Aim for Four” meal

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 2 of the Grade 3 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 6 “OPERATION: FOOD GROUPS”</p> <ul style="list-style-type: none"> ❖ Discuss food group choices <p>ACTIVITY B: ONE OF THESE FOODS DOESN’T BELONG</p> <ul style="list-style-type: none"> ❖ Categorize foods from the four food groups <p>ACTIVITY C: BALANCE THIS!</p> <ul style="list-style-type: none"> ❖ Assess balanced meals <p>WRAP UP: SUPERHERO TEAM MEAL SONG!</p> <ul style="list-style-type: none"> ❖ Create a balanced meal ❖ Represent the balanced meal in a verse of a song <p>POWER SNACK: FOUR FOOD GROUP SALAD BAR</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: BIG BOOK</p> <ul style="list-style-type: none"> ❖ Create a story big book for reading buddies <p>ENERGY BLAST: RESCUE MISSION [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-3.5 apply guidelines from <i>Canada’s Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 respond to a variety of stimuli to create locomotor sequences <input type="checkbox"/> 3 respond to a variety of stimuli to create nonlocomotor sequences <input type="checkbox"/> 9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to share ideas, space and equipment when participating cooperatively with others <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities

Alberta Cross-Curricular Links

Grade 3

Lesson 2: Review of Healthy “Aim-For-Four” Meals

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 2 of the Grade 3 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 6 “OPERATION: FOOD GROUPS” ❖ Discuss food group choices	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.2 Clarify and Extend Consider the ideas of others <input type="checkbox"/> Connect own ideas and experiences with those shared by others Combine ideas <input type="checkbox"/> Record ideas and information in ways that make sense
ACTIVITY B: ONE OF THESE FOODS DOESN’T BELONG ❖ Categorize foods from the four food groups ACTIVITY C: BALANCE THIS! ❖ Assess balanced meals	Language Arts Mathematics (2007)	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing <i>Evaluate information</i> <input type="checkbox"/> <i>Determine if gathered information is sufficient to answer research questions</i> Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems. <input type="checkbox"/> 3. Sort objects or numbers, using one or more than one attribute. [C, CN, R, V]
WRAP UP: SUPERHERO TEAM MEAL SONG! ❖ Create a balanced meal ❖ Represent the balanced meal in a verse of a song	Language Arts	General Outcome 3: Manage ideas and information 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing Evaluate information <input type="checkbox"/> Determine if gathered information is sufficient to answer research questions General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language <input type="checkbox"/> Experiment with words and word meanings to produce a variety of effects Enhance artistry <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	<p data-bbox="440 554 480 579">Art</p> <p data-bbox="440 779 591 842">Mathematics (2007)</p> <p data-bbox="440 1167 597 1192">Social Studies</p>	<p data-bbox="678 260 1435 323">familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.</p> <ul style="list-style-type: none"> <li data-bbox="634 327 1422 390"><input type="checkbox"/> 3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively. <li data-bbox="634 394 1333 457"><input type="checkbox"/> 4. Understand and use a variety of methods to join or fasten materials. <li data-bbox="634 462 1422 525"><input type="checkbox"/> 9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project. <p data-bbox="634 554 756 579">Expression</p> <ul style="list-style-type: none"> <li data-bbox="634 583 1430 688"><input type="checkbox"/> Purpose 2: Students will decorate items personally created. (Concept B: Details, patterns or textures can be added to the surface of three-dimensional works.) <li data-bbox="634 693 1390 756"><input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation. <p data-bbox="634 785 1084 810">Strand: Shape and Space (Measurement)</p> <p data-bbox="634 814 1341 877">General Outcome: Use direct and indirect measurement to solve problems.</p> <ul style="list-style-type: none"> <li data-bbox="634 882 1442 1071"><input type="checkbox"/> 4. Demonstrate an understanding of measuring mass (g, kg) by: <ul style="list-style-type: none"> <li data-bbox="727 911 1365 936">o selecting and justifying referents for the units g and kg <li data-bbox="727 940 1442 1003">o modelling and describing the relationship between the units g and kg <li data-bbox="727 1008 1130 1033">o estimating mass, using referents <li data-bbox="727 1037 1114 1062">o measuring and recording mass. <p data-bbox="634 1075 854 1100"><i>[C, CN, ME, PS, R, V]</i></p> <p data-bbox="634 1138 1438 1230">3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <li data-bbox="634 1234 1422 1297"><input type="checkbox"/> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC)

