

GRADE THREE ACTIVITIES

TOWER BUILDING

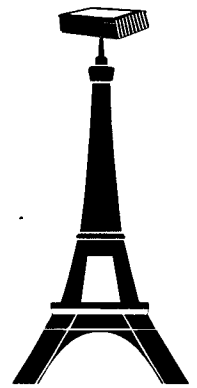
PROCEDURE

In this activity children have an opportunity to work together to design, determine the cost, and build a one metre tall tower that can support a chalkboard eraser for 20 seconds.

Divide the children into groups and invite them to build a tower one metre tall that can support a chalkboard eraser for 20 seconds. A supply store should be set up to provide various materials that the children may use for this activity. Each member of the group is to participate in the building of the tower. They may use only materials purchased from the supply store. Each group will have 10 dollars to spend and they cannot return purchased items. Each group is allowed only two visits to the store so careful planning should be encouraged.

A sign listing the materials that can be purchased may be displayed at the area designated as the store (see Materials list for a sample list). Together as a class read the cost of the materials.

Distribute money to the groups and invite the children to begin planning and building their tower. Encourage groups to make a list of suggested materials and to add up the costs before going to the store. Allow some time for planning. The teacher opens and closes the store at his/her discretion. When closing the store for the last time, it may be useful as a class to set a time for the testing of the towers so children may add finishing touches. Prior to testing, groups may present their tower and explain its construction to the class.



SUGGESTED MATERIALS

- | | |
|--|---|
| <input type="checkbox"/> play money | <input type="checkbox"/> paper towel rolls |
| <input type="checkbox"/> metrestick | <input type="checkbox"/> blocks |
| <input type="checkbox"/> paper | <input type="checkbox"/> boxes |
| <input type="checkbox"/> glue | <input type="checkbox"/> other recycled materials |
| <input type="checkbox"/> tape | <input type="checkbox"/> calculator |
| <input type="checkbox"/> chalkboard eraser | |

Sample - Materials Price List

- one metre length of string - \$1.00
- paper towel tube - \$1.00
- paper - \$1.00
- tape - \$1.00
- glue - \$1.00
- blocks - \$1.00
- boxes - \$2.00
- metrestick - free
- scissors - \$1.00

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively and complete tasks for which they are responsible
- identify and demonstrate an exchange of products and services through buying, selling, and trading
- use problem-solving techniques to plan and design individual and group projects

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- listen critically to the ideas and opinions of others
- use basic courtesies and conventions of conversation in group work and cooperative play
- give and follow instructions, and respond to questions and directions
- engage in and respond to a variety of oral presentations and other texts

Mathematics

- solve and create problems involving addition and/or subtraction
- add and subtract without regrouping

Science

- estimate measurements in order to select the required materials for the structure
- manipulate materials purposely in order to create the structure
- identify new questions that arise when problems in construction occur
- respond to the ideas of partners while constructing the structure, acknowledging their ideas and contributions, and make changes in the structure as deemed necessary

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- Can you describe how you helped your group to build the tower?
- What did your group do to ensure that the tower would support a chalkboard eraser?
- What problems did your group encounter and how were they solved?
- What suggestions could you offer to a group who would be doing this activity for the first time?
- With only 10 dollars to spend, how did your group decide what to buy from the supply store?
- What skills did your group need to build the tower?

CLASSROOM MUSEUM

PROCEDURE

In this activity children will have an opportunity to identify trends and work together in the planning and the organization of a classroom museum.

Engage children in a class discussion about how technology changes as society's needs change. Changes in technology occur over time and reflect the community's needs and wants (e.g., telegraph, telephone, cordless telephone, cellular telephone, internet).

This activity will help them understand more about the changes in technology. A classroom museum would contain exhibits that represent the past, present, and future of various items.

Invite children in pairs or small groups to gather information from various sources such as the internet, encyclopedia, books, seniors, historians, antique and junk dealers to identify and learn about tools and objects used in the past. Encourage children to bring in artifacts. Using an interview form developed by the class, interview the owner of the artifact to acquire information about the artifact. The information can be transferred to file cards and placed next to the display item. The children could also identify what has replaced objects of the past and identify how the old and the new are different. The children may be challenged to design objects to replace those currently used in our society and discuss how the new objects would impact on how we will do things in the future.

