

Scope and Sequence for Academic Year 2018-2019

Grade: 3

Subject: English, Math, Science, ESS, ME

First Term

MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4
September	<p>02-06</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Matilda by Road Dahl</p> <p>ELA: What does it mean to be unique? How are we each unique? S&L.3.1b. Follow agreed-upon rules for discussions Writing: *Baseline Narrative Writing assesment: All about my summer or All about me - Using adjectives and wow words to describe ourselves Cold Task: - Identifying elements of a story T4W/Retelling a story. Language: What is a simple and compound sentence? L.3.1i. Produce simple, compound, and complex sentences. A sentence is a group of words with one complete thought. It begins with a capital and ends with punctuation. Activity: Show examples and non examples. L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>Mathematics: Mental Math Baseline Assessment/Quiz/Number and operations pre assessment</p> <p>Science: Scientific investigation/Science Vocab/Experiment</p> <p>Social Studies: Me, myself and I</p> <p>ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>	<p>09-13</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Matilda by Road Dahl</p> <p>ELA: Story: Matilda by Road Dahl (relate to last week's discussion of what it means to be unique) Imitation Stage: Retell the story using Talk4Writing text map. Describe characters, settings, and major events in a story, using key details. Reading: RL.3.1. Ask & answer questions to demonstrate understanding of text, referring to text RL.3.3. Describe characters in a story & explain how their actions contribute to events Writing: Identifying and highlighting the key parts of the text. Language: L.3.1c. Use abstract nouns (e.g., childhood) * L.3.2. Demonstrate command of conventions of standard English capitalization, punctuation, & spelling when writing</p> <p>Mathematics: 3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100</p> <p>Science: Life cycles and traits - life cycle of chicken LS 1.1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>Social Studies: Thinking about our families</p> <p>ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>	<p>16-20</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Matilda by Road Dahl</p> <p>ELA: Identifying features of a story. sequence events of the story. Retell: story of Matilda using T4W strategies. Create actions for the story and learn text. Reading: RL.3.5. Refer to parts of stories, dramas, & poems when writing or speaking about a text; how each part builds RI.3.5. Use text features & search tools to locate information relevant to given topic efficiently RI.3.1. Ask & answer questions to demonstrate understanding of text, referring explicitly to text Writing: Innovation Stage: Box up the text into sections, beginning, middle, end. W.3.4. Produce writing in which development & organization are appropriate to task & purpose Language: W.3.3c. Use temporal words and phrases to signal event order L.3.1a. Explain function of nouns, pronouns, verbs, adjectives, & adverbs & functions in sentences</p> <p>Mathematics: 3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100</p> <p>Science: life cycle of a butterfly LS 1.1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>Social Studies: My family</p> <p>ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>	<p>23-27</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Matilda by Road Dahl</p> <p>ELA: Innovation of story of Matilda using T4W Reading: RI.3.2. Determine main idea of text; recount key details & explain how they support main idea Writing: Innovation Stage: Write an alternative story for Mailda. Make changes so that chiden can personalise it and make it their own. Includes key details and clear ideas and a clear ending that makes sense. W.3.5. Develop & strengthen writing as needed by planning, revising, and editing S&L.3.1. Engage effectively in range of collaborative discussions with diverse partners on grade 3 topics & texts Language: L.3.1b. Form and use regular and irregular plural nouns L.3.2c. Use commas and quotation marks in dialogue</p> <p>Mathematics: 3.NBT.2. Fluently add & subtract within 1000 using strategies & algorithms</p> <p>Science: life cycle of humans LS 1.1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.</p> <p>Social Studies: Our Family</p> <p>ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>
