



## Enriched Grade 3 Programme

This document provides an overview of our Enriched Grade 3 Programme, which is based on the *Ontario Ministry of Education Curriculum Expectations*.

### Language Arts

The Language Arts programme is organized to develop and enhance basic skills in the four following strands:

#### Reading

- Use a variety of grade-appropriate reading strategies to read fluently and with meaning from a wide range of materials (e.g., stories, poetry, children's reference books, magazines, etc.).
- Read aloud with expression and understanding of the text.
- Answer questions from comprehension in full sentences with elaborate details from the text.
- Understand the vocabulary appropriate for this grade level.
- Identify parts of speech in texts (nouns, proper nouns, verbs, adjectives, etc.)
- Identify and describe the distinguishing features of literary texts, such as fables, adventure stories, graphic texts, comic books, and magazines.
- Apply the above strategies and skills to weekly novel study.

#### Writing

- Generate, gather and organize ideas to write for a specific audience and purpose.
- Write complete sentences using correct punctuation and capitalization.
- Present writing in correct paragraph format.
- Use a dictionary to confirm spelling and grammar in writing tasks.
- *Novel Study*: Provide elaborate details from the text to support answers in weekly written comprehension assignments and chapter summaries.
- Use critical thinking skills to communicate knowledge and understanding in writing tasks.

#### Oral Visual Communication

- Eloquenty express ideas and feelings for a specific purpose clearly and coherently.
- Listen to understand.



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- Respond appropriately for this grade level.
- Use speaking skills and appropriate body language to communicate with different audiences.
- Develop and strengthen public speaking skills through events such as *Concerts* and *Speech Night*.
- Ask questions and appropriately offer opinions.

### Media Literacy

- Demonstrate an understanding of various media texts (commercials, grocery flyers, advertisements, etc.)
- Create simple media works such as posters, pamphlets and electronic slide presentations.
- Identify and utilize strategies when understanding and creating grade-appropriate media texts.

### Mathematics

The Grade 3 students are exposed to an accelerated Math program following the Grade Four Curriculum. The Math curriculum is divided into the following five strands:

#### Number Sense and Numeration

- Read, represent, order and compare whole numbers to 10,000, decimal numbers to tenths and simple fractions, and represent money amounts to \$100.
- Solve addition, subtraction, multiplication and division problems involving multi-digit whole numbers and decimals numbers to tenths.
- Solve word problems that involve multiple operations in the same problem.
- Use critical thinking skills to devise your own strategies in problem-solving.

#### Measurement

- Estimate, measure, and record length, area, perimeter, mass, capacity, volume and elapsed time and temperature using standard units.

#### Geometry and Spatial Sense

- Identify quadrilaterals and three-dimensional figures and classify them by their geometric properties.
- Construct three-dimensional figures using two-dimensional shapes
- Explain relationships between types of quadrilaterals.



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- Identify and describe the location of an object using a grid map and reflect two-dimensional shapes.

### Patterning and Algebra

- Describe, extend, and create a variety of numeric and geometric patterns.
- Show understanding of equality between pairs of expressions using addition, subtraction, multiplication, and division.

### Data Management and Probability

- Collect and organize discrete primary data and display the data using charts and graphs.
- Read and describe primary data presented in a variety of charts and graphs
- Collect and organize discrete primary data and display the data using charts and graphs.

### Science

Students are provided the opportunity to explore Science using the STEM (Science, Technology, Engineering, Math) process. Students are encouraged to demonstrate their knowledge and understanding through various *Inquiry Based Learning* assignments and STEM based projects.

#### Understanding Life Systems: Growth and Changes in Plants

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.

Investigate similarities and differences in the characteristics of various plants, as well as ways in which the characteristics of plants relate to the environment in which they grow.

#### Understanding Structures and Mechanisms: Strong and Stable Structures

- Assess the importance of form, function, strength, and stability in structures through time.
- Investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function.
- Investigate strong and stable structures to determine how their design and materials enable them to perform their load-bearing function.



