



International School Bangkok

2023-2024 Grade 3 Homeroom Curriculum Overview:

Please visit the [ISB ES Elementary School Parent/Student Handbook 2023-2024](#)

Language Arts

Balanced Literacy: Recent classroom research shows that literacy develops best when a balanced program is in place. At the center of our program is the reading and writing workshop, which includes a mini-lesson (explicit modeling and guided practice), independent reading or writing, and partner time. In addition to the workshop, the other components of a balanced literacy framework include: Read-aloud with accountable talk, shared reading/writing; Phonics/Word Study; Small Group Instruction (guided reading, strategy lessons, and interventions).

Reading

At ISB, our curriculum aims at creating independent, lifelong readers through the development of students' comprehension, fluency, and stamina. Throughout the year, students will focus on developing their reading skills and related strategies for both fiction and nonfiction texts.

Writing

Students will develop their skills within the following types of writing: **narrative, informational, and argument**. During writer's workshop, students will engage in the writing process of generating ideas, rehearsing, drafting, revising, editing, and publishing.

Listening and Speaking

Speaking and listening are woven into many areas of the curriculum throughout the year, especially in their partnership work in literacy, math, and science, as they strive to develop skills related to attentive listening, collaborative communication and clear presentation of ideas.

Writing Units of Study/ Focus Areas

- **Independent Writing Projects**

This beginning writing unit will focus on setting up the routines and habits of a Writing Workshop. What do students feel they do well as writers? What do they love to write? Our Ultimate goal in this unit is ENGAGEMENT!

- **Writing To Teach (NonFiction Writing)**



International School Bangkok

In this unit, the focus will be for students to teach others about topics on which they have expertise. Students will create a structured, written-to-teach, expert-based project intended to teach an audience. They will use all that they know about creating an informational piece of writing which will include an introduction, elaborated details, transitional words & phrases and a conclusion. They will choose their own narrowed and structured focus on a topic, not simply write all about the topic in broad strokes.

Students will focus on:

- Writing informative/explanatory texts to examine a topic and convey ideas and information clearly by developing the topic with facts, definitions, and details. (Writing)
- Reporting on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (Speaking and Listening)
- Demonstrating command of the conventions of standard English capitalization, punctuation, and spelling when writing (Language)
 - capitalize appropriate words in titles. Use commas and quotation marks in dialogue,
 - use conventional spelling for high-frequency and other studied words and for adding suffixes to base words
 - determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

- **Fiction Tales**

This unit honors the importance of folk and fairy tales in children's education. Fairy tales and fantasy stories are by nature taut with clear story arcs, archetypes and lessons. These tales are terrific models of the craft moves that students can use in their own stories. This writing unit will emphasize a clear event sequence that unfolds naturally, the use of dialogue and description to develop the events, and language that signal event order. The language of fairy tales is iconic. It elicits in students to name these writing moves in books and try them out themselves as writers. The first 2 bends of this unit will be the bridge to our introduction to fantasy writing bends 3 & 4: Welcoming students to the fantastic world of heroes, dragons, wizards and spells!

- **Persuasive Speeches, Petitions, & Editorials (Opinion Writing)**

Grade 3 students are full of opinions. They'll argue for later bedtimes, puppies, trips to Disney World, baby sisters and pizza for dinner. They are ready to put their opinions into writing that can make a difference. This unit helps channel our students'



International School Bangkok

passions into working for personal, local and possibly more global causes. Children feel empowered to work for change when they know their voices have power. In this unit students will learn that when they give reasons for their opinions, others listen to those opinions, can be persuaded, and change can happen.

Students will focus on:

- Writing opinion pieces on topics or texts, supporting a point of view with reasons
 - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences

Form and use regular and irregular plural nouns.

Use abstract nouns (e.g., childhood). Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

Reading Units of Study/ Focus Areas

- **Launching Reading Workshop (Open Genre)**

In this unit, students will work on understanding themselves as a growing reader, where have they come from and where are they going in their reading journey.

Questions to ask include:

Who am I as a Reader?

Do I read a range of books for different purposes?

Do I know a range of genres, authors and illustrators?

Do I read every day and read with strategies

Do I read with meaning / construct understandings

How have my strategies developed as I work towards becoming a proficient reader (meaning, fluency, decoding)



International School Bangkok

- **Following Characters into Meaning (Fiction)**

The unit focuses on the interrelated skills of envisionment, prediction, inference, and interpretation. Throughout the whole unit children will be engaged in the crucial habits of reading with volume, engagement with text, at the same time as pushing them to deeper comprehension, particularly around characters

- **Reading to become an expert (Nonfiction)**

Reading and thinking to become an expert: "In many cases, we read nonfiction for a specific purpose. Whatever the need, we are always reading multiple sources to cross-check and synthesize information as readers, and often we are discussing with others and building our knowledge of the subject through these conversations. It is this type of work, the natural work we all do as nonfiction readers in our own lives, that we want to highlight in this unit of study.

