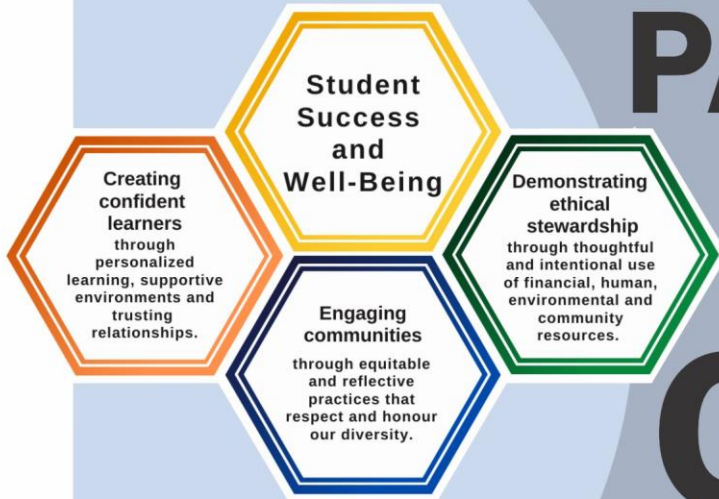


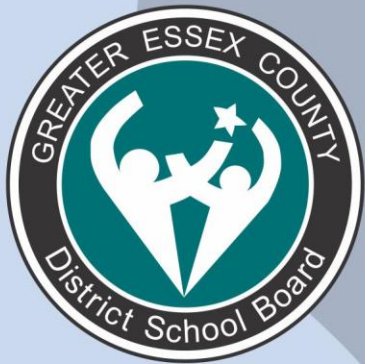
PARTNERS IN LEARNING GUIDE



You have a tremendous impact on your child's learning:

3

We have created this guide to support you and the GECDSD's mission which focuses on excellence in education by building confident learners, engaging with our communities and demonstrating ethical stewardship.



**GREATER ESSEX COUNTY
District School Board**

451 Park Street West
P.O. Box 210, Windsor, ON N9A 6K1
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www.publicboard.ca

Inside the *Partners in Learning Guide:*

- Ways to communicate between home and school
- Overall grade expectations from the Ministry of Education
- What learning looks like in the classroom
- How you can support your child at home
- Ministry Resources

LANGUAGE

Grade 3

Oral Language

By the end of Grade 3, students will:

Overall Expectations

- Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

In the classroom, students may:

Overall Expectations In Action

- Talk about movies, plays, video games, etc.
- Perform songs, poems, raps
- Discuss and debate ideas and opinions
- Listen to others
- Retell stories
- Share ideas and ask relevant questions

Opportunities to continue the learning at home:

- Encourage your child to ask questions
- Together, discuss thoughts and feelings
- Read books with your child and talk about them
- Encourage discussion about current events
- Discuss the overall message of movies, commercials and media

Reading

By the end of Grade 3, students will:

Overall Expectations

- Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- Recognize a variety of text forms, text features, and stylistic elements, and demonstrate an understanding of how they help communicate meaning
- Use knowledge of words and cueing systems to read fluently
- Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

In the classroom, students may:

Overall Expectations In Action

- Read a variety of fiction and non-fiction material
- Make predictions
- Retell a story giving important details
- Make inferences by using clues from the text
- Make connections to themselves, texts and the world around them
- Discuss what strategies help them become better at reading
- Read with their teacher in a small group

Opportunities to continue the learning at home:

- Read aloud to your child
- Encourage your child to read when possible (e.g. vacation, bedtime, waiting for an appointment)
- Encourage your child to read for a purpose (e.g. recipes, instructions, manuals)
- Visit bookstores and libraries with your child
- Play word games (e.g. crosswords, Scrabble)

Writing

By the end of Grade 3, students will:

Overall Expectations

- Generate, gather and organize ideas and information to write for an intended purpose and audience
- Draft and revise their writing, using a variety of informational, literary and graphic forms and stylistic elements appropriate for the purpose and audience
- Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

In the classroom, students may:

Overall Expectations In Action

- Write biographies, fables, reports or persuasive pieces
- Organize ideas for writing using a writing framework
- Plan, write, edit and revise their writing
- Develop spelling strategies in authentic writing
- Select and explain pieces of their best writing