Promotional posters and brochures may be developed to announce the grand opening of the museum. These can be distributed throughout the school and taken to individuals in the community. On the day of the opening, children may make presentations to the audience with each child taking on the role of expert for designated artifacts.

A class, school, or community need may be identified (e.g., a piece of technology which is needed such as a telephone, computer, dictionary) and an admission fee to the museum may be charged to raise funds to purchase a particular item for the school.

Note: Consult the school district policy regarding fund-raising.

SUGGESTED MATERIALS

- paper
- posters
- file cards
- computer
- art supplies
- paper/pencil
- display table or large covered box



ENTERPRISE OUTCOMES

Students will be expected to

- plan and organize an event that displays information through a variety of concrete representations
- recognize the impact of scientific and technological development on enterprise activities
- demonstrate an ability to work as a team

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- use writing and other forms of representation to
 - formulate questions
 - generate and organize language and ideas
 - discover and express personal ideas
 - express feelings and imaginative ideas
 - record experiences
 - explore how and what they learn
- create written and media texts using a variety of forms
- experiment with a combination of writing with other media to increase the impact of their presentations
- engage in and respond to a variety of oral presentations and other texts
- adapt volume, projection, facial expression, gestures, and tone of voice to the speaking occasion

Mathematics

- select appropriate strategies for collecting, recording, organizing and describing relevant data
- implement plans with respect to the collection of data

REVIEW AND REFLECTION

The following activities may be used to help children review what they have learned.

Invite children to reflect on the life and times of the past, present and future (e.g., prepare a journal entry on which period they prefer and why; a postcard written to someone in the past or future).

Invite children to take part in a class discussion. The following questions may be used as a guide for class discussion.

- If you were to plan and organize this event again, what would you do differently?
- Can you explain some of the changes in technology that were exhibited?
- What were the advantages to working in pairs or small groups?
- Can you describe the role of technology in your daily life?
- What do you feel was the greatest success of the classroom museum?
- What factors were considered for the distribution of posters and brochures?

COMMUNITY CARDS

PROCEDURE

In this activity children will work cooperatively to plan and to organize information and identify opportunities to promote their community through the creation and possible sale of postcards.

Invite children to bring a variety of postcards and greeting cards to school. Children will become aware of the unique features of the cards by observing and discussing design, colour, messages and purpose.

Identify scenes or people in the community which would promote the positive aspects of the community and discuss how to illustrate them on a postcard or greeting card (e.g., a boat builder, the local flora and fauna, icebergs, and quilt maker). Children will create their own greeting cards or postcards and sign them. Some schools may have access to software packages which could be used to design cards.

The postcards or greeting cards can be packaged and taken to a local printer or colour photocopier to be reproduced. Children may write positive messages on the cards about their community or province.

Lead the children to explore possible ways to promote their cards in the community. The children may donate or sell the greeting cards or postcards to support a local charity or school need.

Note: Consult the school district policy regarding fund-raising.

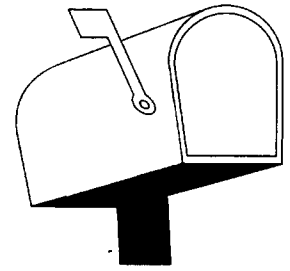
SUGGESTED MATERIALS

- art supplies
- software (optional)
- resource material (e.g., art books, samples of cards)
- reproduction materials/equipment

ENTERPRISE OUTCOMES

Students will be expected to

- complete tasks for which they are responsible
- identify ways to promote people, places and things
- identify opportunities which are available in the community



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- express feelings and imaginative ideas
- experiment with language choices in imaginative writing and other ways of representing
- engage in and respond to a variety of oral presentations and other texts
- discover and express personal attributes and opinions
- use a personal knowledge base as a frame of reference
- experiment with a combination of writing with other media to increase the impact of their presentation
- realize that work to be shared with an audience needs to be edited

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- Would working with a partner make this activity easier? Why or why not?
- What other ways could we promote our community?
- If we were to promote our cards, what could be said about them?
- How did you determine what message accompanied each illustration?
- If you were to participate in this activity again, what would you do differently?
- What skills did you need to participate in this activity?