Students will focus on:

- Using text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (Reading Informational)
- Distinguishing their own point of view from that of the author of a text (Reading Informational)
- Reporting on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace (Speaking and Listening)

- **Poetry**

Students love writing poetry because it allows them to explore, play around with and be silly with language. In this unit, students will not only think about what they want to write but also make decisions on how they plan to write it.

- **Mystery BookClubs**

As the author of the popular Cam Jansen mysteries, David Adler, explains "Children who are just beginning to read on their own, read slowly. They read every word. But they don't think slowly. To keep their attention it's necessary to keep the story moving." True to Adler's word, most mysteries written for children have a clear, coherent through-line in a fast-moving plot, so that even your slow readers will be turning pages. This unit will focus on nudging children into increasing their reading volume and stamina, knowing that the nature of books they are reading. Skills to address in this unit include: comparing and contrasting themes, predicting based on inferences / clues, and interpreting

- **Reading to become an expert (Part two)**



International School Bangkok

Reading and thinking to become an expert: "In many cases, we read nonfiction for a specific purpose. Whatever the need, we are always reading multiple sources to cross-check and synthesize information as readers, and often we are discussing with others and building our knowledge of the subject through these conversations. It is this type of work, the natural work we all do as nonfiction readers in our own lives, that we want to highlight in this unit of study. . . Comprehension across topical nonfiction texts to gain expert understanding is the major thrust of this unit. . . this unit will work on the skills of monitoring for sense, envisionment, interpretation, and synthesis.

- **Social Issues and Related Nonfiction (Fiction/Nonfiction)**

Social issues book clubs nudge readers to read and revisit books, thinking about the ways in which books address themes and ideas. Readers will move from reading for plot (what happened in the story) to reading for big ideas (their own thinking /opinions about the text). This unit helps encourage students to see that reading can help us deal with the issues in our own lives.

We want students to be developing empathy. They will be reading and thinking about:

- Issues/Problems in our world
- Our response to these issues/problems as global-minded citizens.

Students will focus on:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (Reading Literature)
- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (Reading Literature)
- Read and comprehend literature, within the text complexity band for Grade 3, independently and proficiently. (Reading Literature)

Mathematics

We believe mathematics is an essential universal language, necessary as a reasoning tool to solve problems and make sense of our world. At ISB mathematical thinkers use reasoning and apply skills to solve problems and make informed decisions about their world. The Grade 3 content standards and practices are:

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.



International School Bangkok

- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
1. Construct viable arguments and critique the reasoning of others.
2. Model with mathematics.
3. Use appropriate tools strategically.
4. Attend to precision.
5. Look for and make use of structure.
6. Look for and express regularity in repeated reasoning.

Math Units of Study/ Focus Areas

- **Place Value, Addition, Subtraction and Rounding**

In this unit we will review and grow on 2nd grade knowledge of place value understanding to show numbers from to 20 and 100.

Focuses will include:

- Number vocabulary such as place value, digit, 100 charts
- Oral: counting patterns, crossing landmark numbers, counting forwards and backwards, count on or back from a given number.
- Representing 2 digit and 3 digit numbers
- Locating 3 digit numbers on a number line and explain their placement



International School Bangkok

- **Introduction to Multiplication and Division**

This unit continues to build on second grade knowledge of addition and works towards greater fluency. Students build arrays (arrangements of a set of objects organized into equal groups in rows and columns), and the stage is set for multiplication and division. As students notice patterns, they begin to let go of longer addition sentences in favor of more efficient multiplication facts and strategies. Students begin to use the language of multiplication as they understand what factors are and differentiate between the size of groups and the number of groups within a given context. There begins to be a growing understanding of the relationship between the operations.

- **Place Value and Problem Solving :Units of Measurement**

This unit uses place value to unify measurement, rounding skills, and standard algorithms for addition and subtraction. The unit begins with plenty of hands-on experience using a variety of tools to build practical measurement skills and conceptual understanding of metric and time units. Estimation naturally surfaces through application; this transitions students into rounding. In the unit's final topics students round to assess whether or not their solutions to problems solved using the standard algorithms are reasonable.

