

GRADE 3 Lesson: ANIMALS, NATURE and US

GOALS

The overall purpose of this lesson is to

1. provide students with knowledge, skills and tools needed to be responsible pet guardians and to be ready for an animal companion;
2. educate students about our “disposable” society and relate this to its effects on people, animals and the environment; and
3. foster respect, compassion and empathy in students for other people, other forms of life and the natural world.

STUDENT OBJECTIVES

After this lesson students will be able to

1. understand important questions to ask and information to know before deciding to have a companion animal;
2. recognize the many needs of animals and the relation to human needs;
3. understand what the words impulse and disposable imply;
4. realize that our impulsive nature and proper/improper disposal of materials affects people, animals and the environment;
5. appreciate the difference between a disposable item and a living being;
6. understand the cause/effect of companion animal abandonment; and
7. realize certain animals aren't good companion animals, while some are.

Curriculum Connections

LANGUAGE

ORAL COMMUNICATION

SPECIFIC EXPECTATIONS:

- 1.2** demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
- 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
- 1.9** identify some of the presentation strategies used in oral texts and explain how they influence the audience
- 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

WRITING

SPECIFIC EXPECTATIONS:

1.2 generate ideas about a potential topic, using a variety of strategies and resources

3.1 spell familiar words correctly

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 or word choice using several different types of resources

SCIENCE AND TECHNOLOGY

UNDERSTANDING LIFE SYSTEMS: *Growth and Changes in Plants*

SPECIFIC EXPECTATIONS:

1.1 assess ways in which plants are important to humans and other living things, taking different points of view into consideration and suggest ways in which humans can protect plants

1.2 assess the impact of different human activities on plants, and list personal actions they can engage in to minimize harmful effects and enhance good effects

2.7 use a variety of forms to communicate with different audiences and for a variety of purposes

3.6 describe ways in which plants and animals depend on each other

UNDERSTANDING EARTH AND SPACE SYSTEMS: *Soils in the Environment*

SPECIFIC EXPECTATIONS:

1.1 assess the impact of soils on society and the environment, and suggest ways in which humans can enhance positive effects and/or lessen or prevent harmful effects

1.2 assess the impact of human action on soils, and suggest ways in which humans can affect soils positively and/or lessen or prevent harmful effects on soils

2.6 use a variety of forms to communicate with different audiences and for a variety of purposes

3.3 describe the interdependence between the living and non-living things that make up soil