

## Grade 3 Overview

Gr3 Topic	How we express ourselves	Sharing the planet	How we organize ourselves	Where we are in place and time	How the world works	Who we are
Timeline	First Unit: Imagination	Second Unit: The Blue Gold	Third Unit: Measurement	Fourth Unit: Exploration	Fifth Unit: Rocks and Minerals	Sixth Unit: Choices
Central Idea	6 weeks (Sept 1 <sup>st</sup> – Oct 10 <sup>th</sup> 2019)	8 weeks (Oct 13 <sup>th</sup> – Dec 20 <sup>th</sup> 2019)	5 weeks (Jan. 5 <sup>th</sup> – Feb. 6 <sup>th</sup> 2020)	5 weeks (Feb. 9 <sup>th</sup> – Mar. 18 <sup>th</sup> 2020)	7 weeks (Apr 5 <sup>th</sup> – May 21 <sup>st</sup> 2020)	4 weeks (June 1 <sup>st</sup> – June 25 <sup>th</sup> 2020)
Key Concepts	Imagination allows people to express their creativity, feelings and ideas	Water is essential to life, and is a limited resource for many people.	Measurement systems can be used in everyday life	Exploration leads to discoveries, opportunities and new understandings	People use their scientific understanding of Earth's natural resources to create tools that facilitate their lives.	Understanding about economy helps people become responsible consumers
Related Concepts	Form, connection, perspective	Function, causation, responsibility	Form, function, connection	Form, connection, causation	Function, change, causation	Form, causation, responsibility
Lines of Inquiry	Imagination, creativity, poetry	Consumption, conservation, equity	Tools, systems, measurement	Discovery, geography	Cycle, formation, consequences	Economy, consequences, fairness
Learner Profile	1- What imagination is 2- Different ways people express their creativity 3- Expressing imagination through language	1- Water as a vital resource to living things 2- Availability and distribution of water 3- Responsibilities regarding water	1- Measurement tools and systems 2- How we use measurement in our daily lives 3- How scientists use measurement to conduct experiments	1- Reasons people explore 2- Major explorations and discoveries 3- Using maps to explore	1- How earth continue the cycle of rock formation. 2- Different ways people have and continue to use rocks. 3- Explain how physical processes influence availability of natural resources	1- Production and consumption 2- How overconsumption affects others around the world 3- Making an informed decision as consumers
Approaches to Learning	Reflective, open minded, communicator	Inquirer, caring, principled	Inquirer, thinker	knowledgeable, risk taker	Inquirer, knowledgeable	Principled, reflective, balanced
Subjects	Communication skills Social skills	Research skills Self-management skills	Self-management skills Thinking skills	Research skills Communication skills	Research skills Thinking skills	Social skills Self-management skills
Genre	English, Arts	ELA, Math, Science, S.S, Art	English, Science, Math, Art	English, Math, Art and S.S	English, Math, Science and Art	English, Math, Social Studies, Art
Language Arts	Narrative & Opinion (Unit 1)	Informative (Unit 8)	Informative (Unit 2 & 5) Standalone (Poetry / Units 3 & 6)	Narrative (Unit 4)	Informative	Persuasive
	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>* Talking in turns, respecting others' perspectives</li> <li>* Organization of ideas presented</li> <li>* Identify the main idea of a spoken text</li> <li>* Describe people, places, things, and events with relevant details</li> </ul> <p><b>Reading:</b></p> <p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>* Describe Story Structure &amp; plot</li> <li>* Describe how characters in a story respond to major events and challenges</li> <li>* Identify Main Idea and Details</li> <li>* Make inferences</li> </ul> <p><b>Shared Reading:</b> Level L &amp; M book weekly</p> <p><b>Phonics:</b> review CVVC, CVCe words</p> <p><b>HFW:</b> review first and second dolch words</p> <p><b>Writing:</b></p> <p><b>First: Writing Workshop</b></p> <p><b>Opinion Writing – Book Reports</b></p> <p><b>Narrative Writing – Short Story</b></p> <p><b>1- Guided Writing:</b> Writing a story with a familiar setting;</p> <p><b>Paragraphs:</b> use a new paragraph when there is a change of place, time or speaker</p> <p><b>Characters:</b> characters' personality.