Grade 3

Lesson 3: Feed Your Body – Aim for Two!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 3 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 3 “OPERATION:
SUPER SNACKS”
Health and Life Skills
Language Arts

ACTIVITY B: MATH PROBABILITY, SNACK
POSSIBILITY
Health and Life Skills
Language Arts
Mathematics

WRAP UP: CREATE AN “AIM FOR TWO” SNACK
ADVERTISEMENT
Health and Life Skills
Language Arts

POWER SNACK: CHEESE AND CRACKER TASTING
PARTY
Health and Life Skills

EXTENSION: IN THE NEWS
Health and Life Skills
Language Arts
Mathematics

FUN CORNER
Language Arts
Mathematics

ENERGY BLAST: DESK JIVE
Physical Education
Daily Physical Activity

Health and Life Skills & Physical Education

Grade 3

Lesson 3: Snacks – “Aim for Two!”

LESSON OVERVIEW

In this lesson, students will learn about healthy snacks and how healthy “Aim for Two” snacks fuel their bodies.

By the end of this lesson, student will be able to:

- ❖ Select healthy snacks to fuel their bodies
- ❖ Identify the benefits of making healthy food choices
- ❖ Explain why two food groups are included in an “Aim for Two” snack

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 3 of the Grade 3 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 3 “OPERATION: SUPER SNACKS”</p> <ul style="list-style-type: none"> ❖ Generate healthy snack ideas and benefits ❖ Identify benefits of healthy snacks in a class chart <p>ACTIVITY B: MATH PROBABILITY, SNACK POSSIBILITY</p> <ul style="list-style-type: none"> ❖ Predict number of food combinations; create snack food combinations and check prediction <p>WRAP UP: CREATE AN “AIM FOR TWO” SNACK ADVERTISEMENT</p> <ul style="list-style-type: none"> ❖ Create a snack advertisement <p>POWER SNACK: FOUR FOOD GROUP SALAD BAR</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: IN THE NEWS</p> <ul style="list-style-type: none"> ❖ Evaluate food advertisements for food choices ❖ Graph findings <p>FUN CORNER</p> <ul style="list-style-type: none"> ❖ Practice listening and memory skills ❖ Find and record a variety of fruits and vegetables 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W–3.5 apply guidelines from <i>Canada’s Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 respond to a variety of stimuli to create locomotor sequences <input type="checkbox"/> 3 respond to a variety of stimuli to create nonlocomotor sequences <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and perform manipulative skills individually and with others while using a variety of pathways <input type="checkbox"/> 13 manipulate a variety of small objects while performing basic skills to demonstrate personal control; e.g., juggling <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 describe and demonstrate respectful communication skills appropriate to context <input type="checkbox"/> 5 display a willingness to share ideas, space and equipment when participating cooperatively with others <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ENERGY BLAST: DESK JIVE [PHYSICAL EDUCATION OUTCOMES]	<p>and routines, and stay on task while participating in physical activity</p> <p><input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities</p>

Alberta Cross-Curricular Links Grade 3

Lesson 3: Snacks – “Aim for Two!”