EXTENSION

- Use images to produce community calendars.
- Display cards in a community setting.
- Invite a guest speaker to discuss with the class the idea of promotion.

COMMUNITY SERVICE

PROCEDURE

This activity allows children an opportunity to identify and share in the responsibility of meeting a community service need.

Engage the children in a discussion about community service and the various community services that exist. Displaying an example from a newspaper report could provide a starting point for discussion (e.g., community efforts to raise money for a sick child). During the discussion lead children into a brainstorming session on community service activities. Explore and identify community service opportunities in which the class might become involved (e.g., food hamper, SPCA, senior citizens' groups, fund-raising for children's hospitals or other charities, UNICEF, Easter Seals, adopt/foster a child, clothes hamper drive). Invite representatives from local service agencies or organizations, including small business, to help develop the children's understanding about the importance being involved in community service.

Engage the class in discussions, field trips around the local area, or web searches of community home pages to help children make informed decisions about the community service they will be supporting. After researching the various organizations, encourage the class to decide on an organization.

Organize and promote the cause of the charity within the school and/or the community. Encourage planning and deadlines for the actions of the children. Once efforts have concluded, invite a representative of the organization to the school to celebrate the work of the children.

Note: Consult the school district policy regarding fund-raising.



SUGGESTED MATERIALS

☐ varies according to activities chosen

ENTERPRISE OUTCOMES

Students will be expected to

- show an awareness of the need for compassion, empathy, honesty, and respect in dealing with others
- identify goals and suggest ways to achieve them
- identify some needs and wants of family, school, neighbourhood, and community

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- describe, share, and discuss thoughts, feelings, and experiences and consider the ideas of others
- ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- engage in and respond to a variety of oral presentations and other texts
- identify their own personal and learning needs for information
- use a range of print and nonprint materials to meet their needs

REVIEW AND REFLECTION

Children may wish to illustrate the good work of the organization they helped and display it in the class or around the school. The following questions may be used as a guide for class discussion.

- Why is it important to show compassion for others by participating in a community service?
- Can you describe how the class helped? What was your role in the class effort?
- How did the class determine which community need to address?
- What suggestions would you make for continuing the support and/or for changing and improving our service in the future?
- What skills did you need to participate in this activity?
- What did you learn about yourself in this activity?
- What things in this activity were successful?

HAVE A HEART FOR THE COMMUNITY



PROCEDURE

In this activity children will have an opportunity to cooperatively raise the awareness of community problems.

As a class, engage the children in a brainstorming session to list possible problems and solutions found in a familiar setting such as their home or classroom. Using the same process, place the children in small groups and have them identify one problem in their community. Invite their groups to brainstorm possible solutions.

Encourage them to discuss how to raise community awareness about their chosen problem and suggest solutions. Invite the groups to create posters, stories, poems, brochures, or flyers to raise awareness of the problem.

Groups would need to gather information and to collect facts about their particular problem before beginning. For example, if litter in the school yard is a problem, then estimates of how much litter is created at recess or noon may be useful. If a lack of sidewalks is a problem, then estimates of the extent of vehicle and pedestrian traffic will be valuable.

After collecting the information, invite the groups to decide how to present it and to whom. The teacher may explain graphing and other methods of representing data. Encourage the groups to use pictographs to represent groups of items. Plans may be developed and implemented to celebrate their work (e.g., presentations to the class and other classes about their findings and possible solutions, posters around the community).

SUGGESTED MATERIALS

- paper
- pencils
- markers
- chart paper

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively to complete tasks for which they are responsible
- demonstrate a willingness to perform tasks that build a sense of belonging to family, school, neighbourhood, and community
- organize information about needs and wants through a variety of concrete representations

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- participate in conversation, small group and whole group discussions, understanding when to speak and when to listen
- use a range of print and nonprint materials to meet their needs
- explore, with assistance, ways for making their own notes
- make choices about form for a specific audience
- demonstrate pride and sense of ownership in their writing/representing efforts

Mathematics

- select appropriate strategies for the collecting, recording, organizing and describing data
- interpret and create pictographs in which each symbol represents more than one item
- create bar graphs using simple scales
- conduct simple surveys and collect data

REVIEW AND REFLECTION

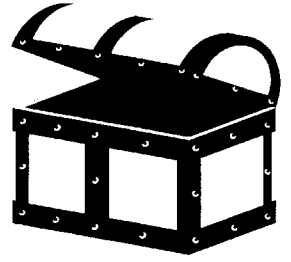
The following questions may be used as a guide for class discussion.

