Message from the Elementary Principal

Dear Parents,

The Grade 3 (G3) Team has prepared this guide to explain the Grade 3 curriculum and the procedures that are specific to Grade 3. You can use this handbook in addition to the general information provided in the Elementary School Parent and Student Handbook.

Included in this information are samples of the student learning outcomes for Grade 3. It is very important that you understand that these student learning outcomes are part of a continuum – a continuing process of education – starting in Discovery and continuing through to Grade 5.

The learning outcomes are based on the recognition that learning is a developmental process and that students within a single class will be operating at different levels of learning, understanding and achievement. This means, for example, that not all outcomes will be achieved by all students and some students will surpass these outcomes. The learning outcomes will, however, form a basis for planning units of work and for the assessment of student progress.

If you would like further information about our curriculum, please do not hesitate to contact the school. We would be pleased to clarify and show you the continuum of learning that occurs from Discovery to Grade 5.

Yours sincerely,

Megan Brazil
Elementary Principal
esprincipal@unishanoi.org
Message from the Grade 3 Team

Dear Parents of Grade 3 Students,

Welcome to Grade 3. We trust that you will find this Guide informative and helpful. It is intended to give you an overview of Grade 3 and some hints to help you and your child prepare for and to settle into this grade level.

The grade level teachers will communicate with you on a regular basis throughout the year. We will also be inviting you to visit the school to celebrate your child’s learning and progress at regular intervals.

This guide may not answer all the questions or help settle every anxiety or concern that you may have. So please do not hesitate to contact your child’s teachers or the Grade Level Team Leader if you have any need for clarification or further information.

It is our hope that we can build a partnership this year through keeping all possible channels between the home and school as open as possible.

We look forward to working closely with you this year.

Yours sincerely,

The Grade 3 Team
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# Who’s Who in Grade 3

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<thead>
<tr>
<th>GRADE LEVEL/SUBJECT AREA</th>
<th>NAME</th>
<th>CLASS</th>
<th>EMAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Teacher and Grade Leader</td>
<td>Tracy Smith</td>
<td>3TS</td>
<td><a href="mailto:tsmith@unishanoi.org">tsmith@unishanoi.org</a></td>
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<tr>
<td>Class Teacher</td>
<td>Claire Grady</td>
<td>3CG</td>
<td><a href="mailto:cgrady@unishanoi.org">cgrady@unishanoi.org</a></td>
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<tr>
<td>Class Teacher</td>
<td>Bronwyn McLure</td>
<td>3BM</td>
<td><a href="mailto:bmclure@unishanoi.org">bmclure@unishanoi.org</a></td>
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<tr>
<td>Class Teacher</td>
<td>Vanessa De Carvalho</td>
<td>3VdC</td>
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</tr>
<tr>
<td>Teacher Assistant</td>
<td>Tran Thi Thu</td>
<td></td>
<td><a href="mailto:tthu@unishanoi.org">tthu@unishanoi.org</a></td>
</tr>
<tr>
<td></td>
<td>Le Thi Thanh Thuy</td>
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<td><a href="mailto:lttthuy@unishanoi.org">lttthuy@unishanoi.org</a></td>
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<tr>
<td>English as an Additional Language (EAL)</td>
<td>David Carter</td>
<td></td>
<td><a href="mailto:drcarter@unishanoi.org">drcarter@unishanoi.org</a></td>
</tr>
<tr>
<td>EAL Assistant</td>
<td>Le Thi Hoang Linh</td>
<td></td>
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<tr>
<td></td>
<td>Andrea Heinz (Marrinson)</td>
<td></td>
<td><a href="mailto:aheinz@unishanoi.org">aheinz@unishanoi.org</a></td>
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<tr>
<td>Media Arts</td>
<td>Sally Oxenberry</td>
<td></td>
<td><a href="mailto:soxenberry@unishanoi.org">soxenberry@unishanoi.org</a></td>
</tr>
<tr>
<td>Music</td>
<td>Alexis Ramsey</td>
<td></td>
<td><a href="mailto:Aramsey@unishanoi.org">Aramsey@unishanoi.org</a></td>
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<tr>
<td>Art and Music Assistant</td>
<td>Nguyen Thi Thanh Mai</td>
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<td></td>
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<td>Drama</td>
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<td>Physical Education (PE)</td>
<td>Cameron McHale</td>
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<td>Clare Albertson</td>
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<td>Nguyen Van Pho</td>
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<td>Vietnamese Language</td>
<td>Tran Kim Dung</td>
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<td>Nguyen Thi Thu Huyen</td>
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<td></td>
<td>Tran Thi Xuan</td>
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<td>French Language</td>
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<td></td>
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<td>Learning Support</td>
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<td>Learning Support Assistant</td>
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</tbody>
</table>
Grade 3 Procedures

What to Bring
- A School Bag
- Headphones
- Hat
- Water bottle
- Sunscreen (optional, and must be applied by the student)
- For Physical Education: PE T-shirt, shorts and runners, swimwear and towel for swimming lessons. Please make sure your child has the correct footwear for PE lessons.

