

Grade 3 - Language Curriculum Alignment
2021-22 FIRST LEGO League Explore Team Meeting Guide

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 1:</p> <p>Introduction - Let's Discover</p> <ul style="list-style-type: none"> Students discuss the Core Value of discovery, provide examples, and draw a picture that represents their example. <p>Team Outcomes</p> <ul style="list-style-type: none"> Students will build the truck and create new truck designs Students will use discovery to explore the CARGO CONNECT theme and how cargo is transported to different destinations <p>Share</p> <ul style="list-style-type: none"> Students explain how cargo is transported to and from their community Students describe their truck designs Students demonstrate how their solutions work on the mat 	Reading	1.1 read a variety of literary texts, graphic texts, and informational texts 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a variety of text forms, with a focus on informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions) 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)	<ul style="list-style-type: none"> ● ● - -
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)	<ul style="list-style-type: none"> ● ● ●
	Oral Communication	1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details 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	<ul style="list-style-type: none"> ● ●

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		2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations	<ul style="list-style-type: none"> • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 2: Introduction – Go Team <ul style="list-style-type: none"> • Students talk about what teamwork is and provide examples of this Core Value Team Outcomes <ul style="list-style-type: none"> • The team will build and code the LEGO® Robot and then change the program • The team will create two forms of transportation Share <ul style="list-style-type: none"> • Teams show the coding skills they learned • Teams explain how they changed the program • Teams describe their transportation designs • Teams demonstrate how their solutions work on the mat 	Reading	1.1 read a variety of literary texts, graphic texts, and informational texts 2.1 identify and describe the characteristics of a variety of text forms, with a focus on informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions) 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)	<ul style="list-style-type: none"> • - -
	Writing	1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists) 2.1 write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions);	<ul style="list-style-type: none"> • •

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	Oral Communication	<p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p> <p>2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately</p> <p>2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)</p>	<ul style="list-style-type: none"> • • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 3:</p> <p>Introduction – Let’s Have Fun</p> <ul style="list-style-type: none"> • Teams talk about what fun is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • Teams will build and code the LEGO® robot and then change the program • Teams will build the sorting center and explore how cargo is sorted <p>Share</p> <ul style="list-style-type: none"> • Teams show the coding skills they learned and explain how they changed the program 	Reading	<p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>2.1 identify and describe the characteristics of a variety of text forms, with a focus on informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions)</p>	<ul style="list-style-type: none"> • -
	Writing	<p>1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources</p> <p>1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)</p> <p>2.1 write short texts using a variety of forms (e.g., a personal or factual recount of</p>	<ul style="list-style-type: none"> • • •

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<ul style="list-style-type: none"> Teams describe how cargo is loaded and unloaded Teams demonstrate how the sorting center works 		events or experiences that includes photographs or drawings and captions	
	Oral Communication	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)	<ul style="list-style-type: none">

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Session 4: Introduction – Let’s Innovate <ul style="list-style-type: none"> Students talk about what innovations is and the team provides examples of this Core Value Team Outcomes <ul style="list-style-type: none"> The team will build and code the LEGO® robot and then change the program 	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a variety of text forms, with a focus on informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions) 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)	<ul style="list-style-type: none">

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<ul style="list-style-type: none"> The team will create a robot that can transport cargo Share <ul style="list-style-type: none"> Groups show the coding skills they learned and explain how they changed the program The team will describe how cargo is transported The team will demonstrate how their robot transports cargo on the mat 	Writing	1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists) 2.1 write short texts using a variety of forms (e.g., a personal or factual recount of events or experiences that includes photographs or drawings and captions)	<ul style="list-style-type: none"> • • •
	Oral Communication	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)	<ul style="list-style-type: none"> • • •

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Session 5: Introduction – Be Inclusive <ul style="list-style-type: none"> The team will talk about what inclusion is and provide 	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.1 identify and describe the characteristics of a variety of text forms, with a focus on informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions)	<ul style="list-style-type: none"> • -

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<p>examples of this Core Value</p> <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will determine what products are transported in the cargo containers The team will build and code the motor and hub build and then change the program to sort blue cargo <p>Share</p> <ul style="list-style-type: none"> The team will explain what products are in the cargo containers They will show how they motorized the sorting center They will demonstrate how they changed the code to sort the blue cargo 			
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists) 2.1 write short texts using a variety of forms	<ul style="list-style-type: none">
	Oral Communication	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)	<ul style="list-style-type: none">

