

**Grade 3 - Language Curriculum Alignment  
2020-21 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>, provide examples and draw a picture that represents their example.</li> </ul> <p><b>Whole Team:</b></p> <ul style="list-style-type: none"> <li>Students list their favourite activities in which they move and play and draw a picture of themselves doing that activity</li> <li>Students draw and build a LEGO model to represent their favourite activity on their individual base plate</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Students share their models before disassembling them and storing the "Prototyping Pieces" for later use</li> <li>Students reflect on where they play or participate in their favourite activity and how it helps to elevate their heart rate</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) 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> <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>

● The standard is clearly addressed by program activities.

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**Grade 3 - Language Curriculum Alignment**  
**2020-21 FIRST LEGO League Explore Team Meeting Guide**

		<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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<p><b>Session 2:</b></p> <p><b>Introduction - Coach Says!</b></p> <ul style="list-style-type: none"> <li>• Students learn about coding concepts by performing the actions shown on Coding Block squares held up by their coach</li> </ul> <p><b>May's Group</b></p> <ul style="list-style-type: none"> <li>• Students build the heart rate game and a solution for game for May and Marco that will raise their heart rate</li> </ul> <p><b>Marco's Group</b></p> <ul style="list-style-type: none"> <li>• Students build and program a cooling fan</li> </ul> <p><b>Share</b></p>	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		

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**Grade 3 - Language Curriculum Alignment**  
**2020-21 FIRST LEGO League Explore Team Meeting Guide**

<ul style="list-style-type: none"> <li>Groups demonstrate how the heart rate game works and explain their designs and solutions for the challenge presented by Marco</li> <li>Groups show the coding skills they learned and how they changed the code and modified their design</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 3:</b> <b>Introduction - Walk and See</b> <ul style="list-style-type: none"> <li>Students take a community walk to identify the different</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 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"> <li>•</li> <li>-</li> </ul>

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**Grade 3 - Language Curriculum Alignment  
2020-21 FIRST LEGO League Explore Team Meeting Guide**

<p>places where they can play and be active</p> <p><b>May's Group</b></p> <ul style="list-style-type: none"> <li>Students build a treadmill and a solution for different play stations for May and Marco</li> </ul> <p><b>Marco's Group</b></p> <ul style="list-style-type: none"> <li>Students build and program a moving satellite</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups demonstrate how the treadmill works and explain their designs and solutions for the challenge presented by Marco</li> <li>Groups show the coding skills they learned and how they changed the code and modified their design</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>
	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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**Grade 3 - Language Curriculum Alignment  
2020-21 FIRST LEGO League Explore Team Meeting Guide**

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<p><b>Session 4:</b></p> <p><b>Introduction - Act It Out</b></p> <ul style="list-style-type: none"> <li>Students act out a variety of activities of sports and then measure the change in their heart rate</li> </ul> <p><b>May's Group</b></p> <ul style="list-style-type: none"> <li>Students will combine the heart game and the treadmill and build a solution for a path for May and Marco</li> </ul> <p><b>Marco's Group</b></p> <ul style="list-style-type: none"> <li>Students build and program the spy robot</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups demonstrate how the combined build works and explain their designs and solutions for the challenge presented by Marco</li> <li>Groups show the coding skills they learned and how they changed the code and modified their design</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>	
	Writing		
	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>	

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**Grade 3 - Language Curriculum Alignment**  
**2020-21 FIRST LEGO League Explore Team Meeting Guide**

		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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<b>Session 5:</b> <b>Introduction - Human Robot</b> <ul style="list-style-type: none"> <li>Pairs of students create pseudocode to guide their coach to move from a starting point to an end point in the meeting space</li> </ul> <b>May's Group</b> <ul style="list-style-type: none"> <li>Students build and program a cooling fan</li> </ul> <b>Marco's Group</b> <ul style="list-style-type: none"> <li>Students build the heart rate game and a solution for game for May and Marco that will raise their heart rate</li> </ul> <b>Share</b>	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"> <li>•</li> <li>-</li> </ul>
	Writing	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"> <li>•</li> <li>•</li> </ul>

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**Grade 3 - Language Curriculum Alignment**  
**2020-21 FIRST LEGO League Explore Team Meeting Guide**

<ul style="list-style-type: none"> <li>Groups demonstrate how the heart rate game works and explain their designs and solutions for the challenge presented by Marco</li> <li>Groups show the coding skills they learned and how they changed the code and modified their design</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)	