Opportunities to continue the learning at home:

- Have your child create family menus for the week
- Write and/or email notes to relatives and friends
- Make journals and/or scrapbooks of family activities or experiences
- Create games and write the rules for the game
- Research topics with your child based on interests and questions and create a log of learning

Media Literacy

By the end of Grade 3, students will:

Overall Expectations

- Demonstrate an understanding of a variety of media texts
- Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions and techniques
- Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

In the classroom, students may:

Overall Expectations In Action

- Identify messages in advertisements
- Express thoughts and feelings about movies, cartoons, songs, commercials and/or video games
- Identify points of view
- Suggest different view points
- Create media texts using a sequence of pictures to tell a story

Opportunities to continue the learning at home:

- Talk about advertisements and help your child understand the purpose of them
- Point out different types of media (e.g. billboards, brochures, commercials, labels) and discuss how they are different or the same
- Discuss the messages in media and their influence
- Monitor and assist during your screen time (e.g. shows, apps, websites)

MATHEMATICS

Grade 3

Social-Emotional Learning (SEL)

By the end of Grade 3, students will:

Overall Expectations

Apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Students will learn skills to:	So that they can:
<ul style="list-style-type: none">• identify and manage emotions	<ul style="list-style-type: none">• express their feelings and understand the feelings of others
<ul style="list-style-type: none">• recognize sources of stress and cope with challenges	<ul style="list-style-type: none">• develop personal resilience
<ul style="list-style-type: none">• maintain positive motivation and perseverance	<ul style="list-style-type: none">• foster a sense of optimism and hope
<ul style="list-style-type: none">• build relationships and communicate effectively	<ul style="list-style-type: none">• support healthy relationships and respect diversity
<ul style="list-style-type: none">• develop self-awareness and self-confidence	<ul style="list-style-type: none">• develop a sense of identity and belonging
<ul style="list-style-type: none">• think critically and creatively	<ul style="list-style-type: none">• make informed decisions and solve problems

Ontario, (2020). The Ontario Curriculum Grades 1-8: Mathematics. Toronto: Ontario, Ministry of Education. p. 36

In the classroom, students may:

Overall Expectations In Action

- Identify and learn to manage emotions that they may feel such as pride, confusion, fear and excitement. For example, in algebra as they create and execute code that represents a mathematical situation

Number

By the end of Grade 3, students will:

Overall Expectations

- Demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life
- Use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

In the classroom, students may:

Overall Expectations In Action

- Read, represent, compose, decompose, compare and order whole numbers up to and including 1000, using a variety of tools and strategies
- Use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials
- Represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths
- Represent multiplication of numbers up to 10×10 and division up to $100 \div 10$, using a variety of tools and drawings, including arrays

Opportunities to continue the learning at home:

- Have your child skip count forward to 200 starting from different numbers. Discuss the patterns in the skip-counting sequences
- Skip count with and without the aid of a calculator
- Play "Number Cube Twice": Each player rolls two dice and adds the numbers shown. The higher number wins. Try this using multiplication and subtraction as well
- Play number games such as Sudoku

Algebra

By the end of Grade 3, students will:

Overall Expectations

- Identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts
- Demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts
- Solve problems and create computational representations of mathematical situations using coding concepts and skills
- Apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

In the classroom, students may:

Overall Expectations In Action

- Identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts
- Determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations
- Describe how variables are used, and use them in various contexts as appropriate and determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not
- Solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events

Opportunities to continue the learning at home:

- Create a repeating pattern using three colours and two shapes
- Use guess and check to determine the missing number in the equation (e.g. $25 - 4 = 15 + ?$)
- Play a coding game with sequenced, concurrent and repeating code at www.code.org

Data

By the end of Grade 3, students will:

Overall Expectations

- Manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life
- Describe the likelihood that events will happen, and use that information to make predictions

In the classroom, students may:

Overall Expectations In Action

- Sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate
- Collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables
- Use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions
- Make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations

Opportunities to continue the learning at home:

- Survey family members about preferences and issues in their community
- Discuss charts, tables and graphs found in newspapers and magazines
- Use game situations to discuss fairness of outcomes

Spatial Sense

By the end of Grade 3, students will:

Overall Expectations

- Describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them
- Compare, estimate, and determine measurements in various contexts

SCIENCE & TECHNOLOGY

Grade 3

The Ontario Curriculum, Grades 1 to 8: Science and Technology, 2022 focuses on fundamental science and technology concepts and on STEM skills that are critical for all students to develop in our rapidly changing, scientific and technologically sophisticated world.