</p> <p><b>Dialogue:</b> between story characters</p> <p><b>Setting:</b> details (looks, feels, sounds like)</p> <p><b>2- Shared and Independent Writing</b></p> <p>Write short stories and poems, collaboratively and independently</p> <p><b>Writing Forms:</b> short story, letter to the character, book review</p> <p><b>Second: Conventions</b></p> <p><b>1- Spelling: Review: Word Study:</b></p> <ul style="list-style-type: none"> <li>• Long vowels &amp; Silent e</li> <li>• Double vowels oo, ee</li> </ul> <p><b>2- Grammar: review the following</b></p> <p><b>1- Parts of Speech:</b> Nouns, pronouns, verbs and adjectives. Noun/pronoun agreement. Subject/verb agreement</p> <p><b>2- Punctuation:</b></p> <p><b>Review:</b> Capitalization, full stops, exclamations and question marks</p> <p><b>New:</b> Apostrophes in contractions</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>* <b>Report</b> on a topic with appropriate facts and relevant details, speaking clearly at an understandable pace.</li> <li>* Ask questions to understand spoken text</li> </ul> <p><b>Reading:</b></p> <p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>* Read instructions to carry out an activity</li> <li>* Consider ways that information is set out on a page and on a screen (lists, charts, bullets)</li> </ul> <p><b>Shared Reading:</b> Level O book weekly</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>* <b>Prefixes</b> (un, dis, de, re, pre), (non, mis, anti, co, ex)</li> </ul> <p><b>Writing:</b></p> <p><b>First: Writing Workshop</b></p> <p><b>Informative Writing – Formal Letter</b></p> <p><b>1- Guided Writing:</b> Write a formal letter to order materials needed for a project:</p> <ul style="list-style-type: none"> <li>* <b>Date and address</b> on the top right</li> <li>* Begin with <b>salutation</b></li> <li>* <b>First paragraph:</b> explain the <b>purpose</b> of the letter</li> <li>* <b>Second paragraph:</b> <b>bullet points</b> to make the arrangements clearer</li> <li>* <b>Third paragraph:</b> ask for a <b>reply</b></li> <li>* <b>End</b> with (Yours sincerely) and name</li> </ul> <p><b>2- Shared and Independent Writing</b></p> <p>Write a formal letter, collaboratively, then individually</p> <p><b>Informative Writing – Instructions</b></p> <p><b>1- Guided Writing:</b> Write how to instructions</p> <ul style="list-style-type: none"> <li>* <b>Title</b> and <b>list</b> of materials needed</li> <li>* Clearly listed <b>steps</b></li> <li>* <b>Connectives</b> (first, next, finally)</li> <li>* <b>Command</b> verbs</li> <li>* <b>Short</b>, clear sentences</li> <li>* <b>Closure</b></li> </ul> <p><b>2- Shared and Independent Writing</b></p> <p>Write instructions; collaboratively then individually</p> <p><b>Writing Forms:</b> Formal letter and instruction</p> <p><b>Second: Conventions</b></p> <p><b>1- Spelling: word study</b></p> <ul style="list-style-type: none"> <li>* (ed, ing)</li> <li>* <b>Suffixes</b> (ful, less, ly)</li> </ul> <p><b>2- Grammar:</b></p> <p><b>1- Sentences:</b> Questions and commands</p> <p><b>2- Tenses</b> present and past tenses (ed, ing)</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>* Talking in turns, respecting others' perspectives</li> <li>* Organization of ideas presented</li> <li>* Identify the main idea of spoken text</li> <li>* Ask questions to understand spoken text</li> </ul> <p><b>Reading:</b></p> <p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>* Describe people, places, things, and events with relevant details</li> </ul> <p><b>Shared Reading:</b> Level P books / weekly</p> <p><b>Phonics:</b> review CVVC, CVCe words</p> <p><b>Writing:</b></p> <p><b>First: Writing Workshop</b></p> <p><b>Informative Writing – Short Essay</b></p> <p><b>1- Guided Writing:</b> Write a short essay to inform the readers about rocks</p> <ul style="list-style-type: none"> <li>* <b>Introduction:</b> engaging <b>hook</b>, introduce the <b>topic</b></li> <li>* Group information in <b>short paragraphs</b> that develop the topic with <b>facts</b>, definitions and details.