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- Assess the impact of various forces on society and the environment.
- Demonstrate an understanding of how forces cause movement and changes in movement.

### Understanding Earth and Space Systems: Soils in the Environment

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

### Social Studies

Students are encouraged to adapt the Inquiry process and use a variety of media and technology to explore the units in Social Studies, and to present their findings in both written and electronic formats such as Google

Slide presentations.

### Heritage and Citizenship: Communities in Canada 1780 - 1850

- Compare ways of life among some specific groups in Canada around the beginning of the nineteenth century and describe some changes between that era and the present day.
- Identify some of the communities in Canada around the beginning of the nineteenth century and describe their relationships to the land and each other.

### Canada and World Connections: Living and Working in Ontario

- 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.
- 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.



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## French Programme

The French department is committed to helping students develop an understanding and appreciation of French. “While the knowledge of any language has value, French is not only a global language but the mother tongue of many Canadians and an integral part of the Canadian identity,” (The Ontario Curriculum, French as a second language).

At Rowntree, French is taught at all levels, from kindergarten to grade 8. The children are exposed to varied activities that explore the value of learning French and master the skills in each of the four interconnected strands: Listening, Speaking, Reading, and Writing.

Contrary to common misconceptions, learning French is just as important as learning math or language arts. Sometimes people think that just because a student won't need French in the future, it's useless to acquire it now. But even though it might not seem like it's affecting them that much, it brings a lot of benefits. French stretches a student's thinking and helps them to do better in all other subjects. Just like math expands logic in the mind, a new language opens up activity in the brain, trains your memory, and magnifies skills.

Listening	Speaking	Reading	Writing
<p>Saying the date and describing the weather on a daily basis.</p> <p>Counting up to 80. Oral recognition of numbers up to 50.</p> <p>Oral recognition of reading and spelling of Number Names up to 20, names of 15 Colours, 2D and 3D shapes, and names of fruits and vegetables.</p>	<p>Telling time in French using a 12-hour and a 24-hour clock.</p> <p>Identifying, saying, reading and writing expressions for Time in French.</p> <p>Identifying the time on a clock face.</p>	<p>Talking about oneself and one's preferences.</p> <p>“All About Me” presentation.</p> <p>Parts of the house.</p> <p>House project and oral presentations.</p>	<p>Verbs “Avoir”, “Être” and “Faire”. Saying, reading and writing sentences using the verbs learnt.</p>





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## Music Programme

The Music department is committed to helping students develop an understanding and appreciation of music. Emphasis is placed on encouraging students to become active participants in creating and performing through music. All students will regularly reflect on their feelings about music as they study a wide range of music.

Grade	Concepts Covered	Instruments and Vocals	Implementation	Reflection
2	<p>Students will review and apply basic music elements to various activities.</p> <p>Become part of ensemble performances.</p>	<p>Students will develop recorder tone and technique, and the ability to recognize basic music notation and note values.</p>	<p>Students will continue to create music by manipulating musical elements and justifying decisions using an increasingly sophisticated vocabulary.</p>	<p>Students will listen and respond to musical examples through oral, visual and written descriptions.</p> <p>The families of instruments will be reviewed.</p>
3	<p>Students will review the musical elements and use Italian terminology.</p> <p>Students will continue to be part of class/group performances and reflect on what went well and what could have gone better.</p>	<p>Students will continue to develop the ability to read music notation and rhythmic values.</p> <p>Students will learn to recognize musical symbols and terminology while playing/singing.</p> <p>Students will be introduced to the keyboard.</p>	<p>Students will continue to create music by manipulating musical elements and justifying decisions using an increasingly sophisticated vocabulary.</p>	<p>Students will listen, analyze and interpret the music they hear.</p> <p>The families of instruments will be reviewed.</p>





# Rowntree Montessori Schools

GRADE 2-3

## Physical Education

Here at Rowntree Montessori Schools, our aim is to ensure each student lives a healthy and active lifestyle, now and in the future. Multiple components of our Physical Education program come together to ensure each student develops the skills and knowledge to make positive decisions throughout their lives. Focused health classes, game and fitness-oriented physical education classes, extracurricular sports, and morning and after-school clubs are just some of the components of our Physical Education program.