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<b>Session 6:</b> <b>Introduction - Let's Dance</b> <ul style="list-style-type: none"> <li>Students choreograph a dance to the FLL "Teamwork"</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 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"> <li>•</li> <li>-</li> </ul>

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Grade 3 - Language Curriculum Alignment  
2020-21 FIRST LEGO League Explore Team Meeting Guide

<p>Makes the Dream Work” video</p> <p><b>May’s Group</b></p> <ul style="list-style-type: none"> <li>Students build and program a moving satellite</li> </ul> <p><b>Marco’s Group</b></p> <ul style="list-style-type: none"> <li>Students build a treadmill and a solution for different play stations for May and Marco</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Groups demonstrate how the treadmill works and explain their designs and solutions for the challenge presented by Marco</li> <li>Groups show the coding skills they learned and how they changed the code and modified their design</li> </ul>			
	Writing		
	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 - Kid Robot</b></p> <ul style="list-style-type: none"> <li>• Pairs of students guide one another through a maze or obstacle course by giving or following instructions</li> </ul> <p><b>May's Group</b></p> <ul style="list-style-type: none"> <li>• Students build and program the spy robot</li> </ul> <p><b>Marco's Group</b></p> <ul style="list-style-type: none"> <li>• Students will combine the heart game and the treadmill and build a solution for a path for May and Marco</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>• Groups demonstrate how the combined build works and explain their designs and solutions for the challenge presented by Marco</li> <li>• Groups show the coding skills they learned and how they changed the code and modified their design</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 2.1 write short texts using a variety of forms	<ul style="list-style-type: none"> <li>•</li> <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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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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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<b>Session 8:</b> <b>Introduction - Have an Impact</b> <ul style="list-style-type: none"> <li>Students discuss the Core Value of <b>impact</b>, provide examples and draw a picture that represents their example.</li> </ul> <b>Whole Team</b> <ul style="list-style-type: none"> <li>Finalize the combined build and program it to make the flag rise</li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li>The team explains the code created for each challenge, demonstrates the code on the combined build and shares progress on team model</li> </ul>	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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Writing		

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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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<p><b>Session 9:</b></p> <p><b>Introduction - Let's Innovate</b></p> <ul style="list-style-type: none"> <li>• Students discuss the Core Value of <b>innovation</b>, provide</li> </ul>	Reading	<p>1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details</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>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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<p>examples and draw a picture that represents their example</p> <p><b>Whole Team</b></p> <ul style="list-style-type: none"> <li>Design, draw, label and start to build an obstacle course for May and Marco to play in and that raises their heart rate</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Review the list of required parts and identify them on the team model</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> <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>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <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> <li>•</li> </ul>

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<p><b>Session 10:</b></p> <p><b>Introduction - Be Inclusive</b></p> <ul style="list-style-type: none"> <li>Students discuss the Core Value of <b>inclusion</b>, provide examples and draw a picture that represents their example</li> </ul> <p><b>Whole Team</b></p> <ul style="list-style-type: none"> <li>Plan what to include on your poster, including words, drawings and photos</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Discuss how the team poster will represent the team's journey throughout the sessions</li> </ul>	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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Writing	1.1 identify the topic, purpose, audience, and form for 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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

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2020-21 FIRST LEGO League Explore Team Meeting Guide**

		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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<b>Session 11:</b>  <b>Introduction - Go Team</b> <ul style="list-style-type: none"> <li>Students discuss the Core Value of <b>teamwork</b>, provide examples and draw a picture that represents their example</li> </ul> <b>Whole Team</b> <ul style="list-style-type: none"> <li>Create the team poster based on the draft from the previous session</li> </ul> <b>Share</b> <ul style="list-style-type: none"> <li>Discuss how the poster shows what the team learned during the sessions</li> </ul>	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	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	Writing	3.7 use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions,	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>

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	Media Literacy	3.4 produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques	•
	Oral Communication	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)	• •

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<b>Session 12:</b> <b>Introduction - Let's Have Fun</b> <ul style="list-style-type: none"> <li>Students discuss the Core</li> </ul>	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	• •

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<p>Value of <b>fun</b>, provide examples and draw a picture that represents their example</p> <p><b>Team</b></p> <ul style="list-style-type: none"> <li>Team members answer practice questions to help them reflect on their learning and to prepare for what to share at their final event</li> </ul> <p><b>Share</b></p> <ul style="list-style-type: none"> <li>Teams explain the code they created for their motorized part and how the team model relates to the challenge.</li> </ul>			
	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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