</li> <li>* Use <b>linking verbs/connectives</b></li> <li>* Use <b>illustrations</b> (ex. diagrams)</li> <li>* Provide a <b>concluding statement</b></li> </ul> <p><b>2- Shared and Independent Writing</b></p> <p>Write a short essay; collaboratively then individually</p> <p><b>Second: Conventions</b></p> <p><b>1- Grammar:</b></p> <p><b>Sentences:</b> Clauses and connectives</p> <p><b>Punctuation:</b> Clauses and commas</p> <p><b>2- Spelling:</b> word study (kn / wr)</p>	<p><b>Listening and Speaking:</b></p> <ul style="list-style-type: none"> <li>* Expressing opinions confidently</li> <li>* Listens to others and argues to prove a point, with respect</li> </ul> <p><b>Reading:</b></p> <p><b>Comprehension skills</b></p> <ul style="list-style-type: none"> <li>* Determine Fact and Opinion</li> <li>* Persuasion</li> </ul> <p><b>Shared Reading:</b> Level P books / weekly</p> <p><b>Phonics:</b> (gh / ph, tion / sion)</p> <p><b>Vocabulary:</b> Compound words</p> <p><b>Writing:</b></p> <p><b>First: Writing Workshop</b></p> <p><b>Opinion Writing – Advertisement</b></p> <p><b>1- Guided Writing:</b> Write an advertisement to convince people of a product</p> <ul style="list-style-type: none"> <li>* <b>Introduction:</b> introduce the <b>topic</b></li> <li>* Introduce an <b>opinion</b></li> <li>* Provide <b>reasons</b> that support the opinion</li> <li>* <b>Order</b> reasons by importance</li> <li>* Use <b>linking verbs/connectives</b> to connect between reasons</li> <li>* Provide a <b>concluding statement</b></li> </ul> <p><b>2- Shared and Independent Writing</b></p> <p>Write an advertisement; collaboratively then individually</p> <p><b>Second: Conventions</b></p> <p><b>Spelling: word study</b></p> <ul style="list-style-type: none"> <li>• Compound words</li> <li>• (gh / ph, tion / sion)</li> <li>• Homophones</li> </ul>		

## Grade 3 Overview

Gr3 Topic Timeline Central Idea	How we express ourselves	Sharing the planet	How we organize ourselves	Where we are in place and time	How the world works	Who we are
	First Unit: Imagination	Second Unit: The Blue Gold	Third Unit: Measurement	Fourth Unit: Exploration	Fifth Unit: Rocks and Minerals	Sixth Unit: Choices
	6 weeks (Sept 1 <sup>st</sup> – Oct10 <sup>th</sup> 2019)	8 weeks (Oct 13 <sup>th</sup> – Dec 20 <sup>th</sup> 2019)	5 weeks (Jan. 5 <sup>th</sup> – Feb. 6 <sup>th</sup> 2020)	5 weeks (Feb. 9 <sup>th</sup> – Mar. 18 <sup>th</sup> 2020)	7 weeks (Apr 5 <sup>th</sup> – May 21 <sup>st</sup> 2020)	4 weeks (June 1 <sup>st</sup> – June 25 <sup>th</sup> 2020)
	Imagination allows people to express their creativity, feelings and ideas	Water is essential to life, and is a limited resource for many people.	Measurement systems can be used in everyday life	Exploration leads to discoveries, opportunities and new understandings	People use their scientific understanding of Earth's natural resources to create tools that facilitate their lives.	Understanding about economy helps people become responsible consumers
<b>Math</b>	<p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>Place value to 1000</li> <li>Place value to 10000</li> <li>Written and expanded form</li> <li>Comparing numbers</li> </ul> <p><b>Pattern &amp; Function:</b></p> <ul style="list-style-type: none"> <li>Odd and even numbers</li> <li>Skip counting; from any number</li> </ul> <p><b>Measurement:</b> Using standards units of measurement:</p> <p>* <b>Time:</b></p> <ul style="list-style-type: none"> <li>Reading time on analog and digital clocks</li> <li>Word problems</li> <li></li> </ul>	<p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li>Addition mental strategies</li> <li>Addition written strategies</li> <li>Subtraction mental strategies</li> <li>Subtraction written strategies</li> <li>Word problems</li> <li>Create math