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	<p style="text-align: center;">Week 5 30-04</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Matilda by Road Dahl</p> <p>ELA: character emotions/using 5 senses to describe story/Hot seating characters/vocabulary Reading: RF.3.4. Read with sufficient accuracy and fluency to support comprehension RF.3.4a. Read on-level text with purpose and understanding Writing: Innovation Stage: Investigate new vocabulary by exploring synonyms and antonyms for new vocabulary words. Language: L.3.1h. Use coordinating and subordinating conjunctions</p> <p>Mathematics: Numbers focus addition and subtraction 3.NBT.2. Fluently add & subtract within 1000 using strategies & algorithms</p> <p>Science: Inheritance and genetic traits LS 3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>Social Studies: Our Family ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>	<p style="text-align: center;">Week 6 07-11</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Matilda by Road Dahl</p> <p>ELA: Invention of narrative story. Edit and publish text. HOT TASK Invention: Write a narrative using a stimulus given by teacher. Reading: RI.3.2. Determine main idea of text; recount key details & explain how they support main idea Writing: Innovation Stage: Write an alternative story for Matilda. Make changes so that children can personalise it and make it their own. Includes key details and clear ideas and a clear ending that makes sense. W.3.3. Write narratives to develop real or imagined experiences or events using effective technique W.3.3a. Establish a situation & introduce narrator &/or characters; sequence that unfolds naturally W.3.3b. Use dialogue & descriptions of actions, thoughts, & feelings to develop events or characters W.3.3d. Provide a sense of closure Language: L.3.1b. Form and use regular and irregular plural nouns. L.3.1d. Form and use regular and irregular verbs</p> <p>Mathematics: Using addition and subtraction with 2 digit numbers. 3.NBT.2. Fluently add & subtract within 1000 using strategies & algorithms</p> <p>Science: Inheritance and genetic traits LS 3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.</p> <p>Social Studies: Past and Present –People of UAE ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>	<p style="text-align: center;">Week 7 14-18</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Poetry</p> <p>ELA: COLD TASK/Poetry Explore and identify different types of poems and the features. Reading: RF.3.4b. Read on-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings Writing: *Baseline Poetry pre-assessment: All about me/describe a friend or family member - Using adjectives and wow words to describe ourselves. Identify the similarities and differences between different types of poems. W.3.10. Write routinely over extended & shorter time frames for discipline-specific tasks, purposes, & audiences Language: L.3.1b. Form and use regular and irregular plural nouns. RF.3.3d. Read grade-appropriate irregularly spelled words</p> <p>Mathematics: 3.OA.9. Identify arithmetic patterns & explain using properties of operations</p> <p>Science: adaptation / habitats LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Social Studies: Past and Present –People of UAE ME: Unit 1. Equality and Appreciation</p> <p>STEM:</p>	<p style="text-align: center;">Week 8 21-25</p> <p>BIG QUESTION: How are we as individuals unique? Theme: Who we are Text: Poetry</p> <p>ELA: Identify different types of poems and the features. S&L.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading; visual displays. Reading: RI.3.2. Determine main idea of text; recount key details & explain how they support main idea Writing: Children will look at examples of poems and will plan and create their own poems. Language: L.3.1e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses L.3.2a. Capitalize appropriate words in titles L.3.3a. Choose words and phrases for effect. *</p> <p>Mathematics: 3.OA.1. Interpret products of whole numbers (5×7 as total objects in 5 groups of 7 objects each)</p> <p>Science: adaptation / habitats LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Social Studies: Clothes/ food / culture of UAE ME: Unit 2. Me and My World</p> <p>STEM:</p>
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October