Code of Conduct: Class Agreements
At the beginning of the year each class will use the school code to form classroom agreements for behaviour and organizational expectations. These will be displayed in the classrooms and referred to throughout the year.

Making Friends
If your child is new to UNIS Hanoi, your child’s teacher will nominate a buddy to help your child settle into School.

Birthdays
We love to celebrate birthdays in Grade 3. If your child is having a birthday and you would like to bring something to share, please send a note to your child’s teacher at least one day before. Sharing can take place during snack. Please have the cake (or other food such as cookies) delivered to the classroom by 09:20. Also send plates or napkins, forks, a knife to cut it, and candles along with the cake. We request that you do not send any soda or other drinks; the students all have water bottles. Also, please do not send candy or sweets. A cake or other snack
Handwriting

It is recognized that there are a variety of different styles which your child may have been previously taught before coming to UNIS. Teachers allow these different styles however we encourage good posture, correct pencil hold and a neat and legible letter formation and handwriting script.

Communication

**Homework/Reading Record Diary**

These are a good place to write a quick communication to the teacher regarding homework, planned absences or changes in travel arrangements. Please sign each week to indicate that you have checked your child has completed their reading and homework responsibilities. Please let your child know if you have written message to the teacher in the diary.

**Email**

Teachers can be contacted by email. However, often in a busy day they do not have time to open these or respond and therefore if a message needs immediate action it is best to send a note or phone.

**Telephone**

Please phone the Elementary Secretary, on 3758 1551 extension 8900, who will take a message that can be passed on at a convenient time.

**Parent Meetings**

If you need to make an appointment with the teacher to discuss any immediate issues relating to your child, please arrange a time with the teacher by email.

You can also attend:

- Parent Teacher Conferences – this is for parents and teachers only
- Student Led conferences – this is between the parents and student only. Please do not bring siblings to the student led conference.

**Visiting the Classroom**

Portfolios that hold examples of the children’s work are available for viewing in the classroom throughout the year and parents are always welcomed to visit classrooms out of school hours with their child to see work in progress.

Visitors must first please register with the ES Secretary before visiting a classroom.

**Report Cards**

Report cards are not sent home, they will be made available twice a year via the school information system: ISIS.

**News**

Class and Grade level news will be communicated via the Blog.

will be sufficient. Please make sure that birthday food does not contain peanuts as some children are allergic to nuts!
The School regards homework as just one of the strategies that we use to benefit students – a strategy that is aligned with our curriculum, our approaches to teaching and our values about learning.

The over-arching purpose of homework is to support and enhance student learning, developing students’ ability to manage their own learning, to extend themselves, to prepare, to practice, to review and to inquire independently.

Homework should be appropriate for the individual, as all students learn differently and at different paces. Expectations, including the nature of the homework, the amount of time it should take and its purpose and role in assessment will vary according to the students’ age, language profile or other factors.

We aim to give students as much choice and control over their own learning as possible, and this includes the independent learning they do at home. We also want to work with the students, and their parents, to ensure that well-being and balance is maintained.

### Time guidance

The purpose of this guidance is to manage expectations and to help us know whether a student is spending too little or too much time on their homework.

Educational research suggests that around 10 minutes per grade level per day spent on homework is both effective and appropriate.

### Grade level guidance

#### Grade level guidance

Approximate time guidelines and notes:

- Homework is usually only set Monday-Thursday. Occasionally tasks will need to be completed over a weekend.
- In Grades 1-5, specialist teachers may also set small tasks to be completed at home.
- There may be differentiated homework expectations based on the student’s learning needs.

**Discovery & Kindergarten 1:** We believe it is not appropriate for this age group of students to have homework.

**Kindergarten 2:** Readers with appropriate reading readiness levels are sent home twice a week to reinforce learning at school.