- Can you describe how your group worked together to raise awareness of the problem you selected?
- What have we learned about local needs and opportunities, and solving problems?
- What were some of the advantages of working in a group on this kind of activity?
- What are effective ways that may be used to promote an idea in the community?
- Can you explain why it is important to be aware of issues in the community?
- How did our class demonstrate a willingness to perform tasks that help our community?
- What skills did you use or develop to participate in this activity?

EXTENSION

- Interview parents/guardians and relatives about the risks and solutions that they see in the community.

TREASURE SEARCH



PROCEDURE

In this activity children will have an opportunity to cooperatively identify and share their accomplishments and talents through a “talent pool” treasure search.

This treasure search could be done early in the school year to provide opportunities for grade three children to focus on who they are and what their experiences have been. Allow time, depending on class size, for the children to fill in as many squares as possible with the names of someone from the class, using a person’s name only once.

After the treasure search has been completed, facilitate a discussion which would help children to get to know their classmates a little better. The information collected could be recorded on chart paper and displayed.

SUGGESTED MATERIALS

- treasure search worksheet for each participant
- pencil
- chalkboard
- overhead projector or chart paper to record results of the treasure search

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively and complete tasks for which they are responsible
- identify skills and describe attributes of self and others
- demonstrate a willingness to engage in new activities

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- describe, share and discuss thoughts, feelings, and experiences, and consider the ideas of others
- use basic courtesies and conventions of conversation in group work and cooperative play
- use writing and other ways of representing to formulate questions
- explore, with assistance, ways for making their own notes

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- What did we learn about the people in our class? (e.g., How many children have been involved in community clean-up activities?)
- What could we do with the information collected?
- How can this information be used to plan future personal and class activities?
- What skills were needed to participate in this activity?
- What did you learn about yourself as a result of participating in this activity?

EXTENSION

- Invite children to develop their own ideas for another treasure search based on a certain theme or unit of study (e.g., “My Community” where the chart would have statements dealing with different dimensions of the community such as, “has been involved in a community litter campaign”).

TREASURE SEARCH CHART – “FIND SOMEONE WHO...”

NAME: _____

1. _____ is a member of a team or group.	2. _____ has made an animal shelter.	3. _____ has a bank account.	4. _____ performs chores at home.
5. _____ has saved money to buy something.	6. _____ has helped organize or plan a party.	7. _____ has made a craft for a gift or a sale.	8. _____ has raised funds for a charitable cause.
9. _____ has made a birthday invitation using a computer.	10. _____ reduces, reuses, recycles on a regular basis.	11. _____ has been involved in a community cleanup.	12. _____ uses water wisely when brushing his/her teeth.
13. _____ has taken part in a community event.	14. _____ has helped a senior.	15. _____ has helped write a big book.	16. _____ has planted a tree.
17. _____ has volunteered his/her time to help a teacher.	18. _____ has performed at a local talent show.	19. _____ has helped organize a family garage sale.	20. _____ has donated toys to a special cause.

TREASURE SEARCH CHART

THEME/UNIT: _____ NAME: _____

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.

I CAN DO...

PROCEDURE

This activity offers children an opportunity to examine their own strengths and talents and to demonstrate self-awareness through discussion and the creation of an “I Can Do...” booklet.

Engage in a class discussion about personal strengths and talents. In cooperative small group learning situations invite children to identify and share things they enjoy doing.

Invite children to record and illustrate their personal strengths and talents on a blank accordion-style booklet. Entries may be illustrations, pictures and/or anecdotal. Children may keep their booklet in a designated area of the classroom. Throughout the school year, provide time for the children to add pages to their booklets as they identify new strengths and talents. Have the children share their booklets in either small group or whole class settings.