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<p>Session 6:</p> <p>Introduction – Have an Impact</p> <ul style="list-style-type: none"> Teams will talk about what impact is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> The team will design ways to safely transport cargo over water The team will add a safety feature to the sorting center <p>Share</p> <ul style="list-style-type: none"> The team will show how they safely transported cargo across water The team will point out safety features present on the mat and sorting center <p>They will explain how they coded a safety light</p>	Reading	<p>1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them</p> <p>2.1 identify and describe the characteristics of a variety of text forms, with a focus on informational texts such as a nature magazine (e.g., table of contents, diagrams, photographs, labels, captions)</p>	<ul style="list-style-type: none"> • -
	Writing	<p>1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)</p> <p>2.1 write short texts using a variety of forms</p>	<ul style="list-style-type: none"> • •
	Oral Communication	<p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p> <p>2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately</p> <p>2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)</p>	<ul style="list-style-type: none"> • • •

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<p>Session 7:</p> <p>Introduction – Discovery Build</p> <ul style="list-style-type: none"> ● The team will provide examples of how they have used discovery throughout the sessions ● The team will create a build from the prototyping pieces represent this Core Value <p>Team Outcomes</p>	Reading	1.1 read a variety of literary texts, graphic texts, and informational texts 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)	<ul style="list-style-type: none"> ● -
<ul style="list-style-type: none"> ● The team will design ways to improve access and efficiency ● The team will improve the efficiency of the sorting process <p>Share</p> <ul style="list-style-type: none"> ● The team will show the destinations they created for cargo deliveries ● They will demonstrate how they improved access to destinations 	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 2.1 write short texts using a variety of forms	<ul style="list-style-type: none"> ● ● ●
<ul style="list-style-type: none"> ● They will explain how they improved sorting efficiency ● 	Oral Communication	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately	<ul style="list-style-type: none"> ● ●

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		2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)	•
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Sessions 8 & 9: Introduction – Teamwork and Fun Builds <ul style="list-style-type: none"> • The team will provide examples of how they have used teamwork and fun throughout the sessions • The team will create a build from the prototyping pieces representing this Core Value Team Outcomes <ul style="list-style-type: none"> • The team will draw their team model design and labels its required parts • The team will create their team model that shows the journey of cargo to their destinations Share <ul style="list-style-type: none"> • The team explains the program and how it motorizes 	Reading	1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them 2.3 identify a variety of text features and explain how they help readers understand texts (e.g., table of contents, charts and chart titles, headings, an index, a glossary, graphs, illustrations, pictures, diagrams, hyperlinks, a menu)	• • •
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources 1.3 gather information to support ideas for writing in a variety of ways and/or from a variety of sources 1.4 sort ideas and information for their writing in a variety of ways (e.g., by using graphs, charts, webs, outlines, or lists)	• • •

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<p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will create a plan for what they will include on their team poster • The team will design and create their team poster <p>Share</p> <ul style="list-style-type: none"> • The team will share what they did at the end of each session • They will show their team poster • They will explain their team journey • They will demonstrate how they will present their team poster 	Oral Communication	<p>2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</p> <p>2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately</p> <p>2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)</p>	<ul style="list-style-type: none"> • • • • •
	Media Literacy	<p>3.1 identify the topic, purpose, and audience for media texts they plan to create</p> <p>3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create</p> <p>3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create</p> <p>3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques</p>	<ul style="list-style-type: none"> • • • •

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<p>Session 12:</p> <p>Introduction – Impact Build</p> <ul style="list-style-type: none"> • The team will provide examples of how they have had an impact throughout the sessions • The team will create a build from the prototyping pieces representing this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will reflect on their CARGO CONNECT experience • The team will create a plan for what to share at their final event <p>Share</p> <ul style="list-style-type: none"> • The team will practice their team poster presentation • They will practice their team model presentation 	Reading	1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them	•
	Writing	1.2 generate ideas about a potential topic, using a variety of strategies and resources (e.g., formulate and ask questions to identify personal experiences, prior knowledge, and information needs and to guide searches for information; brainstorm and record ideas on the topic)	•
	Oral Communication	2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence 2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately 2.7 use a variety of appropriate visual aids (e.g., overheads, diagrams, graphic organizers, charts, artefacts) to support or enhance oral presentations)	• • •

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