**Grade 1:** 10 minutes each day
- Daily reading with occasional activities supporting other learning areas.

**Grade 2:** 20 minutes each day
- Daily reading: 10 to 20 minutes
- Spelling or Maths Games: about 10 minutes

**Grade 3:** 30 minutes each day
- Daily reading: 15 minutes
- Spelling, Maths, Unit of Inquiry or English activities: 15 minutes

**Grade 4:** 40 minutes each day
- Daily reading: 20 minutes
- English, Maths, Unit of Inquiry or Critical Thinking activities: 20 minutes

**Grade 5:** 50 minutes each day
- Daily reading: 25 minutes
- English, Maths, Unit of Inquiry or Critical Thinking Activities: 25 minutes
- The structure of homework for Grade 5 students will change towards the end of the year as part of the transition to Middle School.

### The Role of Class and Specialist Blogs in extending learning at home

At the end of each week, homeroom teachers post information about the learning that has been happening in the past week in their classroom.

This information is designed to keep parents as informed as possible about what their child is learning and experiencing in the classroom. This helps facilitate conversations about learning at home. These conversations in the home language help reinforce a child’s understanding of recent in-school learning and help children apply and transfer what they have learned to a context beyond school. Please take the time to talk to your child about what is on the blogs so that we can work in close partnership with you to support your child’s learning and understanding.
How Parents Can Help

In the Class

We encourage parents to come into the classroom and share their experience in an activity that is relevant to what the children are studying. This could be a parent’s job or information about their home country. This helps the children see how learning that occurs in school is translated into the real world. If you have any knowledge/expertise please talk to your child’s teacher.

Often one or two people become Class Parents. These parents are responsible for helping plan class celebrations, helping with special activities in the room and welcoming new families into the class. For more information, see the Elementary School Parent and Student Handbook.

Field Trips

We shall be going on a number of field trips this year. Parent volunteers may be asked to come to help with supervision, to facilitate learning and function as the leader of that group.
At UNIS Hanoi we are authorized to teach the International Baccalaureate Primary Years Programme (IBPYP). The IBPYP is an integrated curriculum that is relevant, challenging and engaging for learners from Discovery to Grade 5. It is a process-led, inquiry-based curriculum framework that actively encourages students to ask questions and seek answers about the world around them.

**Inquiry-based learning involves:**
- Exploring, wondering and questioning;
- Experimenting and playing with possibilities;
- Making connections between previous learning and current learning;
- Making predictions and acting purposefully to see what happens;
- Collecting data and reporting findings;
- Clarifying existing ideas and reappraising perceptions of events;
- Deepening understanding through the application of a concept;
- Making and testing theories;
- Researching and seeking information;
- Taking and defending a position; and
- Solving problems in a variety of ways.

Much of the curriculum is arranged and taught through large, cross-curricular units of study known as units of inquiry. Throughout the Elementary School these Units of Inquiry are arranged under six themes. These same themes are repeated every grade level. The themes are:
- Who We Are
- Where We Are in Place and Time
- How We Express Ourselves
- How the World Works
- How We Organize Ourselves
- Sharing the Planet

All of the units of inquiry which the students learn about are together known as the Programme of Inquiry.

All curriculum areas are integrated where appropriate however single subject teaching also occurs separately. In Grade 3 the homeroom teacher teaches most of the subjects however the children attend specialist lessons for the Arts, Vietnamese, French, World Languages, Physical Education and Library.
The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

**Inquirers**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**Risk-takers**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
Programme of Inquiry: Grade 3

Units of Inquiry – Grade 3

<table>
<thead>
<tr>
<th>An inquiry into: Who we are</th>
<th>An inquiry into: Where we are in place and time</th>
<th>An inquiry into: How we express ourselves</th>
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<tr>
<td><strong>BELIEFS &amp; VALUES</strong></td>
<td><strong>SPACE SYSTEMS</strong></td>
<td><strong>TALKING WITHOUT WORDS</strong></td>
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<td>Central Idea:</td>
<td>Central Idea:</td>
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<td>There are commonalities</td>
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<td>between the beliefs,</td>
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<td>tolerance, celebration,</td>
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</table>

Students investigate a range of belief systems and religions. They investigate the similarities and differences between what they and others believe. They discuss how these beliefs influence these people’s lives. This unit helps students to develop their own cultural identity, to celebrate differences and to highlight many commonalities between different groups and cultures.
### FORCES

**Central Idea:**
Forces act upon all objects affecting how these objects move and change.

**Main Concepts:**
Form, function, connection force, push, pull, effort, work, distance, increase, reduce, lever, fair test measurement.

