

**Grade 3 - Language Curriculum Alignment**  
**2022-23 FIRST LEGO League Explore Team Meeting Guide**

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 1:</b></p> <p><b>Introduction - Let's Discover</b></p> <ul style="list-style-type: none"> <li>Students discuss the Core Value of <b>discovery</b> and provide examples.</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team will use discovery to explore the SUPERPOWERED theme and explain what is an energy journey</li> <li>The team will identify different energy examples on the mat</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Students share what they did in the session</li> <li>Students explain what an energy journey is and its different parts</li> <li>Students show the different energy examples on the mat</li> </ul>	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) *.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"> <li>●</li> <li>●</li> <li>-</li> <li>-</li> </ul>
	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"> <li>-</li> <li>-</li> <li>-</li> </ul>
	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"> <li>●</li> <li>●</li> </ul>

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		<p>*2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence</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"> <li>•</li> <li>•</li> </ul>
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 2:</b></p> <p><b>Introduction – Go Team</b></p> <ul style="list-style-type: none"> <li>• Students talk about what teamwork is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will build the wind turbine and explore how it works</li> <li>• The team will identify different energy sources</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>• share what they did in the session</li> <li>• demonstrate how the wind turbine works</li> <li>• explain what an energy source is and provide examples</li> <li>• show the different energy sources on the mat</li> </ul>	Reading	<p>*1.1 read a variety of literary texts, graphic texts, and informational texts</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> <p>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)</p>	<ul style="list-style-type: none"> <li>•</li> <li>-</li> <li>-</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <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>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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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"> <li>•</li> <li>•</li> <li>•</li> </ul>
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p><b>Session 3:</b></p> <p><b>Introduction – Let’s Have Fun</b></p> <ul style="list-style-type: none"> <li>• Teams talk about what fun is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• Teams will build the energy storage model and explore how it works</li> <li>• Teams will identify different ways energy is stored and distributed</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>• share what they did in the session</li> </ul>	Reading	<p>*1.1 read a variety of literary texts, graphic texts, and informational texts</p> <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"> <li>•</li> <li>•</li> <li>-</li> </ul>
	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>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<ul style="list-style-type: none"> <li>● demonstrate how the energy storage model works</li> <li>● explain how energy is stored and distributed</li> <li>● show the different energy connections on the mat</li> </ul>			
	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"> <li>●</li> <li>●</li> <li>●</li> </ul>

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<p><b>Session 4:</b></p> <p><b>Introduction – Let’s Innovate</b></p> <ul style="list-style-type: none"> <li>● Students talk about what innovation is and the team provides examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>● The team will build the carousel and connect it to the energy storage model</li> </ul>	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> <p>*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)</p>	<ul style="list-style-type: none"> <li>●</li> <li>-</li> <li>-</li> </ul>

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<ul style="list-style-type: none"> <li>The team will identify different ways energy is consumed</li> </ul> <b>Share</b> <b>Have the team:</b> <ul style="list-style-type: none"> <li>share what they did in the session</li> <li>demonstrate how the carousel works</li> <li>explain what an energy consumer is and provide examples</li> <li>show different examples of energy consumption on the mat</li> </ul>	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)	<ul style="list-style-type: none"> <li></li> <li></li> </ul>
	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"> <li></li> <li></li> <li></li> </ul>

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<b>Session 5:</b> <b>Introduction – Be Inclusive</b> <ul style="list-style-type: none"> <li>The team will talk about what inclusion is and provide</li> </ul>	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	<ul style="list-style-type: none"> <li></li> <li></li> <li>-</li> </ul>

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<p>examples of this Core Value</p> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>• The team will build the LEGO model from the lesson and explore motor coding blocks</li> <li>• The team will apply their coding and building skills to change the existing model into a wind turbine</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>• Share what they did in the session</li> <li>• Show the motor coding skills they learned</li> <li>• Demonstrate how they modified the model and code to capture the maximum amount of energy</li> </ul>			
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*2.1 write short texts using a variety of forms</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	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"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 6:</b></p> <p><b>Introduction – Have an Impact</b></p> <ul style="list-style-type: none"> <li>Teams will talk about what impact is and provide examples of this Core Value</li> </ul> <p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>The team build the LEGO model from the lesson and explore light and sound blocks</li> <li>The team will build the motor and hub build and motorize the Explore model</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>Share what they did in the session</li> <li>Show the light and sound coding skills they learned</li> </ul> <p>Build and code the motor and hub build and motorize part of the Explore model</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"> <li>•</li> <li>-</li> </ul>
	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <p>*2.1 write short texts using a variety of forms</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	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"> <li>•</li> <li>•</li> <li>•</li> </ul>