- **Multiplication and Division Cont.**

This unit builds directly on students' work with multiplication and division in the earlier unit by extending the study of factors from 2, 3, 4, 5, and 10 to include all units from 0 to 10, as well as multiples of 10 within 100.

Students will continue to build a solid understanding of what it means to multiply and divide, while becoming increasingly fluent (efficient, flexibly, accurate) in their multiplication and division strategies. The introduction of new factors in this unit spreads across topics. This allows students to build fluency with facts involving a particular unit before moving on. The factors are sequenced to facilitate systematic instruction with increasingly sophisticated strategies and patterns.

As with all operations, we eventually want students to choose computation strategies based on the numbers in the problem.

- **Fractions as numbers on a number line**

Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, $\frac{1}{2}$ of the paint in a small bucket could be less paint than $\frac{1}{3}$ of the paint in a larger bucket, but $\frac{1}{3}$ of a ribbon is longer than $\frac{1}{5}$ of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent



International School Bangkok

numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

- **Geometry and Measurement Word Problems**

This unit offers students intensive practice with word problems, as well as hands-on investigation experiences with geometry and perimeter. They will solve one- and two-step word problems, using all four operations. Students will classify shapes based on their attributes and study perimeter and area.

- **Fractions as numbers on a number line (Cont)**

- **Multiplication and Area**

In this unit students will explore area as an attribute of two-dimensional figures and relate it to their prior understandings of multiplication. Students conceptualize area as the amount of two-dimensional surface that is contained within a plane figure. They come to understand that the space can be tiled with unit squares without gaps or overlaps. They make predictions and explore which rectangles cover the most area when the side lengths differ. Students progress from using square tile manipulative to drawing their own area models and manipulate rectangular arrays to concretely demonstrate the arithmetic properties.

Science

- **Forces and Interactions**

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
- Define a simple design problem that can be solved by applying scientific ideas about magnets

- **Weather and Climate**

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
- Obtain and combine information to describe climates in different regions of the world
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard



International School Bangkok

- **Independent Relationships in Ecosystems**

- Construct an argument that some animals form groups that help members survive.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change

Social Studies

The purpose of the Social Studies program is to develop in students the ability to think critically about the human condition in order to make informed decisions that guide social action.

Our Fragile Earth: This unit develops students' understanding about ecosystems and related issues of sustainability, linking human action to these issues.

Students explore how their choices based on their needs and wants can impact the world around them.

Shop: Sustainable!: This unit focuses on beginning economic understandings of wants, needs, goods, services, supply and demand as well as making responsible choices as both a creator and a consumer.

Health and Wellbeing

This unit will focus on supporting students' understanding and development of metacognition, including emotional awareness and regulation, choices that promote health and wellbeing, and how to set personal & achievable goals. With learning focused on the brain, students examine the interrelationship between thoughts, feelings and behaviors.

Special Subject Areas

The Elementary School is proud of the high quality and large variety of special



International School Bangkok

subjects available to students. These programs help to broaden the students' interests and develop skills in a number of additional areas.

Learning Hub

The Learning Hub is a dynamic space that offers a variety of experiences for ISB students. Students of all ages are encouraged to explore literature and to find books that match their interests.

PK to Grade 2 students meet with the teacher librarian once every six days, and they are exposed to powerful literature and quality authors. In addition, this age level uses technology to read online, to research using databases, and to develop digital storytelling skills. Grades 3-5 meet more regularly with the teacher librarian, and the focus is a blend of print literacy and digital literacy. Students have access to a number of different technologies in the Hub: computer programs, iPods, audio books, and iPads.

Parents are also invited to check out books from the Hub. They may take ten books at a time for a two-week period of time.

Art

The Elementary Art curriculum provides an immersive and extensive program that is broken down into multiple units over a two-year cycle. The curriculum is delivered in developmentally appropriate groupings. KG & Grade 1, Grade 2 & Grade 3, Grade 4 & Grade 5. Throughout the 2-year cycle, all students will follow a pathway through the core units of study. Units are delivered with reference to a diverse selection of contemporary and historical artists. Where appropriate, outside international and Thai specialists and art practitioners work alongside the art teachers as part of the ISB visiting artist program, to help develop real-life experiences for our students. At the heart of the program are the '10 whys of art at ISB' which are embedded into everything our art students learn. The National Core Arts Standards and Harvard's Ground Zero Studio Habits of Mind (SHOM) are also foundational to our program design and delivery.