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 3 of the Grade 3 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 3 “OPERATION: SUPER SNACKS” ❖ Generate healthy snack ideas and benefits ❖ Identify benefits of healthy snacks in a class chart	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore <i>Express ideas and develop understanding</i> <input type="checkbox"/> <i>Explain understanding of new concepts in own words</i> General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information
ACTIVITY B: MATH PROBABILITY, SNACK POSSIBILITY ❖ Predict number of food combinations; create snack food combinations and check prediction	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information Use comprehension strategies <input type="checkbox"/> Apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions General Outcome 3: Manage ideas and information 3.2 Select and Process Evaluate sources <input type="checkbox"/> Review information to determine its usefulness in answering research questions 3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing <input type="checkbox"/> <i>Draft ideas and information into short paragraphs, with topic and supporting sentences</i> Evaluate information <input type="checkbox"/> <i>Determine if gathered information is sufficient to answer research questions</i> General Outcome 5: Respect, support and collaborate with others 5.2 Work within a Group Work in groups

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	<p>Mathematics (2007)</p>	<p><input type="checkbox"/> Contribute ideas and information on topics to develop a common knowledge base in the group</p> <p>Strand: Patterns and Relations (Patterns) General Outcome: Use patterns to describe the world and to solve problems.</p> <p><input type="checkbox"/> 3. Sort objects or numbers, using one or more than one attribute. [C, CN, R, V]</p> <p>Strand: Statistics and Probability (Data Analysis) General Outcome: Collect, display and analyze data to solve problems.</p> <p><input type="checkbox"/> 1. Collect first-hand data and organize it using:</p> <ul style="list-style-type: none"> ○ tally marks ○ line plots ○ charts ○ lists <p>to answer questions. [C,CN, PS, V] [ICT: C4-1.3]</p>
<p>WRAP UP: CREATE AN “AIM FOR TWO” SNACK ADVERTISEMENT</p> <p>❖ Create a snack advertisement</p>	<p>Language Arts</p>	<p>General Outcome 1: Explore thoughts, ideas, feelings and experiences</p> <p>1.1 Discover and Explore Express ideas and develop understanding</p> <p><input type="checkbox"/> Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts</p> <p><input type="checkbox"/> Explain understanding of new concepts in own words</p> <p><input type="checkbox"/> Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts</p> <p>Experiment with language and forms</p> <p><input type="checkbox"/> Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others</p> <p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.4 Create Original Text Generate ideas</p> <p><input type="checkbox"/> Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts</p> <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve Expand knowledge of language</p> <p><input type="checkbox"/> Explain relationships among words and concepts associated with topics of study</p> <p><input type="checkbox"/> Experiment with words and word meanings to produce a variety of effects</p> <p>Enhance artistry</p> <p><input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts</p> <p>4.3 Present and Share Present information</p> <p><input type="checkbox"/> Present ideas and information on a topic, using a pre-established plan</p> <p><input type="checkbox"/> Enhance presentation</p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	<p>Mathematics (2007)</p>	<p>Enhance artistry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and set purposes for listening and viewing <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group</p> <p>Work in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Contribute ideas and information on topics to develop a common knowledge base in the group <input type="checkbox"/> <i>Ask others for their ideas, and express interest in their contributions</i> <p>Strand: Patterns and Relations (Patterns)</p> <p>General Outcome: Use patterns to describe the world and to solve problems.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 3. Sort objects or numbers, using one or more than one attribute. [C, CN, R, V]

Grade 3

Lesson 4: Move Some More!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 3 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: CHOP CHOP, SIZZLE SIZZLE

Health and Life Skills

Physical Education

Language Arts

ACTIVITY B: CREATE AN A TO Z LIST OF ACTIVITIES!

Health and Life Skills

Physical Education

Language Arts

ACTIVITY C: WATCH DVD EPISODE 5 “OPERATION: POWER TO PLAY!”

Health and Life Skills

Physical Education

Language Arts

ACTIVITY D: SUPERHERO STATION: CREATE A PHYSICAL ACTIVITY!

Health and Life Skills

Physical Education

Language Arts

WRAP UP: SUPERHERO STATION: CREATE AN

ACTIVE POSTER/SUPERHERO STATION

Health and Life Skills

Language Arts

Art

POWER SNACK: MEXICAN HOT CHOCOLATE

Health and Life Skills

EXTENSION: DESIGN A PLAYGROUND

Physical Education

Science

HOME CONNECTION: ACTIVITY – A TO Z

Physical Education

FUN CORNER

Physical Education

ENERGY BLAST: SUPER CIRCUIT

Physical Education

Daily Physical Activity

Health and Life Skills & Physical Education

Grade 3

Lesson 4: Move Some More!