**Overview:**
During this hands-on Science unit, students have the opportunity to explore the world of forces. Children design their own experiments to investigate the relationship between forces and objects. Investigations include seeing how shape reduces or increases drag, how materials affect friction. Students also uncover how the action of simple machines (e.g. levers) can greatly influence the amount of force required to do work.

### FAIR ENOUGH?

**Central Idea:**
Consumer choice affects people’s lives.

**Main Concepts:**
Responsibility, form, causation choice, cause and effect, fairness, poverty, wealth, fair trade.

**Overview:**
During this ‘Serving Learning’ unit, students investigate the way workplaces are organized and the effect on the people who work there. The students visit and research several ethical organizations in the local Hanoi area such as Donkey Bakery and Oriberry. Students are provoked to consider the positive effects of fair trade. The unit is designed to encourage the students to make a choice and take positive action to support the Hanoi community.

### CREATURE CONNECTIONS

**Central Idea:**
Animals, plants and their environment are connected.

**Main Concepts:**
Connection, form, causation, interdependence, food chains, ecosystem, endangerment, poverty, greed.

**Overview:**
During this unit students investigate ecosystems. They uncover the ways that animals and plants rely on their habitat and each other. In interest groups students research an endangered animal and its habitat. They also investigate simple food chains. The students consider how human influence such as hunting and destroying a habitat can have direct and indirect consequences on the animals in an ecosystem. They also consider the humans’ perspectives and why reasons such as poverty and greed lead to such action.
English

The strands of the UNIS Hanoi English curriculum are **Listening and Speaking, Reading, Writing and Viewing and Presenting.**

The following student learning outcomes have been drawn from the UNIS Hanoi English curriculum.

**Listening and Speaking**
- Listens appreciatively and responsively with empathy
- Justifies and defends their point of view
- Uses language confidently, appropriately and with increasing accuracy

**Reading**
- Reads independently, fluently, accurately and with understanding
- Is able to skim and scan in order to find specific information quickly
- Reads for pleasure, instruction and information
- Understands and responds to the ideas, feelings and attitudes expressed in various texts

**Writing**
- Accurately spells high frequency and familiar words and applies knowledge of spelling patterns using a range of strategies to spell words
- Demonstrates an increasing understanding of how and why grammar works
- Experiences and appreciates different types of writing structures and styles
- Re-reads written work in order to make revisions and improvement

**Viewing and Presenting**
- Uses strategies to find information in visual media
- Uses a range of technologies to create media works of many types

For more information about the English programme in Grade 3 contact your child’s teacher.

**Word Study**

At UNIS our approach to word study involves a student-centred, inquiry based approach. We base much of our work on a highly regarded and widely used resource called “Words Their Way” which helps us assess and clearly define the extent of each child’s work knowledge: how words sound, how words are spelled, what words mean and how they are used.

A good idea of what students know about spelling (orthographic knowledge) is revealed in their invented spellings. This helps teachers understand each child stage of development and they can then plan according to their current level or stage. Word knowledge plays a central role in our English programme providing a key link between reading and writing, focusing on spelling as well as vocabulary growth.

After a pre-assessment, the students engage in a variety of sound, pattern, and meaning activities, sorting pictures and words. The teacher is able to differentiate and match levels of activity to challenge each student, building from what they know about words to what is new. Rather than rote-memorisation, our approach encourages active exploration and examination of word features that are within each child’s level of literacy development. Word Study is active, and by making judgements about words this way helps students learn the relationships among alphabet, pattern and meaning. For these reasons, we do not give children lists of words to learn by rote. Meaningful practice helps students internalize word features and become automatic in using what they have learnt.
Mathematics

The strands of the UNIS Hanoi Mathematics curriculum are Understanding, Fluency, Problem Solving and Reasoning.

The following student learning outcomes have been drawn from the UNIS Hanoi Mathematics curriculum.

**Understanding**
- Connects number representations with number sequences
- Partitions and combines numbers flexibly
- Represents unit fractions
- Uses appropriate language to communicate times
- Identifies environmental symmetry

**Fluency**
- Recalls multiplication facts for 2x, 3x, 5x, 10x
- Uses familiar metric units to order and compare objects
- Identifies and describes outcomes of chance experiments
- Interprets maps and communicates positions

**Problem Solving**
- Formulates, models and records authentic situations involving planning methods of data collection and representation
- Makes models of three-dimensional objects
- Uses number properties to continue number patterns

**Reasoning**
- Generalizes from number properties and results of calculations
- Compares angles
- Creates and interprets variations in the results of data collections and data displays

This subject area is currently being reviewed by the curriculum review team and will be updated throughout the year.