Grade	Activities/Sports	Healthy Living	Movement Competence
2	<ul style="list-style-type: none"> <li>▪ Low Organizational Games (i.e. Tag Octopus, etc.)</li> <li>▪ Hand/Eye Coordination Games (ie. throwing, catching)</li> <li>▪ Basketball, Soccer (basic skill games)</li> <li>▪ Gymnastics/Stretching</li> <li>▪ Dance</li> </ul>	<ul style="list-style-type: none"> <li>▪ Personal injury prevention</li> <li>▪ Food as energy in our bodies</li> <li>▪ Medication and healthy alternatives</li> <li>▪ 5 senses and their functions</li> </ul>	<ul style="list-style-type: none"> <li>▪ RMS Phys Ed. ABC (Awareness and Body Control)</li> <li>▪ Dynamic warmups and stretches to encourage muscle growth</li> <li>▪ Developing spatial awareness through movement</li> <li>▪ Development of balance skills</li> <li>▪ Manipulation of limbs through sport</li> <li>▪ Development of throwing and passing</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Low Organizational Games (i.e. Tag octopus, etc.)</li> <li>▪ Hand/Eye Coordination Games (i.e. throwing, catching)</li> <li>▪ Introduction to sports (Basketball, Soccer, Track and Field, Handball)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understanding of emotions</li> <li>▪ Making decisions about when to get help</li> <li>▪ Relating Canada's Food Guide to the rest of the world</li> <li>▪ Decision-making about substances (Caffeine, Nicotine)</li> <li>▪ Healthy relationships</li> </ul>	<ul style="list-style-type: none"> <li>▪ RMS Phys Ed. ABC (Awareness and Body Control)</li> <li>▪ Dynamic warmups and stretches to encourage muscle growth</li> <li>▪ Developing spatial awareness through movement</li> <li>▪ Development of balance skills</li> <li>▪ Manipulation of limbs through sport</li> <li>▪ Development of throwing and passing</li> </ul>





# Rowntree Montessori Schools

GRADES 1 - 4

## Visual Arts

The Visual Arts department is committed to developing students to be artists all around. In addition to building skills and techniques in drawing and painting, students will be exposed to a variety of artists and artistic movements. All students will regularly reflect on their work as both creators and viewers of art to foster creative growth.

Grade	Mediums	Techniques
1	<ul style="list-style-type: none"> <li>▪ Colour pencils</li> <li>▪ Wax crayons</li> <li>▪ Markers</li> <li>▪ Oil pastels</li> <li>▪ Tempera paint</li> <li>▪ Mixed media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art inspired by personal experiences</li> <li>▪ Line drawing</li> <li>▪ Wax crayon resist painting</li> <li>▪ Collage</li> <li>▪ Primary colours, warm &amp; cool colour</li> <li>▪ Light &amp; dark values</li> </ul>
2	<ul style="list-style-type: none"> <li>▪ Colour pencils</li> <li>▪ Wax crayons</li> <li>▪ Markers</li> <li>▪ Oil pastels</li> <li>▪ Tempera paint</li> <li>▪ Mixed media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art inspired by the community</li> <li>▪ Secondary colours, warm &amp; cool colour</li> <li>▪ Mixing tints &amp; shades</li> <li>▪ Line drawing</li> <li>▪ Wax crayon resist painting</li> <li>▪ Collage</li> </ul>
3	<ul style="list-style-type: none"> <li>▪ Colour pencils</li> <li>▪ Wax crayons</li> <li>▪ Markers</li> <li>▪ Oil pastels</li> <li>▪ Tempera paint</li> <li>▪ Watercolours</li> <li>▪ Mixed media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wax crayon resist painting</li> <li>▪ Collage</li> <li>▪ Art inspired by community</li> <li>▪ Warm and cool colours</li> <li>▪ Line drawing</li> <li>▪ Light and dark values</li> </ul>
4	<ul style="list-style-type: none"> <li>▪ Oil pastels</li> <li>▪ Charcoal</li> <li>▪ Tempera paint</li> <li>▪ Watercolours</li> <li>▪ Mixed media</li> <li>▪ Collage</li> <li>▪ Printmaking</li> <li>▪ Acrylic paint</li> </ul>	<ul style="list-style-type: none"> <li>▪ Art inspired by personal interests and experiences</li> <li>▪ Portraiture</li> <li>▪ Positive and negative space</li> <li>▪ Still-life</li> <li>▪ Collage</li> <li>▪ Sketching and shading</li> </ul>