stories</li> </ul> <p><b>Pattern &amp; Function:</b></p> <ul style="list-style-type: none"> <li>Inverse relation between addition and subtraction</li> <li>Number patterns</li> <li>Problem solving</li> </ul> <p><b>Data Handling:</b></p> <ul style="list-style-type: none"> <li>Collecting data</li> <li>Bar graphs</li> <li>Tallying</li> <li>Interpreting data</li> <li>Diagrams</li> </ul>	<p><b>Numbers: Continue practicing</b></p> <ul style="list-style-type: none"> <li>Addition mental strategies</li> <li>Addition written strategies</li> <li>Subtraction mental strategies</li> <li>Subtraction written strategies</li> </ul> <p><b>Measurement:</b> Using standards units of measurement:</p> <p>* <b>Length and Area:</b></p> <ul style="list-style-type: none"> <li>Converting cm to m</li> <li>Converting mm to cm</li> <li>Measuring the length using mm, cm &amp; m</li> <li>Using square centimeters to measure area</li> </ul> <p>* <b>Volume:</b></p> <ul style="list-style-type: none"> <li>Cubic centimeter is also called centicube or 1 cm<sup>3</sup></li> <li>Cubic cm is 1 cm high, 1 cm wide and 1 cm long</li> </ul> <p>* <b>Capacity</b></p> <ul style="list-style-type: none"> <li>Using ml &amp; L to measure the capacity</li> <li>Converting ml to L</li> <li>Adding ml to make a L</li> </ul> <p>* <b>Mass:</b></p> <ul style="list-style-type: none"> <li>Converting g &amp; KG</li> <li>Measuring mass using g &amp; KG</li> </ul>	<p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li><b>Multiplication strategies</b> (arrays, repeated addition, combine equal groups, skip count)</li> <li><b>Multiplication written strategies</b></li> </ul> <p><b>Shape and Space</b></p> <p>* <b>Location and Transformation</b></p> <ul style="list-style-type: none"> <li>Symmetry</li> <li>Slides and turns</li> <li>Grids and maps</li> </ul>	<p><b>Pattern &amp; Function:</b></p> <ul style="list-style-type: none"> <li>Inverse relation between multiplication and division</li> </ul> <p><b>Numbers:</b></p> <ul style="list-style-type: none"> <li><b>Division strategies</b> (repeated subtraction, divide into equal groups, number line, fact family)</li> <li>Number relationships</li> <li>Fractions (Numerator and denominator, ordering fractions on the number line)</li> </ul>	<p><b>Shape and Space</b></p> <p>* <b>2D and 3D Shapes:</b></p> <ul style="list-style-type: none"> <li>Regular and irregular shapes</li> <li>Describe 2D and 3D shapes</li> <li>Compare between 3D shapes</li> <li>Create 3D shapes models</li> <li>Angles</li> </ul> <p><b>Numbers:</b> Use the 4 operations in unit of inquiry context</p>
<b>ART</b>	<p><b>Drawing</b></p> <p>* Express his/her imaginative life and interpret imaginative themes using inventive pattern and detail</p> <p>* Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces</p> <p><b>Painting:</b></p> <p>* Express his/her imaginative life and interpret imaginative themes using color expressively</p> <p><a href="#">Picasso Faces</a> <a href="#">Surreal Worlds</a></p>	<p><b>Construction:</b></p> <p>Explore and experiment with the properties and characteristics of materials in making structures</p> <p><a href="#">Bottlecap Ocean Mural</a></p> <p><b>Drawing</b></p> <p>Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces</p> <p><b>Painting:</b></p> <p>* Explore color with a variety of materials and media</p> <p>* Paint from observation</p> <p><a href="#">Pastel Sea Turtles</a> <a href="#">Ocean letters</a></p>	<p><b>Construction:</b></p> <p>Explore and experiment with the properties and characteristics of materials in making structures</p> <p>* Design a table cloth that covers your desk</p> <p>* Design a model that holds a book</p> <p>* Create a tile mosaic</p> <p>* Grid Paper Animals <a href="https://www.k-5mathteachingresources.com/support-files/grid-paper-animals.pdf">https://www.k-5mathteachingresources.com/support-files/grid-paper-animals.pdf</a></p> <p>* Rectangular Robots <a