For more information about the Mathematics programme in Grade 3 contact your child’s teacher.
Science

The strands of the UNIS Hanoi Science curriculum are **Understandings, Inquiry Skills, Science as a Human Endeavour**.

The following student learning outcomes have been drawn from the UNIS Hanoi Science curriculum.

**Understanding**

- Forces can be exerted by one object on another through direct contact or from a distance.
- Living things can be grouped on the basis of their observable properties and can be distinguished from non-living things.
- Earth’s rotation on its axis causes regular changes including night and day.

**Science as a Human Endeavour**

- Science involves asking questions about, and describing changes in, objects and events.

**Inquiry Skills**

- With guidance, identify questions in familiar contexts that can be investigated scientifically and predict what might happen based on prior knowledge.
- Reflect on the investigation, including whether a test was fair or not.
- Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends.
- Suggest ways to plan and conduct investigations to find answers to questions.
Social Studies

Social Studies is taught through the following five strands:

**Human systems and economic activities**
The study of how and why people construct organizations and systems; the ways in which people connect locally and globally; the distribution of power and authority.

**Social organization and culture**
The study of people, communities, cultures and societies; the ways in which individuals, groups and societies interact with each other.

**Continuity and change through time**
The study of the relationships between people and events through time; the past, its influences on the present and its implications for the future; people who have shaped the future through their actions.

**Human and natural environments**
The study of the distinctive features that give a place its identity; how people adapt to and alter their environment; how people experience and represent place; the impact of natural disasters on people and the built environment.

**Resources and the environment**
The interaction between people and the environment; the study of how humans allocate and manage resources; the positive and negative effects of this management; the impact of scientific and technological developments on the environment.

In Grade Three the following outcomes for Social Studies include students being able to:

- Describe how different views of individuals and groups can lead to conflict
- Explain and demonstrate how differences can be solved
- Reflect on his or her own strategies in dealing with situations of personal conflict
- Describe different symbol systems
- Demonstrate how non-verbal communication allows people to transcend language barriers
- Describe how people co-operate with and depend on each other in their work
- Describe the flow in the provision of a product
- Identify local farmed products
- Identify the origins of locally produced farm products
- Describe the geographical and climatic influences on choice of farming practices
- Identify the impact on the environment by farming practices
Visual Arts

Visual Arts plays a fundamental part in the education of the whole child. It provides students with a unique means of communicating what they see, think and feel whereby students come to know and appreciate the world around them.

The Visual Arts curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, learn about theoretical and practical aspects of art and design, study and appreciate a range of works. They will develop their understanding of the role that visual arts play in society and cultures.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Arts curriculum.

Creating
- Investigates artworks from different cultures and uses them as inspiration for their own representations
- Predicts and experiments with visual language and devices to enhance knowledge and practice with skills and techniques

Responding
- Experiments with the display and exhibition of artworks
- Observes and makes connections between artist, artworks and audiences from different cultures and times

Teacher Contact
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Music

Music is a fundamental form of both personal and cultural expression. It allows us to express our feelings and ideas about ourselves and our place in the world. Through music, students can appreciate and understand aspects of their own culture as well as the culture of others.

The Music curriculum is arranged into two strands: Creating and Responding. Through these, students will develop their imagination and creativity, their practical skills and their ability to communicate through music. They will also develop their ability to understand and appreciate music so that it can provide a life-long source of enjoyment and satisfaction.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Hanoi Arts curriculum.

Creating
- Develops aural skills by exploring, imitating and recognizing elements of music including dynamics, pitch and rhythm patterns
- Practices singing, playing instruments and improvising music, using elements of music including rhythm, pitch, dynamics and form in a range of pieces
- Creates, performs and records melodies by selecting and organizing sounds, silence, tempo and volume

Responding
- Listens and responds to a range of their own and others’ music, considering where and why people make music

Music Activities
Grade 3 students have the opportunity to have individual piano, guitar, violin, viola or cel-lo lessons as part of the UNIS Music Academy. For more information or registration please contact Ms Pham Thu Trang at umaofficer@unishanoi.org

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Drama and Dance

Drama and Dance explore how we express ourselves and communicate in both physical and vocal ways. They allow us to express our feelings and ideas about ourselves and our place in the world. Through drama and dance, students can appreciate and understand aspects of their own identity, society and culture as well as imaginatively enter in those of others.