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GRADES 1-3

## SAMPLE SCHEUDLE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8:40 - 9:00</b>	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
<b>9:00 - 10:00</b>	CORE	CORE	CORE	CORE	CORE
<b>10:00 - 10:20</b>	SNACK	SNACK	SNACK	SNACK	SNACK
<b>10:20 - 10:40</b>	CORE	CORE	PHE	CORE	CORE
<b>10:40 - 11:30</b>	FRENCH	CORE	CORE	CORE	CORE
<b>11:30 - 12:00</b>	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
<b>12:00 - 12:30</b>	RECESS	RECESS	RECESS	RECESS	RECESS
<b>12:30 - 12:50</b>	CORE	CORE	COMPUTERS	FRENCH	PHE
<b>12:50 - 1:40</b>	MUSIC	CORE	ART	CORE	MUSIC
<b>1:40 - 2:00</b>	RECESS & SNACK	RECESS & SNACK	RECESS & SNACK	RECESS & SNACK	RECESS & SNACK
<b>2:00 - 2:30</b>	CORE	COMPUTERS	CORE	COMPUTERS	STEAM
<b>2:30 - 3:00</b>	CORE	FRENCH	CORE	CORE	CORE
<b>3:00 - 3:20</b>	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM

*Subject to Change*





# Rowntree Montessori Schools

ALL GRADES

## Application & Registration Checklist

Thank you for considering Rowntree Montessori Schools for your child!

Below are the steps to complete your child's application and secure your spot at Rowntree Montessori.

1. **APPLICATION FORM:** Please log in and complete one application per child. Upon completion, you will be prompted to pay a one time application fee via credit card.
2. **CONTRACT AND 10% NON-REFUNDABLE DEPOSIT:** Please read, fill out, sign and date the contract for each child. Both parents must login and electronically sign the contract. At the completion of your contract, you will be prompted to pay your 10% non-refundable deposit by credit card. The cost of this deposit counts toward your total tuition cost.

Once your child's spot is secure, you will be asked to complete the following steps to complete your registration.

1. **ELECTRONIC CALCULATION FORM (ECF):** Please e-sign your ECF, it will be emailed to your personal email. If you will be paying monthly, you will be prompted to attach a void cheque for pre-authorized debit payments September through June. If you are paying annually, after you sign and submit your ECF, please drop off a personal cheque post dated for July 15th to any Rowntree campus.
2. **DOCUMENTS:** In our Parent Portal, please complete the following documents:
  - a. Upload your child's picture for their profile.
  - b. Upload your child's health card.
  - c. Upload your child's birth certificate/passport.
  - d. Upload your child's immunization records.
  - e. Upload your child's last 1-3 years of report cards.
  - f. Open and complete the emergency contact form.
3. **ASSESSMENT:** Finally, we contact you to bring your child in for a short assessment. No preparation is needed. This is just used for us to understand the various levels of our incoming students and better plan our curriculum.

If you have any questions, please contact the Admissions Office at 905-790-3838 or at [admission@rowntreemontessori.com](mailto:admission@rowntreemontessori.com). Thank you again for considering Rowntree Montessori School for your child.