LESSON OVERVIEW

In this lesson, students will learn the benefits of physical activity for a healthy body.

By the end of this lesson, student will be able to:

- ❖ Identify and describe the benefits of physical activity for a healthy body
- ❖ List examples of different physical activities
- ❖ Develop a physical activity for their peers to try

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 4 of the Grade 3 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: CHOP CHOP, SIZZLE SIZZLE</p> <ul style="list-style-type: none"> ❖ Identify benefits of physical activity in a class chart <p>ACTIVITY B: CREATE AN A TO Z LIST OF ACTIVITIES!</p> <p>ACTIVITY C: WATCH DVD EPISODE 5 “OPERATION: POWER TO PLAY!”</p> <ul style="list-style-type: none"> ❖ Create a list of healthy activities <p>ACTIVITY D: SUPERHERO STATION: CREATE A PHYSICAL ACTIVITY!</p> <ul style="list-style-type: none"> ❖ Create a physical activity <p>WRAP UP: SUPERHERO STATION: CREATE AN ACTIVE POSTER/SUPERHERO STATION</p> <ul style="list-style-type: none"> ❖ Create an activity poster ❖ Develop an activity station <p>POWER SNACK: MEXICAN HOT CHOCOLATE</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: DESIGN A PLAYGROUND</p> <ul style="list-style-type: none"> ❖ Design a playground <p>HOME CONNECTION: ACTIVITY – A TO Z</p> <p>FUN CORNER</p> <ul style="list-style-type: none"> ❖ Participate in an obstacle course ❖ Participate in a scavenger hunt 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-3.5 apply guidelines from <i>Canada’s Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more <input type="checkbox"/> W-3.1 analyze the factors that affect choices for physical activity; e.g., the impact of technology/media <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 respond to a variety of stimuli to create locomotor sequences <input type="checkbox"/> 3 respond to a variety of stimuli to create nonlocomotor sequences <p>General Outcome B: Benefits Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 describe the concept of energy required for muscles [ACTIVITIES ONLY] <input type="checkbox"/> 3 experience movement involving the components of health-related fitness; e.g., flexibility, endurance, strength, cardio-respiratory activities <input type="checkbox"/> 6 describe the benefits of physical activity to the body <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to share ideas, space and equipment when participating cooperatively with others <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class <input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
ENERGY BLAST: SUPER CIRCUIT [PHYSICAL EDUCATION OUTCOMES]	<p>rules and routines, and stay on task while participating in physical activity</p> <p><input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities</p>

Alberta Cross-Curricular Links Grade 3

Lesson 4: Move Some More!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 4 of the Grade 3 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: CHOP CHOP, SIZZLE SIZZLE ❖ Identify benefits of physical activity in a class chart	Language Arts	<p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing <input type="checkbox"/> <i>Draft ideas and information into short paragraphs, with topic and supporting sentences</i></p> <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.2 Work within a Group Work in groups <input type="checkbox"/> Contribute ideas and information on topics to develop a common knowledge base in the group</p>
ACTIVITY B: CREATE AN A TO Z LIST OF ACTIVITIES! ACTIVITY C: WATCH DVD EPISODE 5 “OPERATION: POWER TO PLAY!” ❖ Create a list of healthy activities ACTIVITY D: SUPERHERO STATION: CREATE A PHYSICAL ACTIVITY! ❖ Create a physical activity	Language Arts	<p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information</p> <p>General Outcome 3: Manage ideas and information</p> <p>3.3 Organize, Record and Evaluate Organize information <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing</p> <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.3 Present and Share Present information <input type="checkbox"/> Present ideas and information on a topic, using a pre-established plan</p> <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.1 <i>Respect Others and Strengthen Community</i> <i>Celebrate accomplishments and events</i> <input type="checkbox"/> <i>Use appropriate language to acknowledge and celebrate individual</i></p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		<ul style="list-style-type: none"> • serve as containers • serve as models of particular living things, objects or buildings. <input type="checkbox"/> 2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.