The Drama and Dance curricula are arranged into two strands: Creating and Responding. Through these, students will develop their ability to use drama, movement and dance techniques to create characters and stories and to respond to music. They will have opportunities to present to others and to learn how to be good audience members. They will also experience a wide variety of scripts, stories and music from different times, cultures and places. They will develop their understanding of the elements of dance and devise movement sequences using choreographic techniques.

Whenever possible and appropriate the Arts subjects support or are integrated into the Programme of Inquiry. However, there are times when these subjects offer independent inquiry into arts-related knowledge, concepts and skills.

The following student learning outcomes have been drawn from the UNIS Hanoi Arts curriculum.

Drama

Creating
- Works with others collaboratively to explore role and dramatic action in dramatic play and improvisation
- Uses voice, facial expression, movement and space to imagine and establish role and situation
- Creates, plans and sequences ideas in stories in drama to experience and communicate feelings

Responding
- Recognizes and shares their responses and understanding of what happens in a performance

Dance

Creating
- Improvises and structures movement ideas for dance sequences using the elements of dance and choreographic devices
- Practices technical skills safely in fundamental movements
- Performs dance using expressive skills to communicate ideas, including telling cultural or community stories

Responding
- Identifies how the elements of dance and production elements express ideas in dances they make, perform and experience as audience

Teacher Contact
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At UNIS Hanoi in the Elementary School, Vietnamese is an optional language choice from Grade 1 to Grade 5. Vietnamese Language is offered to all students, except those enrolled in EAL Beginner.

In the Elementary School at UNIS Hanoi the Grade Three Vietnamese Foreign Language programme focuses on listening and speaking using Vietnamese language. The aim of studying Vietnamese is not only acquiring language, but also developing thinking skills that reflect the IB Learner Profile.

Vietnamese Foreign Language in Grade Three includes:
- A specialist Vietnamese teacher.
- A language programme with diverse communicative activities (e.g. role-plays, games, songs, creative work) give the students the opportunity to develop listening and speaking skills, as well as reading and writing skills.
- A cultural studies component which allow students opportunities to explore different aspects of Vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts, customs, religions, and field trips to significant place).

Whenever possible and appropriate the programme supports or is integrated into the programme of inquiry. However there are times when the programme offers independent inquiry into related ideas and concepts or skill based teaching.

The outcomes in Grade Three include:

**Speaking and Listening**
- Pronounces words clearly and audibly
- Applies learned language in classroom situations
- Asks and answers simple questions in familiar contexts

**Reading**
- Gains specific vocabulary related to the units studied
- Reads and comprehends simple sentences

**Writing**
- Forms simple sentences using familiar words
- Shows awareness of Vietnamese tones in written texts

The units studied allow students to engage in conversations on everyday life. The following units will be covered throughout the year; My Family, Eating Out, My Classroom, Getting to know others, Tet is coming, My City.

**Teacher Contacts**
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Vietnamese Mother Tongue

At UNIS Hanoi in the Elementary School, Vietnamese Mother Tongue is an optional language choice for Vietnamese students from Grade 1 to Grade 5.

We believe that the Vietnamese Mother Tongue Programme plays an important part of a child’s education. It is necessary for students to not only learn their mother tongue, but also maintain culture and traditions. The students will focus on listening, speaking, reading and writing skills. Through their learning they will understand and respect the beauty of language and be able to apply their learning. The aim of studying Vietnamese Mother Tongue is not only acquiring language, but also developing thinking skills that reflect the IB Learner Profile.

The Vietnamese Mother Tongue Programme in Grade 3 includes:

- A specialist Vietnamese teacher.
- A mother tongue programme with diverse communicative activities (e.g. role-plays, games, songs, creative work) give the students the opportunity to develop listening and speaking skills, as well as reading and writing skills.
- A cultural studies component which allow students opportunities to explore different aspects of Vietnamese culture (food, clothing, lifestyle, traditional celebrations, performing arts, customs, religions, and fieldtrips to significant place).

Whenever possible and appropriate the programme supports or is integrated into the programme of inquiry. However there are times when the programme offers independent inquiry into related ideas and concepts or skill based teaching.