SUGGESTED MATERIALS

- poster board
- crayons
- markers
- pencils
- accordion-style booklets

ENTERPRISE OUTCOMES

Students will be expected to

- demonstrate self-awareness
- identify skills and describe attributes of self and others
- organize information through a variety of concrete representations

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- participate in conversation, small group and whole group discussion, understanding when to speak and when to listen
- discover and express personal attitudes and opinions
- create written and media texts using a variety of forms
- demonstrate pride and sense of ownership in their writing/representing efforts

REVIEW AND REFLECTION

Periodically reflect on the strengths and talents of children in the class. Invite children to discuss the value of knowing their strengths and talents. The following questions may be used as a guide for class discussion.

- What new talents or skills have you identified since first creating your booklet? How did sharing our booklet help us to identify other skills and talents?
- What skills/talents have you identified in your classmates as a result of participating in this activity?
- How could we promote and showcase the talents of the class?
- What special project could we do that would benefit the school using the talents of our class?

EXTENSION

- The class may create a class graph to display data.

INVENT-A-PRODUCT

PROCEDURE

In this activity children will have an opportunity to work together to create and promote a new product which serves as a solution to an existing problem.

As a class through brainstorming, generate a list of existing needs or problems (e.g., always losing pencils, thermos lids on too tight, no spoon for pudding in your lunch). With a partner, invite children to select a problem. Encourage brainstorming with their partner to create a list of possible products that would solve the problem or meet the existing need. A “materials needed” list should be established. Partners may divide the materials list and would be responsible for finding the materials either at home or at school.

Through collaboration partners design and develop their product to solve their identified problem or meet an existing need. Once the prototype is constructed, partners may name it. Then the children will be invited to create a promotional poster, brochure or newspaper advertisement.

The poster should have an illustration of the invention, its name, price and the name of the inventors, and other information or illustrations that the inventors feel are necessary to properly advertise it. After completing the advertisements, children are invited to share their inventions and advertisements. Guests may be invited into the classroom for the presentations.



SUGGESTED MATERIALS

☐ varies with each invention

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively and complete tasks for which they are responsible
- demonstrate the ability to persevere and solve problems
- practise effective communication skills

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- describe, share, discuss thoughts, feelings, experiences, and consider the ideas of others
- ask and respond to questions to clarify information and to explore possibilities or solutions to problems
- listen critically to the ideas and opinions of others
- give and follow instructions, and respond to questions and directions
- engage in and respond to a variety of oral presentations and other texts

- use writing and other forms of representation
 - to express feelings and imaginative ideas
 - to generate and organize language and ideas

Science

- identify problems to be solved
- identify materials and how they will be used
- use appropriate tools for manipulating and observing materials and in building simple models

REVIEW AND REFLECTION

Students will make entries in their learning journals throughout the activity. A possible format for these entries may be as follows

- State the problem.
- Tell how the problem affects your life.
- List the materials, tools and ideas that were used to solve the problem.
- Explain the results of testing your invention/product.
- Record your abilities that assisted you in solving the problem.
- How did you feel about working with others in a problem-solving situation?
- What strengths did others bring to your group?
- Are there problems that cannot be solved by creating a product?

PLAY-IT-AGAIN TOYS

PROCEDURE

In this activity children will have an opportunity to work as a team through the development of a class venture.

Engage the children in a discussion of the waste issue as it relates to the community. Include in the discussion the concept of reducing, reusing, and recycling. Encourage the children to explore why a community might engage in reducing, reusing, and recycling projects. Lead the discussion towards old toys and what the children do with them.

Invite the children to bring used toys which may be used in a mock toy sale. (Note: Teachers may wish to establish guidelines for the type of toys appropriate for the toy sale.)

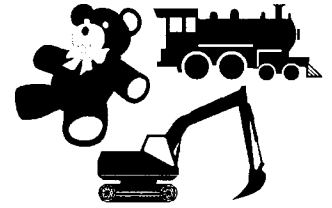
The children may also be encouraged to bring in simple ad brochures which they may use to help create advertisements for the toy they bring. Advertising may take many forms such as public address announcements made by the children or posters. Encourage the children to make their advertisements colourful and appealing by using a variety of materials such as markers, crayons, paint, stickers, glitter, or computer software.