Grade 3

Lesson 5: Practice Designing a Meal!

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 3 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 7 “OPERATION:
AIM FOR FOUR”
Health and Life Skills
Language Arts

POWER SNACK: COOL PITAS
Health and Life Skills

EXTENSION: WORLD OF FOOD
Social Studies

ACTIVITY B: “AIM FOR FOUR” MEALS
Health and Life Skills
Language Arts

FUN CORNER
Art
Music

ACTIVITY C: WHAT’S IN A MIXED DISH?
Health and Life Skills
Language Arts

Physical Education

ACTIVITY D: CREATING A FAMILY MEAL
Health and Life Skills
Language Arts
Art

ENERGY BLAST: SUPER ACTIVE SUPERHERO TAG
Physical Education
Daily Physical Activity

WRAP UP: PRESENTING “MY FAMILY MEAL”
Health and Life Skills
Language Arts

Health and Life Skills & Physical Education

Grade 3

Lesson 5: Practice Designing a Meal!

LESSON OVERVIEW

In this lesson, students will learn how to design meals using the “Aim for Four” concept and Canada’s Food Guide.

By the end of this lesson, student will be able to:

- ❖ Identify “Aim-for-Four” meals
- ❖ Describe the components of an “Aim for Four” meal and what makes it a healthy meal
- ❖ Design and evaluate a meal that will provide fuel for their bodies

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 5 of the Grade 3 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 7 “OPERATION: AIM FOR FOUR”</p> <ul style="list-style-type: none"> ❖ Identify benefits of meals with four food groups <p>ACTIVITY B: “AIM FOR FOUR” MEALS</p> <p>ACTIVITY C: WHAT’S IN A MIXED DISH?</p> <ul style="list-style-type: none"> ❖ Identify meals that include four food groups <p>ACTIVITY D: CREATING A FAMILY MEAL</p> <ul style="list-style-type: none"> ❖ Create a family meal illustration and paragraph or short story <p>WRAP UP: PRESENTING “MY FAMILY MEAL”</p> <ul style="list-style-type: none"> ❖ Orally present the family meal illustration and story <p>POWER SNACK: COOL PITAS</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: WORLD OF FOOD</p> <ul style="list-style-type: none"> ❖ Research and discuss a food from another place <p>FUN CORNER</p> <ul style="list-style-type: none"> ❖ Play a tag game <p>ENERGY BLAST: SUPER ACTIVE SUPERHERO TAG [PHYSICAL EDUCATION OUTCOMES]</p>	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-3.5 apply guidelines from <i>Canada’s Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 respond to a variety of stimuli to create locomotor sequences <input type="checkbox"/> 3 respond to a variety of stimuli to create nonlocomotor sequences <input type="checkbox"/> 9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <input type="checkbox"/> 12 select and perform the basic skills in educational gymnastics; e.g., use of different body parts, types of effort, space and relationships to develop a sequence <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in physical activity <input type="checkbox"/> 5 display a willingness to share ideas, space and equipment when participating cooperatively with others <p>General Outcome D: Do It Daily for Life</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 express a willingness to participate regularly in physical education class

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
	<input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity <input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities

Alberta Cross-Curricular Links Grade 3

Lesson 5: Practice Designing a Meal!

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 5 of the Grade 3 *Power to Play* program.

* Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 7 “OPERATION: AIM FOR FOUR” ❖ Identify benefits of meals with four food groups	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information
ACTIVITY B: “AIM FOR FOUR” MEALS ACTIVITY C: WHAT’S IN A MIXED DISH? ❖ Identify meals that include four food groups ACTIVITY D: CREATING A FAMILY MEAL ❖ Create a family meal illustration and paragraph or short story	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information 2.4 Create Original Text Generate ideas <input type="checkbox"/> Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts Elaborate on the expression of ideas <input type="checkbox"/> Use sentence variety to link ideas and create impressions on familiar audiences Structure texts <input type="checkbox"/> Experiment with a variety of story beginnings to choose ones that best introduce particular stories <input type="checkbox"/> Add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Expand knowledge of language <input type="checkbox"/> Experiment with words and word meanings to produce a variety of effects Enhance artistry <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community Appreciate diversity