The outcomes in Grade 3 include:

**Listening and speaking**
- Listens appreciatively, responsively and participates in discussions
- Uses language fluently and appropriately in different situations
- Listens and retells texts clearly with expression

**Reading**
- Reads texts clearly, fluently with understanding

**Writing**
- Reads silently for pleasure, instruction and information
- Understands and responds to the ideas, feelings and attitudes expressed in texts

**The units studied allow students to engage in conversations on everyday life. The following topics will be covered throughout the year. The units are:**

- Young Generation, Earth and Sky, Inventions and Inventors, Festivals.

**Teacher Contact**

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French Language

At UNIS Hanoi in the Elementary School, French is an optional language choice from Grade 1 to Grade 5. French Language is offered to all EAL students, except those enrolled in EAL I.

In the Elementary School at UNIS Hanoi the Grade 3 French Language programme focuses on listening and speaking, reading and writing using French language. The aim of studying French is not only acquiring the language, but also developing thinking skills that reflect the IB Learner Profile.

The outcomes for students in French Beginner group in Grade 3 include:

Listening and speaking
- Understand a small presentation and recognize simple words
- Understand instructions about situations in class and act consequently
- Make small sentences to talk about themselves or somebody else with simple words.
- Answer simple questions
- Ask for useful things to work in the classroom
- Speak with correct pronunciation

Reading
- Recognize words in a text
- Understand a small presentation with simple words
- Read basic sentences with a correct pronunciation

Writing
- Write small sentences about themselves or somebody they know
- Spell correctly the words learnt

The outcomes for students in French Intermediate group in Grade 3 include:

Listening and speaking
- Understands a small dialogue or presentation
- Understands instruction in French class and act consequently
- Ask and answers simple questions in French
- Communicates in French in classroom situation
- Has correct pronunciation

Reading
- Read audibly a short text
- Understand a small text or dialogue.

Writing
- Communicates ideas through small text or dialogue
- Use appropriate grammar structures for sentences.
- Spell accurately the words learnt.

The topics studied allow students to engage in conversation on everyday life. Topics are personal information, classroom environment, weather, nature and daily activities.

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Mandarin Foreign Language

Mandarin Language in Grade 3 includes:

- A specialist Mandarin teacher, native speaker.
- A language programme with diverse communicative activities (e.g. role-plays, games, songs, photo stories, creative work) that give the students the opportunity to develop listening and speaking skills.
- A cultural studies component which allow students opportunities to explore different aspects of Chinese culture (food, clothing, lifestyle, geography, traditional celebrations, arts).

Whenever possible and appropriate the Mandarin programme supports or is integrated into the programme of inquiry. However there are times when the Mandarin programme offers independent inquiry into related ideas and concepts or skill based teaching.

The outcomes for students in Mandarin Beginner group in Grade 3 include:

**Listening and speaking**

- Understand a small presentation and recognize simple words
- Understand instructions about situations in class and act consequently
- Make small sentences to talk about themselves or somebody else with simple words.
- Answer simple questions
- Ask for useful things to work in the classroom
- Speak with understandable pronunciation

**Reading**

- Recognize some words in a text
- Understand a small presentation with simple words
- Read basic sentences with a understandable pronunciation

**Writing**

- Use pinyin to write short sentences about themselves or somebody they know
- Begin to write some of the most commonly used Chinese characters

**Teacher Contacts**

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At UNIS Hanoi in the Elementary School, Mandarin is an optional language choice from Grade 1 to Grade 5. Mandarin Language is offered to all EAL students, except those enrolled in EAL I.

In the Elementary School at UNIS Hanoi the Grade 3 Mandarin Language programme focuses on **listening and speaking**, **reading** and **writing** using Chinese language. The aim of studying Mandarin is not only acquiring the language, but also developing thinking skills that reflect the IB Learner Profile.
What is the Aim of the EAL Programme?
As a programme committed to excellence in EAL education, the ES EAL Programme will provide each EAL student with the English language support they need to be academically and socially successful at UNIS Hanoi while striving to respect the integrity of each student’s cultural identity and promoting the use of the Home Language.

What is the EAL Methodology?
The EAL Programme will reach its aim through a ‘whole-school’ approach to the education of EAL students based on current theories of additional language learning for the specific needs of the UNIS Hanoi ES EAL school population.