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November	<p style="text-align: center;">Week 9 <u>28-01</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Information text – Cold Task Reading: L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase Writing: *Baseline Information Writing assesment: I can write about my favoirtte country that I've lived in or visited- Using details to describe it. 5ws and senses. S&L.3.4. Report on topic or text, tell a story, or recount experience; speaking clearly at understandable pace Language: L.3.4a. Use sentence-level context as a clue to the meaning of a word or phrase</p> <p>Mathematics: 3.OA.5. Apply properties of operations as strategies to multiply & divide</p> <p>Science: adaptaion / habitats LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Social Studies: Clothes/ food / culture of UAE</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>	<p style="text-align: center;">Week 10 <u>04-08</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Story: Meerkat Mail – Read the story Meerkat Mail. Learn information text using T4W strategies. Imitation Stage: Retell the informtion text using Talk4Writing text map. Practice T4W actions. Reading: RI.3.8. Describe logical connection between sentences & paragraphs in text. RI.3.7. Use information gained from illustrations & words in text to demonstrate understanding Writing: Identify features of information text,look at information text examples. Create a text map for t4w text. Language: L.3.2d. Form and use possessives L.3.2f. Use spelling patterns and generalizations in writing words L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>Mathematics: 3.OA.7. Fluently multiply & divide within 100, using strategies; know all products of two one-digit numbers</p> <p>Science: advantages of adaptaions and characteristics LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Social Studies: Clothes/ food / culture of UAE</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>	<p style="text-align: center;">Week 11 <u>11-15</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Box up the text in to the features. Imitation Stage: Retell the informtion text using Talk4Writing text map. Practice T4W actions. S&L.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading; visual displays S&L.3.6. Speak in complete sentences when appropriate to task & situation to provide requested clarification Reading: RL.3.7. Explain how aspects of text's illustrations contribute to what is conveyed by the words in a story Writing: Box up the text and sequence information text. Highlight and identify features. Language: L.3.4d. Use glossaries or beginning dictionaries, print & digital, to determine or clarify precise meaning</p> <p>Mathematics: 3.OA.4. Determine unknown whole number in multiplication or division equation relating three whole numbers</p> <p>Science: advantages of adaptaions and characteristics LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Social Studies: Diorama of UAE/ My people</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>	<p style="text-align: center;">Week 12 <u>18-22</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Innovation stage Writing: Innovation Stage: Write an alternative information text for the childs favourite animal. Make changes so that children can personalise it and make it their own. Includes key features. Reading: RL.3.6. Distinguish their own point of view from that of the narrator Writing: Box up the text making changes.Innovate the key vocabulary too. W.3.1a. Introduce topic or text writing about, state opinion, & create structure that lists reasons W.3.1b. Provide reasons that support the opinion Language: L.3.5b. Identify real-life connections between words & their use (e.g., describe people who are friendly or helpful)</p> <p>Mathematics: 3.NBT.3. Multiply one-digit whole numbers by multiples of 10 (10–90) (place value & properties of operations)</p> <p>Science: advantages of adaptaions and characteristics LS 3.2 Use evidence to support the explanation that traits can be influenced by the environment.</p> <p>Social Studies: Diorama of UAE/ My people</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>
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December	<p style="text-align: center;">Week 13 <u>25-29</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Writing: Innovation Stage: Write an alternative information text for the child's favourite animal. Make changes so that children can personalise it and make it their own. Includes key features. Reading: RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words RF.3.3c. Decode multisyllable words Writing: W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons W.3.1a. Introduce topic or text writing about, state opinion, & create structure that lists reasons. W.3.1b. Provide reasons that support the opinion W.3.1c. Use linking words and phrases W.3.1d. Provide a concluding statement or section Language: L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Mathematics: 3.OA.2. Interpret whole-number quotients of whole numbers ($56 \div 8$ as 56 objects are partitioned into equal shares)</p> <p>Science: Classification ETS 1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>Social Studies: Presentation of Family timeline</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>	<p style="text-align: center;">Week 14 <u>02-06</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Writing: Innovation Stage: Write an alternative information text for the child's favourite animal. Make changes so that children can personalise it and make it their own. Includes key features. Reading: RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words RF.3.3c. Decode multisyllable words Writing: W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons W.3.1a. Introduce topic or text writing about, state opinion, & create structure that lists reasons W.3.1b. Provide reasons that support the opinion W.3.1c. Use linking words and phrases W.3.1d. Provide a concluding statement or section Language: L.3.2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English .</p> <p>Mathematics: 3.OA.3. Use multiplication & division within 100 to solve word problems involving equal groups, arrays, & Measurement</p> <p>Science: Classification ETS 1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>Social Studies: Presentation of Family timeline</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>	<p style="text-align: center;">Week 15 <u>09-13</u></p> <p>BIG QUESTION: Where do we belong? Theme: Where we live Text: Meerkat Mail/Information Text/Holiday Brochure</p> <p>ELA: Invention writing stage: Children create a brochure of the UAE, persuading people to come and visit the country. including all of the features and information. HOT TASK S&L.3.4. Report on topic or text, tell a story, or recount experience; speaking clearly at understandable pace Reading: RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words Writing: W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.3.2b. Develop the topic with facts, definitions, and details W.3.2c. Use linking words and phrases to connect ideas within categories of information W.3.2d. Provide a concluding statement or section Language: L.3.3b. Recognize and observe differences between the conventions of spoken and written standard English.</p> <p>Mathematics: 3.OA.6. Understand division as an unknown-factor problem 3.OA.8. Solve two-step word problems using the four operations</p> <p>Science: Classification ETS 1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>Social Studies: Presentation of Family timeline</p> <p>ME: Unit 2. Me and My World</p> <p>STEM:</p>	