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	Art	<input type="checkbox"/> Describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts Expression <input type="checkbox"/> Purpose 2: Students will decorate items personally created. (Concept B: Details, patterns or textures can be added to the surface of two-dimensional works.) <input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation
WRAP UP: PRESENTING “MY FAMILY MEAL” ❖ Orally present the family meal illustration and story	Language Arts	General Outcome 4: Enhance the clarity and artistry of communication 4.1 Enhance and Improve Enhance artistry <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts 4.3 Present and Share Present information <input type="checkbox"/> Present ideas and information on a topic, using a pre-established plan <input type="checkbox"/> Enhance presentation <input type="checkbox"/> Use print and non-print aids to illustrate ideas and information in oral, print and other media texts Demonstrate attentive listening and viewing <input type="checkbox"/> Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas <i>Use effective oral and visual communication</i> <input type="checkbox"/> <i>Rephrase, restate and explain the meaning of oral and visual presentations</i> <input type="checkbox"/> <i>Identify and set purposes for listening and viewing</i> General Outcome 5: Respect, support and collaborate with others 5.1 Respect Others and Strengthen Community <i>Celebrate accomplishments and events</i> <input type="checkbox"/> <i>Use appropriate language to acknowledge and celebrate individual and class accomplishments</i> <i>Use language to show respect</i> <input type="checkbox"/> <i>Demonstrate respect for the ideas, abilities and language use of others</i> 5.2 Work within a Group Cooperate with others <input type="checkbox"/> Work cooperatively with others in small groups on structured tasks Work in groups <input type="checkbox"/> Ask others for their ideas, and express interest in their contributions <i>Evaluate group process</i> <input type="checkbox"/> <i>Assess the effectiveness of group process, using pre-established criteria</i>
EXTENSION: WORLD OF FOOD ❖ Research and discuss a food from another place	Social Studies	3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry: <input type="checkbox"/> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) 3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and

Grade 3

Lesson 6: One Morning in the Life of a Superhero

Learning Expectations

Below is an at-a-glance view of the learning expectations covered in the main lesson. See the Curriculum Links document for a description of the specific Alberta Grade 3 Program expectations met by these activities as well as the supplementary activities at the end of the lesson (e.g., Fun Corner).

ACTIVITY A: WATCH DVD EPISODE 2 “OPERATION:
POWER BREAKFAST”
Health and Life Skills
Language Arts

EXTENSION: WORLD OF FOOD
Health and Life Skills
Social Studies

ACTIVITY B: “ONE DAY IN THE LIFE OF A
SUPERHERO STORYBOARD
Health and Life Skills
Physical Education
Language Arts
Art

HOME CONNECTION: LETTERS HOME
Health and Life Skills
Physical Education
Language Arts

FUN CORNER
Physical Education

WRAP UP: SUPERHERO ROADSHOW!
Health and Life Skills
Language Arts
Drama

ENERGY BLAST: SUPERHERO CHALLENGE
Physical Education
Daily Physical Activity

POWER SNACK: SUPER MINI PANCAKES
Health and Life Skills

Health and Life Skills & Physical Education Grade 3

Lesson 6: One Morning in the Life of a Superhero

LESSON OVERVIEW

In this lesson, students will design a simple but complete morning food and activity plan that includes breakfast, a snack and a physical activity.

By the end of this lesson, student will be able to:

- ❖ Select healthy foods to enjoy at breakfast and snack time
- ❖ Select physical activities they can enjoy for a healthy body
- ❖ Design a simple but complete food and activity plan for a typical morning, including breakfast, a snack and physical activities
- ❖ Describe how eating a variety of healthy foods will provide fuel to build a physically active and healthy body