href="https://www.k-5mathteachingresources.com/support-files/rectangular-robot.pdf">https://www.k-5mathteachingresources.com/support-files/rectangular-robot.pdf</a></p>	<p><b>Drawing</b></p> <p>* Draw from observation</p> <p>* Experiment with the marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces</p> <p>Draw treasure maps <a href="https://www.cbc.ca/artzooka/media/makes/Episode12Makes1.pdf">https://www.cbc.ca/artzooka/media/makes/Episode12Makes1.pdf</a></p> <p><a href="https://www.crayola.com/lesson-plans/treasure-map-lesson-plan/">https://www.crayola.com/lesson-plans/treasure-map-lesson-plan/</a></p> <p><a href="https://resource-bank.scholastic.co.uk/resources/3520">https://resource-bank.scholastic.co.uk/resources/3520</a></p>	<p><b>Construction:</b></p> <p>Make imaginative structures <a href="#">Rock sculptures</a></p> <p><b>Clay:</b></p> <p>Work inventively and expressively with cubes or oblong blocks of clay <a href="#">Pinch Pots with a Twist</a></p>	<p><b>Digital Art:</b></p> <p>* Making digital posters <a href="#">Poster love</a></p> <p><b>Construction:</b></p> <p>* Explore and experiment with the properties and characteristics of materials in making structures</p> <p>Create models and figures out of 3D shapes</p>

## Grade 3 Overview

Gr3	How we express ourselves	Sharing the planet	How we organize ourselves	Where we are in place and time	How the world works	Who we are
Topic	First Unit: Imagination	Second Unit: The Blue Gold	Third Unit: Measurement	Fourth Unit: Exploration	Fifth Unit: Rocks and Minerals	Sixth Unit: Choices
Timeline	6 weeks (Sept 1 <sup>st</sup> – Oct10 <sup>th</sup> 2019)	8 weeks (Oct 13 <sup>th</sup> – Dec 20 <sup>th</sup> 2019)	5 weeks (Jan. 5 <sup>th</sup> – Feb. 6 <sup>th</sup> 2020)	5 weeks (Feb. 9 <sup>th</sup> – Mar. 18 <sup>th</sup> 2020)	7 weeks (Apr 5 <sup>th</sup> – May 21 <sup>st</sup> 2020)	4 weeks (June 1 <sup>st</sup> – June 25 <sup>th</sup> 2020)
Central Idea	Imagination allows people to express their creativity, feelings and ideas	Water is essential to life, and is a limited resource for many people.	Measurement systems can be used in everyday life	Exploration leads to discoveries, opportunities and new understandings	People use their scientific understanding of Earth’s natural resources to create tools that facilitate their lives.	Understanding about economy helps people become responsible consumers
Science	NA	<u><b>Earth and Space - Living Things – The Blue Gold</b></u> - Recognize that water exists in the air in different forms - Describe how living things depend on water for survival - Explain why fresh water is a limited resource	<u><b>Materials and Matter – Measurement</b></u> - Identify different measurement tools by the scientists - Use a variety of instruments and tools to measure data accurately	NA	<u><b>Earth and Space – Rocks</b></u> - Describe the physical properties of rocks and relate them to their potential uses. - Describe the differences between minerals and rocks. - Identify certain rocks using specific tests. - Compare and contrast metamorphic, igneous, and sedimentary rocks. - Describe the cycle of rock formation - Keep accurate records while conducting simple investigations or experiments.	NA
Social Studies	NA	<u><b>The Blue Gold</b></u> - Identify water issues and propose solutions for responsible, equitable water use	NA	<u><b>Exploration</b></u> - Identify the reasons why people feel compelled to explore the unknown - Investigate the impact of exploration on people in the past, present and future - Investigate discoveries from history - Analyze how available technology influences people’s abilities to navigate	NA	<u><b>Choices</b></u> - Recognize the difference between goods and services - Identify the services and the users of these services in the local community - Compare availability of goods and services in two or more different communities - Demonstrate an understanding of the global trading system - Apply his or her knowledge to plan services for the local community - Demonstrate an understanding of the concept of opportunity cost