

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

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
Session 1: Introduction - Let's Discover <ul style="list-style-type: none"> Students discuss the Core Value of discovery and provide examples. Team Outcomes <ul style="list-style-type: none"> The team will use discovery to explore the SUPERPOWERED theme and explain what is an energy journey The team will identify different energy examples on the mat Share <ul style="list-style-type: none"> Students share what they did in the session Students explain what an energy journey is and its different parts Students show the different energy examples on the mat 	Reading	<ul style="list-style-type: none"> *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"> • • - -
	Writing	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> *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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		<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"> • •
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Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 2:</p> <p>Introduction – Go Team</p> <ul style="list-style-type: none"> • Students talk about what teamwork is and provide examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will build the wind turbine and explore how it works • The team will identify different energy sources <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • share what they did in the session • demonstrate how the wind turbine works • explain what an energy source is and provide examples • show the different energy sources on the mat 	<p>Reading</p> <p>Writing</p>	<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> <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"> • - - <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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Session 3: Introduction – Let's Have Fun <ul style="list-style-type: none"> • Teams talk about what fun is and provide examples of this Core Value Team Outcomes <ul style="list-style-type: none"> • Teams will build the energy storage model and explore how it works • Teams will identify different ways energy is stored and distributed Share Have the team: <ul style="list-style-type: none"> • share what they did in the session 	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"> • • -
		<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"> • •

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

Team Meeting Guide Outcomes	Strand	Specific Expectations	Addressed
<p>Session 4:</p> <p>Introduction – Let's Innovate</p> <ul style="list-style-type: none"> • Students talk about what innovation is and the team provides examples of this Core Value <p>Team Outcomes</p> <ul style="list-style-type: none"> • The team will build the carousel and connect it to the energy storage model 	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"> • - -

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<ul style="list-style-type: none"> The team will identify different ways energy is consumed <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> share what they did in the session demonstrate how the carousel works explain what an energy consumer is and provide examples show different examples of energy consumption on the mat 	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"> • •
	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 5:</p> <p>Introduction – Be Inclusive</p> <ul style="list-style-type: none"> The team will talk about what inclusion is and provide 	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</p>	<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 build the LEGO model from the lesson and explore motor coding blocks • The team will apply their coding and building skills to change the existing model into a wind turbine <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • Share what they did in the session • Show the motor coding skills they learned • Demonstrate how they modified the model and code to capture the maximum amount of energy 			
	Writing	<ul style="list-style-type: none"> *1.2 generate ideas about a potential topic, using a variety of strategies and resources *2.1 write short texts using a variety of forms 	<ul style="list-style-type: none"> • •

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Session 6: Introduction – Have an Impact <ul style="list-style-type: none"> Teams will talk about what impact is and provide examples of this Core Value Team Outcomes <ul style="list-style-type: none"> The team build the LEGO model from the lesson and explore light and sound blocks The team will build the motor and hub build and motorize the Explore model Share Have the team: <ul style="list-style-type: none"> Share what they did in the session Show the light and sound coding skills they learned Build and code the motor and hub build and motorize part of the Explore model	Reading	<ul style="list-style-type: none"> *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) 	● -
	Writing	<ul style="list-style-type: none"> *1.2 generate ideas about a potential topic, using a variety of strategies and resources *2.1 write short texts using a variety of forms 	● ●
	Oral Communication	<ul style="list-style-type: none"> *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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Session 7: Introduction – Discovery Build <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 Team Outcomes <ul style="list-style-type: none"> The team will build the LEGO model from the lesson and code the robot to drive The team will apply their coding and building skills to change the existing robot into an electric car Share Have the team: <ul style="list-style-type: none"> Share what they did in the session Show how they have applied coding skills learned in previous sessions to make a mobile robot 	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)	• - -
	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	• • -
	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	• •

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<ul style="list-style-type: none"> Demonstrate how their electric car drives on the mat 		*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
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 of a better energy journey for their community Share Have the team: <ul style="list-style-type: none"> Share what they did at the end of each session 	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"> • -
	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"> • •

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<ul style="list-style-type: none"> Explain the program and how it motorizes either the wind turbine or carousel Review the list of required parts and identify them on the team model Demonstrate how the team model works 	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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Sessions 10 & 11: Introduction – Innovation and Inclusion Builds <ul style="list-style-type: none"> The team will provide examples of how they have used innovation (Session 10) and inclusion (Session 11) The team will create a build from the prototyping pieces representing this Core Value 	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	•
Team Outcomes <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 	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"> • • •

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<p>create their team poster</p> <p>Share</p> <p>Have the team:</p> <ul style="list-style-type: none"> • Share what they did at the end of each session • Show their team poster design • Explain their team journey • Demonstrate how they will present their team poster 		<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>	• • • •

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<p>Session 12:</p> <p>Introduction – Impact Build</p> <ul style="list-style-type: none"> • Have the team provide examples of how they have had an impact throughout the sessions • Have the team create a build from the prototyping pieces representing this Core Value <p>Team Outcomes</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"> The team will reflect on their SUPERPOWERED experience The team will create a plan for what to share at their final event <p>Share Have the team:</p> <ul style="list-style-type: none"> Practice their team poster presentation Practice their team model presentation 	Writing	<ul style="list-style-type: none"> *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 	● ● ● ● ●
	Media Literacy	<ul style="list-style-type: none"> *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 	● ● ● ●

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