CURRICULUM EXPECTATIONS

The following Alberta curriculum outcomes from Health and Life Skills and Physical Education programs are supported by the instructional activities identified below from Lesson 6 of the Grade 3 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION: POWER BREAKFAST"</p> <ul style="list-style-type: none"> ❖ Identify healthy breakfast choices <p>ACTIVITY B: "ONE DAY IN THE LIFE OF A SUPERHERO STORYBOARD"</p> <ul style="list-style-type: none"> ❖ Identify healthy food and activity choices ❖ Create a storyboard with elements of a healthy breakfast, snack and activity <p>WRAP UP: SUPERHERO ROADSHOW!</p> <ul style="list-style-type: none"> ❖ Give a dramatic presentation <p>POWER SNACK: SUPER MINI PANCAKES</p> <ul style="list-style-type: none"> ❖ Create a healthy snack <p>EXTENSION: BREAKFAST AROUND THE WORLD</p> <ul style="list-style-type: none"> ❖ Discuss healthy breakfasts and research what is enjoyed for breakfast in another culture or part of the world 	<p>Health</p> <ul style="list-style-type: none"> <input type="checkbox"/> W-3.5 apply guidelines from <i>Canada's Food Guide to Healthy Eating</i> to individual nutritional circumstances; e.g., active children eat/drink more <input type="checkbox"/> W-3.1 analyze the factors that affect choices for physical activity; e.g., the impact of technology/media <p>Physical Education</p> <p>General Outcome A: Activity</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 respond to a variety of stimuli to create locomotor sequences <input type="checkbox"/> 3 respond to a variety of stimuli to create nonlocomotor sequences <input type="checkbox"/> 5 demonstrate ways to receive, retain and send an object, using a variety of body parts and implements; and perform manipulative skills individually and with others while using a variety of pathways <input type="checkbox"/> 9 select and perform simple movement sequences by using elements of body and space awareness and relationships, alone and with others <input type="checkbox"/> 11 demonstrate the ability to work together with a teammate/team to achieve a common activity goal while playing and learning the basic strategies of lead-up games <p>General Outcome C: Cooperation</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 describe and demonstrate respectful communication <input type="checkbox"/> 3 identify and demonstrate etiquette and fair play <input type="checkbox"/> 4 accept responsibility for assigned roles while participating in

ACTIVITY FOCUS	HEALTH AND LIFE SKILLS & PHYSICAL EDUCATION OUTCOMES
<p>HOME CONNECTION: LETTERS HOME</p> <p>❖ Write a summative letter to parents about everything learned</p> <p>FUN CORNER</p> <p>ENERGY BLAST: SUPERHERO CHALLENGE [PHYSICAL EDUCATION OUTCOMES]</p>	<p>physical activity</p> <p><input type="checkbox"/> 5 display a willingness to share ideas, space and equipment when participating cooperatively with others</p> <p>General Outcome D: Do It Daily for Life</p> <p><input type="checkbox"/> 1 express a willingness to participate regularly in physical education class</p> <p><input type="checkbox"/> 3 demonstrate the ability to listen to directions, follow rules and routines, and stay on task while participating in physical activity</p> <p><input type="checkbox"/> 4 demonstrate and participate in safe warm-up and cool-down activities</p>

Alberta Cross-Curricular Links Grade 3

Lesson 6: One Morning in the Life of a Superhero

CURRICULUM EXPECTATIONS

The following chart provides an overview of Alberta cross-curricular outcomes that are supported by the instructional activities in Lesson 6 of the Grade 3 *Power to Play* program.

** Curriculum outcomes that could be supported through combining or extending the Power to Play program with other activities or existing units and lessons are indicated in italics.*

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
ACTIVITY A: WATCH DVD EPISODE 2 "OPERATION: POWER BREAKFAST" ❖ Identify healthy breakfast choices	Language Arts	General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information
ACTIVITY B: "ONE DAY IN THE LIFE OF A SUPERHERO STORYBOARD" ❖ Identify healthy food and activity choices ❖ Create a storyboard with elements of a healthy breakfast, snack and activity	Language Arts	General Outcome 1: Explore thoughts, ideas, feelings and experiences 1.1 Discover and Explore Express ideas and develop understanding <input type="checkbox"/> Connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts <input type="checkbox"/> Explain understanding of new concepts in own words <input type="checkbox"/> Explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts Experiment with language and forms <input type="checkbox"/> Choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others 1.2 Clarify and Extend Combine ideas <input type="checkbox"/> Experiment with arranging and recording ideas and information in a variety of ways General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts 2.1 Use Strategies and Cues Use prior knowledge <input type="checkbox"/> Share ideas developed through interests, experiences and discussion that are related to new ideas and information 2.4 Create Original Text Generate ideas <input type="checkbox"/> Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts Elaborate on the expression of ideas <input type="checkbox"/> Use sentence variety to link ideas and create impressions on familiar audiences General Outcome 3: Manage ideas and information 3.1 Plan and Focus Focus attention