International School Bangkok

Throughout the Art curriculum, the principles of responding, connecting, and presenting are consistently woven into each unit, helping students develop a holistic understanding of art:

- **Responding:** Students learn to analyze and interpret different art forms. They develop the ability to express their thoughts and emotions about artworks.
- **Connecting:** The interdisciplinary projects and focus areas connect art to various subjects and themes. Students see the intersections between art and the wider world.
- **Presenting:** Opportunities for exhibitions and sharing sessions encourage students to present their artworks, fostering confidence in their creative abilities.

Unit 1: Exploring Art Foundations - Introduction to drawing, mark-making, and painting techniques. Focus on basic art elements such as line, shape, color, and texture.

Unit 2: Printmaking Adventures - Introduction to printmaking techniques like monoprints and linocuts. Emphasis on connecting printmaking with storytelling or personal experiences.

Unit 3: Textile Tales - Exploration of different textile materials and techniques. Connecting textiles to cultural history or personal narratives.

Unit 4: Digital Art and Photography Exploration- Introduction to digital art tools and photography basics. Focus on connecting digital art to contemporary themes or issues.

Unit 5: Art Across Disciplines - Interdisciplinary projects that integrate art with other subjects. Students respond to scientific concepts, literature, or social issues through art.

Unit 6: Special Projects and Exhibitions - Community art unit that brings together various techniques and concepts through events such as Peace Day, Intercultural Day, and senior graduation celebrations. Students work on more complex group



International School Bangkok

projects that highlight their skills and creativity. Preparation for a special art exhibition where students present their artworks to peers, teachers, and families.

Unit 7: Sculpting Dreams: Construction and Sculpture - Introduction to construction and sculpture techniques using various materials. Emphasis on connecting sculpture to spatial awareness and storytelling. Students present their sculptures, discussing the ideas and concepts they represent.

Unit 8: Ceramic Creations - Introduction to ceramics techniques like hand-building, glazing, and pottery. Focus on connecting ceramics with cultural traditions or personal expressions. Students present their ceramic artworks and share their experiences working with clay.

Music

The elementary music program involves key music skills and related musical concepts in the five key strands of the curriculum. Many opportunities are provided for students to perform for each other and for whole school and/or parent audiences.

Through music we are able to transmit our cultural heritage and encourage students to become acquainted with other cultures. This is particularly important in an international community where cross-cultural experiences provided in part by the music program enhance ISB's mission of developing caring global citizens.

Physical Education

Physical Education is an integral dimension of each student's education that aims to enhance the physical wellness of each individual's life. The Physical Education program teaches students how to demonstrate basic skills and concepts, and then successfully apply them in more complex and realistic contexts. It allows students to make increasingly independent choices about the activities and roles they pursue.

Each child has the opportunity to experience success in Physical Education and reach his or her potential within a safe environment, where managed risk taking is encouraged. They will relate to others in a positive manner and experience leadership opportunities while performing as individuals, in groups and in teams.



International School Bangkok

Students will be encouraged to participate in creating healthy communities and environments by taking responsible and critical action.

It is expected that students fully participate in all aspects of the physical education program, including the swimming unit. In addition, all students must wear their PE uniform and sneakers on the days their class receives PE instruction.

World Language

Learning an additional language enriches our understanding of the world, our ability to communicate with others and, ultimately, facilitates international understanding. At ISB we believe that communication is at the heart of the human experience and to thrive as global citizens, we need to effectively communicate within a wide range of multicultural contexts.

Our Elementary World Language program is exploratory in nature, with the exception of Native Thai class. It introduces the beginning stages of oral language learning, culture and communication. Following Thai government regulations, all Thai national ES students are enrolled in Thai language classes. All new ISB students and all Kindergarten students are required to take Thai for one complete academic year (August-June). After that, Non Thai families may choose between Thai, Spanish or Mandarin as an additional language; students can transition into Spanish or Mandarin in August.

ICT (Information Communications Technology)

In ISB's Elementary School, ICT is integrated into units of study and into everyday classroom lessons. Teachers and students have access to a variety of technology tools including laptops, iPads and a library media lab. Students and teachers utilize a wide array of software and digital peripherals, which complement our hardware resources. Skills are taught independently and are integrated into learning throughout each unit of study.

Teachers and our Teacher Librarian provide a variety of teacher and student learning support with the integration of ideas, curricular links, resources, in-class support and specific professional development opportunities. This integrated model sees technology as a tool to enhance teaching and learning, and not as a discrete subject to be taught once a cycle. Our ICT model creates engagement amongst



International School Bangkok

our students while giving them the skills that they need to help them achieve their academic potential.