STEM Skills and Connections

This strand focuses on science, technology, engineering, and mathematics (STEM) skills, coding and emerging technologies, practical applications of science and technology, and contributions that people with diverse lived experiences have made to science and technology. In all grades of the science and technology program, the learning related to this strand takes place in the context of learning related to the Life Systems, Matter and Energy, Structures and Mechanisms, and Earth and Space Systems strands, and it should be assessed and evaluated within these contexts. Students will:

- use research, experimentation and engineering design to foster critical thinking, scientific and technological literacy and problem-solving
- investigate real-world problems and make connections between science, technology, other subject areas and social, economic, and environmental issues that impact our lives
- understand and apply safety procedures and communicate their findings and results clearly.

Understanding Life Systems: Growth and Changes In Plants

By the end of Grade 3, students will:

Overall Expectations

- Assess ways in which plants have an impact on society and the environment, and ways in which human activity has an impact on plants and plant habitats
- Demonstrate an understanding that plants grow and change and have distinct characteristics

In the classroom, students may:

Overall Expectations In Action

- Plant seeds, water them and measure their growth
- Create a slide show to share with peers about the parts of plants and their uses
- Make crayon rubbings to show the vein system in leaves and how water moves in the plant

Opportunities to continue the learning at home:

- Visit a grocery store and talk about the parts of a plant that we eat (e.g. we eat the stem of the celery or the root of a carrot)
- Let your child plant a small garden and make them responsible for planning, planting and watering
- Talk about the foods you are eating at mealtime, the parts of the plant it is, and where it is grown

Understanding Structures and Mechanisms: Strong and Stable Structures

By the end of Grade 3, students will:

Overall Expectations

- Assess the importance of form, function, strength, and stability in structures through time
- Demonstrate an understanding of the concepts of structure, strength, and stability, and the factors that affect them

In the classroom, students may:

Overall Expectations In Action

- Build structures out of cards, toothpicks or recycled materials to test strength and stability
- Brainstorm a list of structures made by animals and humans
- Take a close-up view of a bird's nest and observe how it is woven together to create strength
- Look at pictures of structures in the environment (e.g. towers, bridges) and talk about the shapes found in the designs that make them stable and strong

- Make structures at home using playing cards or Legos and talk about what makes them strong or stable
- Take a trip to Odette Sculpture Garden for a close up look of the cables and struts used to stabilize the Ambassador Bridge
- Have a close up look at structures in nature such as bird's nests or beehives

Understanding Matter and Energy: Forces Causing Movement

By the end of Grade 3, students will:

Overall Expectations

- Assess the impact of various forces on society and the environment
- Investigate devices that use forces to create controlled movement
- Demonstrate an understanding of how forces cause movement and changes in movement

In the classroom, students may:

Overall Expectations In Action

- Watch real world videos showing forces of nature such as tornadoes or tsunamis and the destruction they may cause
- Investigate the forces that move different objects (e.g. a marble rolling down a ramp using gravity, using magnets to pick up objects)
- Design and build a device (structure) that uses force to move an object (e.g. a race car track that moves the cars by magnetic force)

Opportunities to continue the learning at home:

- Look through the toy box and talk about the forces used to make the toys work
- Search for ways that force is used for objects in your home (e.g. magnets used to put paper on the fridge, pushing the pedal to make your bike move, pulling the cord on the curtain to open or close it)
- Visit a playground and experience the forces at work

Understanding Earth and Space Systems: Soils in the Environment

By the end of Grade 3, students will:

Overall Expectations

- Assess the impact of soils on society and the environment, and of society and the environment on soils
- Demonstrate an understanding of the composition of soils, the types of soils, and the relationship between soils and other living things