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	Art	<ul style="list-style-type: none"> <input type="checkbox"/> Use self-questioning to identify information needed to supplement personal knowledge on a topic <p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing <p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve</p> <p>Expand knowledge of language</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain relationships among words and concepts associated with topics of study <input type="checkbox"/> Experiment with words and word meanings to produce a variety of effects <p>Enhance artistry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present ideas and information on a topic, using a pre-established plan <input type="checkbox"/> Enhance presentation <input type="checkbox"/> Use print and non-print aids to illustrate ideas and information in oral, print and other media texts <p>Expression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Purpose 2: Students will decorate items personally created. (Concept B: Details, patterns or textures can be added to the surface of two-dimensional works.) <input type="checkbox"/> Purpose 5: Students will create an original composition, object or space based on supplied motivation.
<p>WRAP UP: SUPERHERO ROADSHOW!</p> <ul style="list-style-type: none"> ❖ Give a dramatic presentation 	Language Arts	<p>General Outcome 4: Enhance the clarity and artistry of communication</p> <p>4.1 Enhance and Improve</p> <p>Enhance artistry</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts <p>4.3 Present and Share</p> <p>Present information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present ideas and information on a topic, using a pre-established plan <input type="checkbox"/> Enhance presentation <input type="checkbox"/> Use print and non-print aids to illustrate ideas and information in oral, print and other media texts <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas <p>General Outcome 5: Respect, support and collaborate with others</p> <p>5.1 Respect Others and Strengthen Community</p> <p><i>Celebrate accomplishments and events</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate language to acknowledge and celebrate individual

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
	Drama	<p><i>and class accomplishments</i></p> <p><i>Use language to show respect</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Demonstrate respect for the ideas, abilities and language use of others</i> <p>5.2 Work within a Group</p> <p>Cooperate with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work cooperatively with others in small groups on structured tasks <p>Work in groups</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask others for their ideas, and express interest in their contributions <p><i>Evaluate group process</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>Assess the effectiveness of group process, using pre-established criteria</i> <p>Dramatization</p> <p>Recognize and use dramatic form:</p> <ul style="list-style-type: none"> <input type="checkbox"/> appreciate and use the possibilities of a story line in sequence <input type="checkbox"/> recognize and incorporate structure; i.e., beginning, middle and end <input type="checkbox"/> be motivated to extend the dramatization experience into other subject areas
<p>EXTENSION: BREAKFAST AROUND THE WORLD</p> <ul style="list-style-type: none"> ❖ Discuss healthy breakfasts and research what is enjoyed for breakfast in another culture or part of the world 	Social Studies	<p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) <p>3.1.2 examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC)</i> <p>3.1.4 examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC)</i>
<p>HOME CONNECTION: LETTERS HOME</p> <ul style="list-style-type: none"> ❖ Write a summative letter to parents about everything learned 	Language Arts	<p>General Outcome 2: Comprehend and respond personally and critically to oral, print and other media texts</p> <p>2.4 Create Original Text</p> <p>Generate ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts <p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use sentence variety to link ideas and create impressions on familiar audiences <p>General Outcome 3: Manage ideas and information</p>

ACTIVITY FOCUS	CURRICULUM AREA	OUTCOMES
		<p>3.3 Organize, Record and Evaluate</p> <p>Organize information</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing <input type="checkbox"/> Draft ideas and information into short paragraphs, with topic and supporting sentences