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<p><b>Session 7:</b></p> <p><b>Introduction – Discovery Build</b></p> <ul style="list-style-type: none"> <li>● The team will provide examples of how they have used discovery throughout the sessions</li> <li>● The team will create a build from the prototyping pieces represent this Core Value</li> </ul> <p><b>Team Outcomes</b></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"> <li>●</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>● The team will build the LEGO model from the lesson and code the robot to drive</li> <li>● The team will apply their coding and building skills to change the existing robot into an electric car</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p>	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"> <li>●</li> <li>●</li> <li>-</li> </ul>
<ul style="list-style-type: none"> <li>● Share what they did in the session</li> <li>● Show how they have applied coding skills learned in previous sessions to make a mobile robot</li> </ul>	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"> <li>●</li> <li>●</li> </ul>

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<ul style="list-style-type: none"> <li>Demonstrate how their electric car drives on the mat</li> </ul>		*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"> <li>•</li> </ul>
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<b>Sessions 8 &amp; 9:</b> <b>Introduction – Teamwork and Fun Builds</b> <ul style="list-style-type: none"> <li>The team will provide examples of how they have used teamwork and fun throughout the sessions</li> <li>The team will create a build from the prototyping pieces representing this Core Value</li> </ul> <b>Team Outcomes</b> <ul style="list-style-type: none"> <li>The team will draw their team model design and labels its required parts</li> <li>The team will create their team model of a better energy journey for their community</li> </ul> <b>Share</b> <b>Have the team:</b> <ul style="list-style-type: none"> <li>Share what they did at the end of each session</li> </ul>	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"> <li>•</li> <li>-</li> </ul>
	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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<ul style="list-style-type: none"> <li>● Explain the program and how it motorizes either the wind turbine or carousel</li> <li>● Review the list of required parts and identify them on the team model</li> <li>● Demonstrate how the team model works</li> </ul>	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"> <li>●</li> <li>●</li> <li>●</li> </ul>
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<p><b>Sessions 10 &amp; 11:</b></p> <p><b>Introduction – Innovation and Inclusion Builds</b></p> <ul style="list-style-type: none"> <li>● The team will provide examples of how they have used innovation (Session 10) and inclusion (Session 11)</li> <li>● The team will create a build from the prototyping pieces representing this Core Value</li> </ul>	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	<ul style="list-style-type: none"> <li>●</li> </ul>
<p><b>Team Outcomes</b></p> <ul style="list-style-type: none"> <li>● The team will create a plan for what they will include on their team poster</li> <li>● The team will design and</li> </ul>	Writing	<p>*1.2 generate ideas about a potential topic, using a variety of strategies and resources</p> <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</p>	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> </ul>

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<p>create their team poster</p> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>● Share what they did at the end of each session</li> <li>● Show their team poster design</li> <li>● Explain their team journey</li> <li>● Demonstrate how they will present their team poster</li> </ul>		<p>graphs, charts, webs, outlines, or lists)</p> <p>*1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary</p>	●
	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"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

<b>Team Meeting Guide Outcomes</b>	<b>Strand</b>	<b>Specific Expectations</b>	<b>Addressed</b>
<p><b>Session 12:</b></p> <p><b>Introduction – Impact Build</b></p> <ul style="list-style-type: none"> <li>● Have the team provide examples of how they have had an impact throughout the sessions</li> <li>● Have the team create a build from the prototyping pieces representing this Core Value</li> </ul> <p><b>Team Outcomes</b></p>	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	●

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<ul style="list-style-type: none"> <li>● The team will reflect on their SUPERPOWERED experience</li> <li>● The team will create a plan for what to share at their final event</li> </ul> <p><b>Share</b></p> <p><b>Have the team:</b></p> <ul style="list-style-type: none"> <li>● Practice their team poster presentation</li> <li>● Practice their team model presentation</li> </ul>	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) *1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>
	Media Literacy	*3.1 identify the topic, purpose, and audience for media texts they plan to create *3.2 identify an appropriate form to suit the purpose and audience for a media text they plan to create *3.3 identify conventions and techniques appropriate to the form chosen for a media text they plan to create *3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	<ul style="list-style-type: none"> <li>●</li> <li>●</li> <li>●</li> <li>●</li> </ul>

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