In the classroom, students may:

Overall Expectations In Action

- Sort soil samples into living and non-living piles to investigate what soil is made of
- Grow plants in different soil types and measure their growth over time to find out what soil is best for growing plants
- Set up a compost bin in the classroom and observe the decay of fruit and vegetable scraps over time

Opportunities to continue the learning at home:

- Set up a compost bin at home and add the new compost to your garden when it is ready
- Use a magnifying glass to search for living things in the soil
- Visit a building site where a backhoe has been used to remove several meters of soil and have a close up look at the different layers
- Visit the waterfront and look for signs of erosion

SOCIAL STUDIES

Grade 3

Heritage and Identity: Communities in Canada 1780-1850

By the end of Grade 3, students will: Overall Expectations

- Compare ways of life among specific groups in Canada around the beginning of the nineteenth century, and describe some of the changes between that era and the present day
- Use the social studies inquiry process to investigate some of the major challenges that different groups and communities faced in Canada from around 1780 to 1850, and key measures taken to address these challenges
- Identify some of the communities in Canada around the beginning of the nineteenth century, and describe their relationships to the land and to each other

In the classroom, students may: Overall Expectations In Action

- Describe and compare how various groups lived in the nineteenth century
- Use the inquiry process to investigate the challenges and successes of early communities
- Compare and contrast early communities (location, roles, aspects of life)

Opportunities to continue the learning at home:

- Together with your child, discuss your family heritage and its connections to your child's
- Encourage your child to ask questions and use available resources, like the library, the internet, documentaries, etc. to find information about early communities in Canada
- Watch and discuss a video or documentary about an early community

People and Environments: Living and Working in Ontario

By the end of Grade 3, students will: Overall Expectations

- Demonstrate an understanding of some key aspects of the interrelationship between the natural environment, land use, employment opportunities, and the development of municipal regions in Ontario
- Use the social studies inquiry process to investigate some of the environmental effects of different types of land and/or resource use in two or more Ontario municipal regions, as well as some of the measures taken to reduce the negative impact of that use
- Describe major landform regions and types of land use in Ontario and some of the ways in which land use in various Ontario municipalities addresses human needs and wants, including the need for jobs

In the classroom, students may: Overall Expectations In Action

- Identify and describe how the environment impacts life and work in Ontario
- Use the inquiry process to investigate land and resource use in Ontario
- Determine how landforms impact employment and politics both regionally and provincially

Opportunities to continue the learning at home

- Discuss and explore current environmental issues in the news
- Encourage your child to ask questions and use available resources like the library, the internet, documentaries, etc. to find information about the short and long-term effects of how our community makes use of natural resources
- Go on a walk around your neighborhood to highlight the various land uses

THE ARTS

Grade 3

Dance

By the end of Grade 3, students will:

Overall Expectations

- Apply the creative process to the composition of dance phrases, using the elements of dance to communicate feelings and ideas
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of dance pieces and experiences
- Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Imitate movements found in their natural environment
- Create a dance with a focus on time and energy
- Identify and describe the role of dance in the community

Opportunities to continue the learning at home:

- Interpret stories and poems through dance
- Create movements that express the differences between creatures (e.g. elephant vs. butterfly)
- Share a dance from your cultural background with your child

Drama

By the end of Grade 3, students will:

Overall Expectations

- Apply the creative process to dramatic play and process drama, using the elements and conventions of drama to communicate feelings, ideas and stories
- Apply the critical analysis process to communicate feelings, ideas and understandings in response to a variety of drama works and experiences
- Demonstrate an understanding of a variety of drama and theatre forms and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Role play parts of a story
- Use drama terms to critique
- Learn about drama works from around the world

Opportunities to continue the learning at home:

- Critique a movie that you have watched together
- Talk about cultural relevance in stories and movies
- Together with your child, write a short script

Music

By the end of Grade 3, students will:

Overall Expectations

- Apply the creative process to create and perform music for a variety of purposes using the elements and techniques of music
- Apply the critical analysis process to communicate their feelings, ideas, and understandings in response to a variety of music and musical experiences
- Demonstrate an understanding of a variety of musical genres and styles from the past and present, and their social and/or community contexts

In the classroom, students may:

Overall Expectations In Action

- Sing in unison with a partner and in rounds
- Represent sound using standard and non- standard notation
- Express personal responses to musical performances

Opportunities to continue the learning at home:

- Try singing in unison as partners and in rounds as a family
- Listen to a variety of musical pieces from different times and places
- Map the melody of a song in the air with your hands

Visual Arts

By the end of Grade 3, students will:

Overall Expectations

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

In the classroom, students may:

Overall Expectations In Action

- Create 2D and 3D works of art using tools and techniques
- Explain how line can impact an image
- Use found objects to imitate something learned in science

Opportunities to continue the learning at home:

- Use recycled objects to create artwork
- Use colour from magazines to make works that represent feelings (e.g. angry, bored, surprised, devastated)
- Use the following questions to engage in discussion with your child about a piece of art:
 - Which emotion would you connect to this art piece?
 - If this piece were huge, how would it change the message?
 - What message do you think is being shared through this artwork?



HEALTH & PHYSICAL EDUCATION

Grade 3

Social-Emotional Learning Skills

By the end of Grade 3, students will: Overall Expectations

- Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade

In the classroom, students may: Overall Expectations In Action

- Learn to help others to observe safety rules in a positive and supportive way
- Demonstrate growth mindset when setting personal goals for physical activity
- Make a plan for what they might bring to a family picnic, focusing on healthy foods

Active Living

By the end of Grade 3, students will: Overall Expectations

- Participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives
- Demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living
- Demonstrate responsibility for their own safety and the safety of others as they participate in physical activities

In the classroom, students may: Overall Expectations In Action

- Discuss the benefits of being active everyday
- Monitor their progress towards fitness goals
- Describe how to respond to accidents and injuries

Movement Competence

By the end of Grade 3, students will: Overall Expectations

- Perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities
- Apply movement strategies appropriately, demonstrating an understanding of the components of a variety of physical activities, in order to enhance their ability to participate successfully in those activities

In the classroom, students may: Overall Expectations In Action

- Participate in a variety of movement activities
- Practice catching and throwing different objects
- Apply simple tactics to increase chances of success in physical activity

Healthy Living

By the end of Grade 3, students will: Overall Expectations

- Demonstrate an understanding of factors that contribute to healthy development
- Demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- Demonstrate the ability to make connections that relate to health and well-being - how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others' health and well-being

In the classroom, students may: Overall Expectations In Action

- Learn about the different types of legal and illegal substance use
- Discuss how oral health is directly related to overall health
- Discuss foods from different cultures and geographical locations
- Discuss how to be safe when using the internet
- Discuss the characteristics of healthy relationships

Opportunities to continue the learning at home:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Visit the park and explore the equipment• Have your child help with daily chores• Discuss the actions needed to ensure safety of themselves and those around them | <ul style="list-style-type: none">• Develop exercise routines that involves stretching, deep breathing and controlled movements• Play catch using different objects• Discuss the differences between real (the news) & fictional violence (video games & TV shows) |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

FRENCH AS A SECOND LANGUAGE

“Students will communicate and interact with growing confidence in French, one of Canada’s official languages, while developing the knowledge, skills, and perspectives they need to participate fully as citizens in Canada and in the world.”

Ministry of Education, 2013 FSL Curriculum Grades 1-8

What are the advantages of learning a new language?

- Learning a second language supports a child’s continuing growth in their first language
- Students develop motivation, self-esteem, and confidence, enriched social skills, and increased cultural appreciation
- A wider variety of opportunities for future success and opportunities are available

What are the different types of French programs?

Core French

The Core French program is mandatory in all English Language schools, **beginning in Grade 4**. Students will receive 120 hours of French per year in Grades 4–8.

French Immersion

GECDSD offers an Early French Immersion model within several elementary schools:

- JK – Grade 1 — 100% of instruction in French
- Grades 2–5 — 80% French (Language Arts is in English)
- Grades 6–8 — 50% French (Math, Science, and Language Arts are in English)
- For subjects other than FSL that are taught in French, the expectations in each course are those outlined in the English-language curriculum policy documents.

The elementary school curriculum for Core French, Extended French, and French Immersion is designed to prepare students for success in the corresponding program at the secondary level.