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Second Term

MONT H	WEEK 1	WEEK 2	WEEK 3	WEEK 4	
January	<u>03 – 07</u> 03: Beginning of Second Term for Teachers Staff Professional Development Training <div style="background-color: #cccccc; padding: 5px; text-align: center; font-weight: bold; font-size: 1.2em;">No Students</div>	<u>8-12</u> Theme: Our Place ELA: Cold Task – Write about your favorite animal. Mathematics: Multiplication partial product Science: Different types of animals Social Studies: STEM WEEK	<u>15-19</u> Theme: Our Place ELA: Features of a non-fiction text/vocabulary used for compare and contrast. Mathematics: Multiplication (2digits by 2 digits) Science: Animal classification Social Studies: STEM WEEK	<u>22-26</u> Theme: Our Place ELA: Finding similarities and differences within the text/summarising text/researching two different animals. Mathematics: Factor family Science: Animal adaptations Social Studies: STEM WEEK	<u>29-2</u> Theme: Our Place ELA: Researching information about two types of animals in groups/creating venn diagram Mathematics: Multiplication (Algorithm method) Science: Parts of the plant. Social Studies: Certain habitats located in the UAE
Notes		Writing Assessment: Narrative Student will write about the book of the week			
	Week 5	Week 6	Week 7	Week 8	
February	<u>5-9</u> Theme: Our Place ELA: Planning/Writing compare and contrast essay/constructing paragraphs/intro and conclusion. Mathematics: Review of Multiplication strategies. (Assessment) Science: Parts of the plant/Pollination/Photosynthesis Social Studies: Animals that live in the habitat and where its located on the map of UAE.	<u>12-16</u> Theme: Town Planners ELA: Recount assessment/Compare and Contrast Hot Task. Mathematics: Reducing fractions and + fractions with whole numbers. Science: Introduction to Food chains and food webs. Social Studies: STEM WEEK	<u>19-23</u> Theme: Town Planners ELA: Know the features of a persuasive letter/frequently confused words/TFW Model text. Mathematics: Comparing two fractions with different numerators (+ and -) Science: reviewing decomposers and other micro-organisms. Social Studies: Government organization	<u>26-2</u> Theme: Town Planners ELA: Boxing up the text/for and against vocab/research in to the local area. Mathematics: multiply fractions by whole numbers and denominators. Science: Micro-organisms that cause diseases. Social Studies: Achievements of UAE	

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	Week 9	Week 10	Week 11		
March	<p style="text-align: center;"><u>5-9</u></p> <p>Theme: Town Planners</p> <p>ELA: Plan/Box up our own persuasive letters.</p> <p>Mathematics: dividing fractions by whole numbers and denominators</p> <p>Science: Introduction to Rocks and Minerals.</p> <p>Social Studies: Map Skills/Locating areas in UAE.</p>	<p style="text-align: center;"><u>12-16</u></p> <p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formation and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>	<p style="text-align: center;"><u>19-23</u></p> <p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: adding, multiplying and subtracting decimals.</p> <p>Science: Differentiation among types of rocks and their properties.</p> <p>Social Studies: Exhibition of project.</p>	<u>Spring Break</u>	
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MONTH	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
April	<p>03– 07 03: Beginning of Third Term</p> <p>Staff Professional Development Training</p> <p><u>No Students</u></p>	<p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formtion and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>	<p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formtion and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>	<p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formtion and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>	<p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formtion and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>
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May	<p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formtion and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>	<p>Theme: Town Planners</p> <p>ELA: uplevelling them/peer assessment/gallery mark</p> <p>Mathematics: introduction to decimals and place value.</p> <p>Science: Rock formtion and earth deterioration.</p> <p>Social Studies: Create model Map Al Bateen.</p>			
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June					
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