

Grade Three: How the world works

Central Idea:

Animals go through and are part of a cycle of life.

Unit of Inquiry

Throughout our new unit of inquiry, students will inquire into how living things go through and are part of a cycle of life. We will be investigating how animals are vital to habitats and how living things rely on each other to survive. Students will establish their own questions and complete research and experiments to deepen their understanding. They will also discover the importance of cycles and factors that may affect the cycle, including what might happen if a cycle was broken. Students will use the knowledge gained throughout this unit to complete a summative assessment that reflects their understanding of the unit.

Transdisciplinary theme:

HOW THE WORLD WORKS

Central Idea: Animals go through and are part of a cycle of life.

Lines of Inquiry:

- Developmental stages of various living things
- Dependent relationships within an environment
- How environmental factors affect cycles

Key Concepts:

Form - What is it like?

Causation - Why is it like this?

Responsibility - What is our responsibility?

Related Concept:

Relationships

Learner Profile:

Knowledgeable: Students will develop their knowledge through varying sources of information, such as browsing through non-fiction texts, viewing documentary videos and researching online. Students will engage with issues and ideas of significance, such as the dependent relationships among living things and its environment, and how environmental factors affect cycles.

Thinker: Students will develop their critical and creative thinking skills to put into application the knowledge acquired. They will learn to exercise initiative in thinking deeply about what they are learning, and how it connects to other aspects of their life as well.

Attitudes:

Curiosity: Through the use of varying learning experiences to pique students' interests, such as habitat walks, science experiments, book discoveries, and documentary videos, students will start to develop their curiosity about the nature of learning, the world and its people.

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Literacy and Numeracy

Literacy: In this new unit of inquiry, we will be focusing primarily on the QAR (Question Answer Relationship) reading comprehension strategy. This strategy empowers students to think about the text they are reading and beyond it, too. Students learn to decipher what types of questions they are being asked and where to find the answers to them.

Narrative texts will be our focus in writing. Students will inquire into the structure and features of this text type, and have opportunities to write their own. We will also be continuing to use our thinker's journals to explore the writing traits of 'ideas', 'organisation', 'voice', 'word choice', 'sentence fluency', 'conventions' and 'presentation'.

Numeracy: Within Number and Algebra, the focus will be primarily on ensuring students establish a strong foundation in place value, before moving into investigating different efficient strategies for subtraction, multiplication and division.

Within Measurement and Geometry, students will experiment with measuring length, area and perimeter using formal units; such as, millimetres, centimetres and metres. Students will also learn how to read calendars and tell time in both the digital and analogue format. Additionally, students will be extending their understanding of symmetry and transformations of shapes.

Finally, students will be introduced to weekly problem solving tasks to further develop their mathematical thinking. A variety of strategies will be explored to build students problem solving skills.