How can I support my child’s learning of French?

- Talk to your child about the benefits of learning French
- Encourage your child to talk, read, and write in their first language
- Read aloud to your child in their first language
- Support your child’s exploration of French resources (e.g., books, songs, videos, museums, art galleries)
- Encourage your child to share their learning with you. They could be your teacher!

Talk to your child’s teacher about other resources:

The Ontario Curriculum: French as a Second Language: Core, Grades 4–8; Extended, Grades 4–8; Immersion, Grades 1–8, 2013

<http://www.edu.gov.on.ca/eng/curriculum/elementary/fsl.html>

Ministry of Education FSL

<http://www.edu.gov.on.ca/eng/amenagement/fls.html>

Supporting Your Child’s Success in French Immersion and Extended French

<http://www.edu.gov.on.ca/eng/literacynumeracy/parentguidefrench.pdf>



SCHOOL LIBRARY LEARNING COMMONS

“The only thing that you absolutely have to know, is the location of the library.”

Albert Einstein

What is available at school?

The GECSDB offers library programs with qualified Teacher-Librarians in our schools. All students have access to an up-to-date school library with collections that support curriculum, digital citizenship, inquiry, and reading for pleasure.

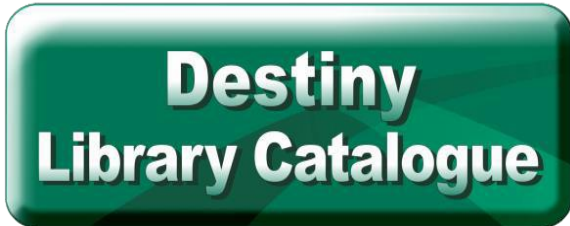
Can we access library materials from home?

The GECSDB provides a “virtual library” for students they can use at school and at home — including access to eBooks, encyclopedias, research support, subscription databases, and much more.

Virtual Library Link: <https://publicboard.ca/Students/VirtualLibrary/Pages/default.aspx>



Destiny is the GECSDB program we use to search and sign out items in your child’s School Library Learning Commons. Students can log in and use this program at home to find things they want to borrow.



www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Online Databases



<https://www.publicboard.ca/Students/VirtualLibrary/elementaryvlc/Pages/Online-Databases.aspx#/=>

GALE in Context Elementary lets students research every topic they can imagine. It provides a safe and secure way for students to find information from magazines, books, media, and many other sources. Students can also listen to the information or save it for later use.

User ID:	greateressex
Password:	library

www.publicboard.ca > Students > Virtual Library > Elementary Virtual Library Commons > Encyclopedia



Britannica School is a kid-friendly encyclopedia with articles, videos, games and images. Students can search for up-to-date information they need in a safe environment.

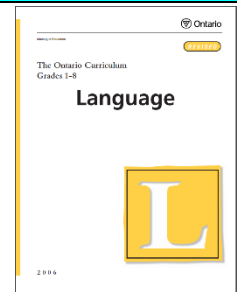
User ID:	greaessee
Password:	gre7392

These are some examples of the databases and encyclopedias within our GECSDB collection. All GECSDB databases and encyclopedias require a login and password which your child can obtain from their school Teacher- Librarian.

RESOURCES

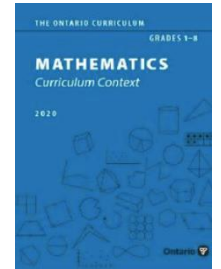
The Ontario Curriculum, Grades 1-8, Language (2006)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

Reading and Writing with Your Child
<http://edu.gov.on.ca/eng/literacynumeracy/parentGuideLitEn.pdf>



The Ontario Curriculum, Grades 1-8, Mathematics (2020)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>

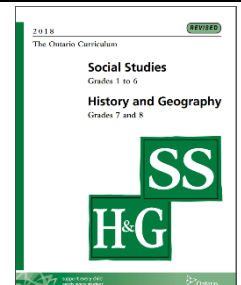
Parent Guide
<https://www.dcp.edu.gov.on.ca/en/parents>