Invite the children to create jingles or poems to be used for the announcements and posters. Allow them to experiment with different media to create advertisements. Lead the children through the planning process allowing them to discuss and influence class decisions. Available computer equipment could be used to create signs.

A display area could be set up as a toy store. Using play money children could buy a toy for the day. At the end of the day, as a class, they may discuss what to do with the toys. A suggestion from the teacher of donating the toys may lead the children to gather information about local charities.

SUGGESTED MATERIALS

- used toys
- sample ad brochures
- poster board
- crayons
- markers
- glitter
- play money



ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively and complete tasks for which they are responsible
- identify and engage in the promotion of a student venture
- identify and demonstrate an exchange of products through buying and selling

CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- describe, share and discuss thoughts, feelings and experiences and consider the ideas of others
- listen critically to the ideas and opinions of others
- participate in conversation, small group and whole group discussion, understanding when to speak and when to listen
- express feelings and imaginative ideas
- create written and media texts using a variety of forms
- realize that work to be shared with an audience needs to be edited
- experiment with language choices in imaginative writing and other ways of representing to express feelings and imaginative ideas

Mathematics

- extend the place value system to model and record numbers involving tenths
- mentally add and subtract one and two digit numbers
- use technology to solve problems involving larger numbers

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- Can you identify how working in teams made your task easier?
- What advertisements did you like and why?
- How were prices for toys determined?
- Can you describe the way you spoke to customers?

SCHOOL ART EXHIBIT

PROCEDURE

In this activity children will have the opportunity to promote, plan, organize, and implement a school/community venture through the creation of a school art exhibit.

Explore the work of illustrators such as Barbara Reid, Eric Carle, and Jan Brett and discuss their use of colour, line, form and texture to make their work appealing. Brainstorm with students to identify local artists and craftspeople (e.g., painters, sculptors, quilt makers, carvers, knitters, senior art students) and invite them to share and discuss their work and how it is used to enhance the environment.

Engage in a class discussion about aesthetic expression (e.g., town beautification, murals on town buildings, tree planting, body jewellery and decoration) and how it contributes to our environment.

Discuss school areas in need of aesthetic enhancement. Invite the children to create their own work of art to enhance an area in the school. Engage the children in a discussion of ways to promote and showcase their creations. Guide the children with questions to plan a celebration of their work. Discuss the potential audience and how they will inform them of the public viewing. Invite the children to implement their plan to display their work for public viewing.

Some children may decide to sell their art (depending on district policy), while others will simply want to exhibit it and then keep it.

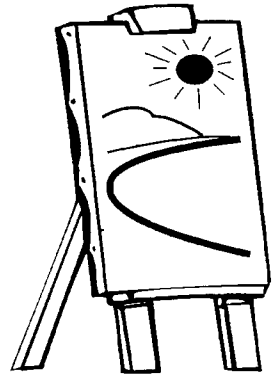
SUGGESTED MATERIALS

- ☐ art supplies (e.g., finger paint, water colours, pastels, plasticine, tissue paper, 3-D materials)
- ☐ selection of children's literature

ENTERPRISE OUTCOMES

Students will be expected to

- work cooperatively and complete tasks for which they are responsible
- identify a variety of ways to advertise
- practise setting and achieving short term goals
- recognize and explore the power of the arts as related to self-expression, citizenship, and cultural identity
- make choices and decisions about tools and materials in enterprise activities



CURRICULUM CONNECTIONS

Students will be expected to

Language Arts

- make personal connections to texts and describe, share and discuss their reactions and emotions
- use writing and other ways of representing to express feelings and imaginative ideas
- describe, share, and discuss thoughts, feelings and experiences, and consider the ideas of others

REVIEW AND REFLECTION

The following questions may be used as a guide for class discussion.

- If you were to do this activity again, what would you do differently?
- What was the most effective way to promote the art exhibit?
- How would you promote it differently if you were to do it again?
- What goals did you have for the exhibit? Were they achieved?
- What do you think the community learned from the school art exhibit?
- If you could make one change to the art exhibit, what would it be?