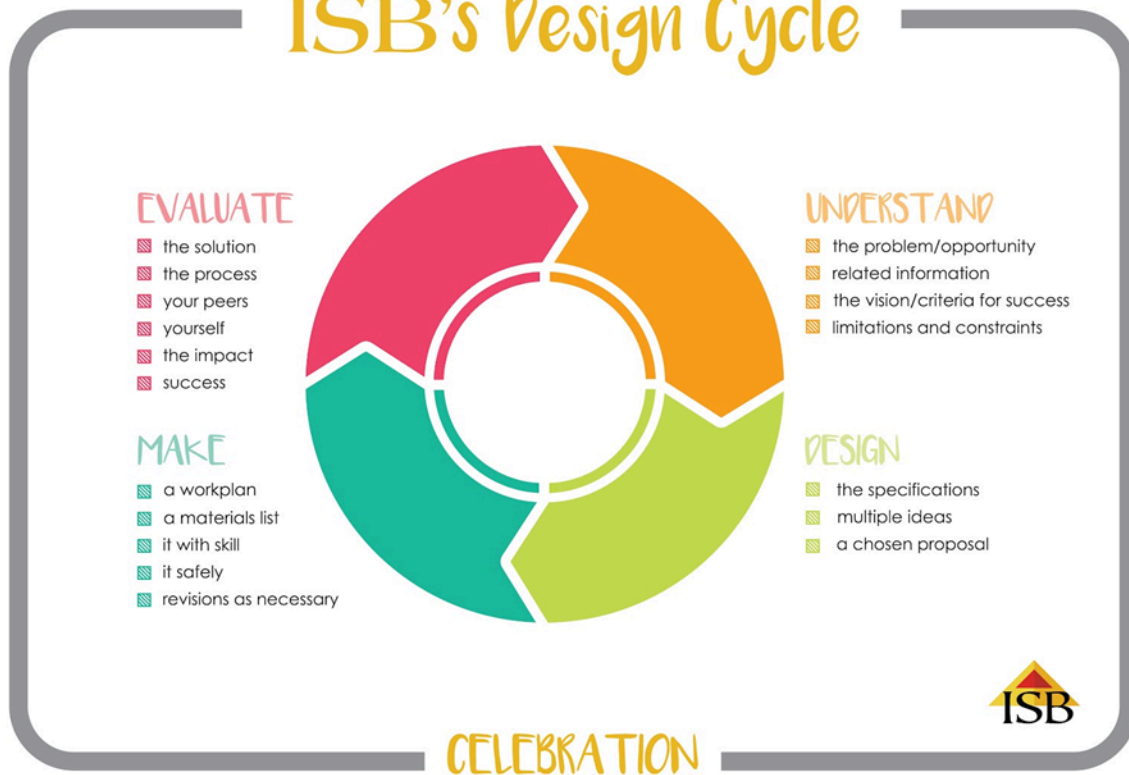
DTE (Design, Technology and Engineering)

DTE is embedded within units of study across the Elementary School. Students use design cycles to produce and share solutions to opportunities, challenges and/or problems that matter and are connected to curricula goals. They critique/evaluate the ideas and work of self and others, and explore human, cultural, and societal issues related to design opportunities/solutions. Students have the opportunity to participate in Grade level and community design challenges during the year, and we have purpose-built ES Maker Space to support DTE projects.

In Grade 3, learn how to go through the engineering design process to build a variety of prototypes, test, collect data and improve their designs. They use biomimicry to build a device to collect leaves, improve an ISB zipline prototype as part of their forces unit and engineer a paint pendulum that is integrated with an Art project. They learn how to code and build a variety of robots including Dash, Spike Essential and Spheros.



ISB's Design Cycle



Counseling Curriculum

Counselors in the ES systematically deliver counseling curriculum in ways that are structured and embedded into the holistic school program. The framework for the curriculum is based on the ISCA (International School Counseling Association) Student Standards. Paramount to the foundation of the proactive program are the [CASEL](#) core competencies for social-emotional learning: self-awareness, self-management, responsible decision making, relationship skills and social awareness.

Counselors visit classrooms every 3-4 weeks for these lessons. They are designed for all students and in developmentally appropriate ways.



International School Bangkok

Some topics addressed in the Elementary School include:

- Understanding our own feelings and recognizing/responding in helpful ways to the feelings of others.
- Identifying support networks both in and outside of school.
- Developing tools for emotional self-regulation.
- Reflecting on personal identities and how to effectively collaborate and learn alongside diverse peers.
- Preparing for a transition to a new division or new school.
- Child protection and safety.
- Bullying prevention.
- Digital Citizenship
- Healthy and positive friendship skill-building.