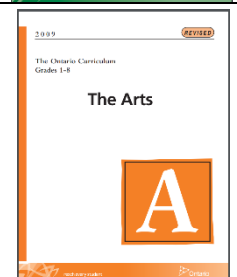
The Ontario Curriculum, Grades 1-8, Science & Technology (2022)
<https://www.dcp.edu.gov.on.ca/en/curriculum/science-technology>



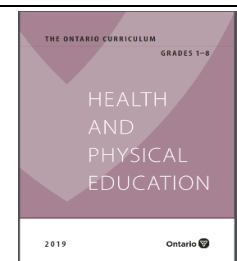
The Ontario Curriculum, Grades 1-6, Social Studies, Grades 7-8, History & Geography (2018)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



The Ontario Curriculum, Grades 1-8, The Arts (2009)
<http://www.edu.gov.on.ca/eng/curriculum/elementary>



Ontario Health and Physical Education Curriculum, Grades 1-8, 2019
<http://www.edu.gov.on.ca/eng/curriculum/elementary/2019-health-physical-education-grades-1to8.pdf>



COMMUNICATION BETWEEN HOME AND SCHOOL

“The partnership of parents [guardians] and teachers is a powerful one.”
Council of Education (CODE), Parent Tool Kit

What questions can I ask my child about their day at school?

- Tell me one thing that you learned today?
- What would you like to tell me about today?
- What was the best part of your day?
- What questions did you ask today?
- How do you feel today? Why do you feel that way?

You know your child best:

Please feel free to contact your child’s teacher at any time through a telephone call or note whenever you would like to share or communicate.



What are ways to connect with my child’s school?

School Website/Newsletter

Check out the school newsletter or use the school’s website to check on activities and events throughout the year. Ask your child’s teacher if there is a different form of communication they use to keep in contact with the home (e.g., agenda, newsletters, and/or EDSBY, etc.).



Meet the Staff

Start the year by meeting your child’s staff in September. “Meet the Staff” events occur within the first month of school. We look forward to meeting you during this informal event.

Report Cards

Elementary Progress Reports are sent home in November. The Elementary Provincial Report card will be sent home in February and the second one will be sent home towards the end of June. Sit down with your child to review their progress. Complete and discuss the back portion of the report card (setting goals and next steps) with your child before sending the signed copy to your child’s school.

Parent Teacher Interviews

Contact the school when you receive your child’s report cards to schedule a meeting or telephone conversation to discuss your child’s progress with their teachers.

School Advisory Committee (SAC)

School Councils have been created to enhance students’ learning through the cooperative efforts of parents/guardians, students, staff members, and others in the community. Speak with the administration at your child’s school for more information on how to participate and support your school’s committee.

Greater Essex County Parent Involvement Committee

The Greater Essex County District School Board Parent Involvement Committee (GECPIC) provides regular opportunities for parents/guardians to network, share ideas, offer advice and stay informed through educational presentations and relevant topics throughout the school year. GECPIC has established parental engagement as a priority and promotes communication among School Councils, parents/guardians, staff, community partners, Trustees, and the Director. To confirm dates and times visit www.publicboard.ca (Parent Involvement).



Greater Essex County District School Board | Strategic Priorities

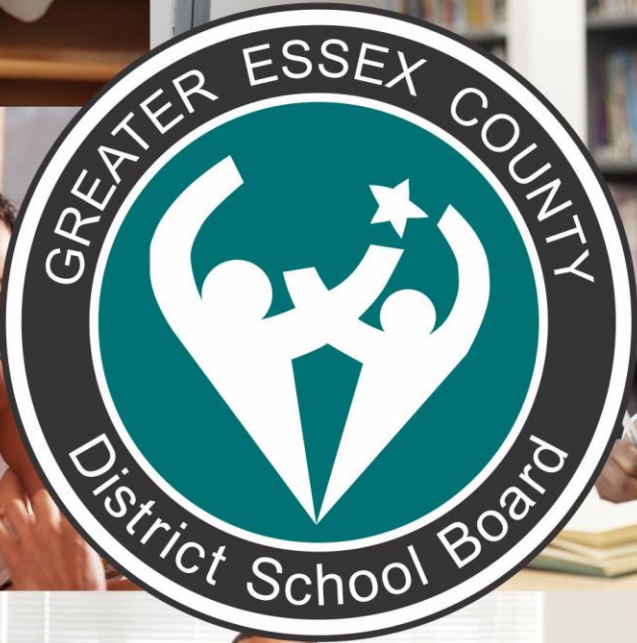
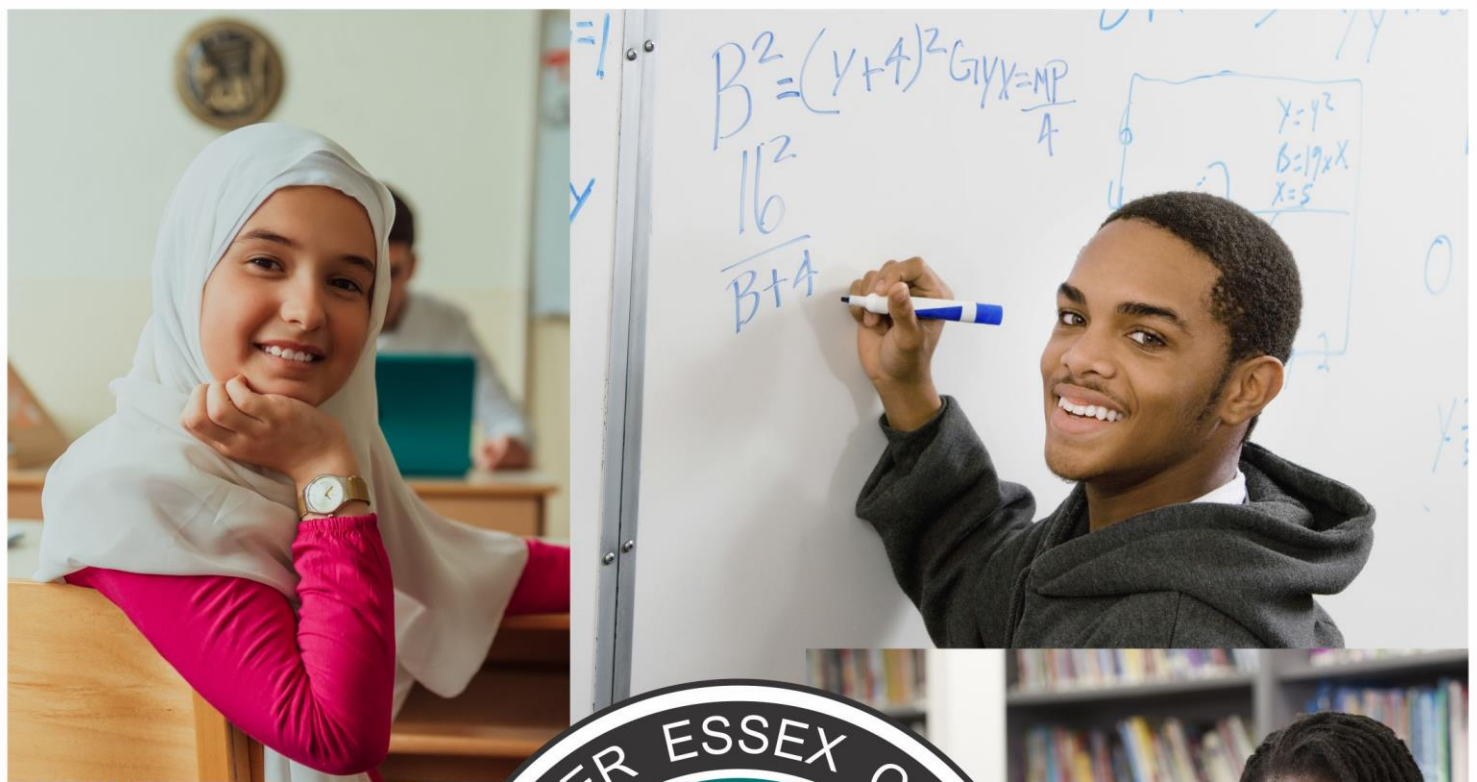
VISION

Building Tomorrow Together



MISSION

Leading excellence in public education by creating confident learners, engaging diverse communities and demonstrating ethical stewardship.



publicboard.ca