How are students identified and placed in the EAL Programme?
The majority of students whose Home Language is not English must sit for standardized English language testing. These test results and student background information provide the data used to determine English language proficiency and placement within or out the EAL Programme.
What are the levels of EAL Support?

EAL Beginner

EAL Beginner students attend regular scheduled EAL classes instead of World Language or Home Language classes during the week as determined by the EAL teacher. EAL Beginner classes are self-contained; some materials and activities are related to those being used in the grade-level classroom. In general, the goal of EAL Beginner classes is to develop survival, basic social and academic English skills as related to supporting success in the mainstream classes and social environment of the school. In addition, EAL teachers also support EAL Beginner students in the grade-level classes during the day.

EAL Intermediate

EAL Intermediate students receive special “pull-out” classes; the activities and materials may relate to those being used in the grade-level classroom. The goal of EAL Intermediate classes is to further develop academic English skills that will support success in the mainstream class’ academic environment. EAL Intermediate students will receive support from EAL teachers in the grade-level classes during the day as well. EAL Intermediate students will attend either Home Language or World Language classes, however UNIS encourages students to study their home language at this stage of English language development.

EAL Advanced

EAL Advanced students receive special English language support both in grade-level classes and in special “pull-out” classes to meet their specific English language needs, as determined by the EAL teacher. The goal of EAL Advanced classes is to provide special academic English support that targets higher-level language instruction focusing on academic reading and writing skills as they are directly related to the taught curriculum of the respective grade levels. EAL Advanced students will attend Home Language or World Language classes.

EAL Monitoring

This phase of support is for students who have exited the EAL Programme or for new students who have been assessed to be above ‘proficient’ but still may be in need of minor EAL services. In this phase of support EAL teachers monitor these students’ English language usage within the mainstream grade-level class and provide minor academic English support on an individual basis as needed. If a student appears to be in need of greater support, beyond the monitoring level, they may be asked to enroll in to the EAL Advanced class.

How is English language progress assessed?

An EAL student’s language learning progress is measured systematically through a variety of in-class performance assessments and standardized testing on a regular basis. When a student has demonstrated that they have the requisite benchmarked skills to advance within or exit out of the EAL Programme, they are promoted to the next level of support which can occur at any time in the academic year.

Teacher Contacts

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Grade 3 EAL Teacher
Physical Education

Physical Education (PE) offers students the opportunity to discover the capabilities of their bodies in a variety of ways. Students will develop the gross motor skills that will be applied in various sports in the future. They will also develop skills and knowledge that they may apply in other contexts, within and beyond school, such as safety, fair play, cooperation and teamwork. Students will be introduced to some of the elements of a healthy lifestyle.

The Physical Education curriculum is arranged in three strands: Active Living, Movement Skills and Safety, Fair Play and Leadership.

The following student learning outcomes have been drawn from the UNIS Hanoi Physical Education curriculum.

**Active Living**

- Understands the number of different ways fitness can be attained
- Understands that levers can be used to exert force on an object

**Movement Skills**

- Creates a rhythmic gymnastics sequence that combines gymnastic movements and apparatus with control, strength and balance.
- Understands that effective decision making requires making the right choice at the right time.
- Dribbles, passes and shoots a basketball using correct technique
- Hits and catches a small ball with accuracy and effort
- Run, jumps, throws with accurate movement and technique
- Demonstrates aquatics skills with confidence and increases their endurance by swimming familiar strokes for greater distance

**Safety, Fair Play, Leadership**

- Solves problems in a team using communication and cooperation

**What to Wear**

Grade 3 — 5 students are expected to bring a change of clothes to each PE lesson.

PE kit should include:

- Appropriate Sport shoes (sandals or flip flops are not acceptable PE Shoes).
- A UNIS T-shirt, or House t-shirt.
- Shorts or Sports Pants (Jeans and slacks are not acceptable PE clothes).
- Layers of clothing during cooler months so students can take a layer off after they start running around and warm up.
- A hat for sun protection. (sun screen) and a rain coat when required
- A Water-bottle.
- During swimming students should bring swim wear (one piece costumes only) and towel. Students may like to bring goggles and a swim cap if they would like to use them.

Shower facilities are available for students who wish to shower after lessons

**Sickness and/or medical concerns**

If for some reason your child can not participate in a P.E. lesson please send a note explaining the limitations. If your child needs to be absent for more than one week please send a doctor’s certificate or a note from our school nurse.

**Major Calendar Events**

ES Sports Day, Grades 3-5 Swim Meet, ES Sponsored Walkathon, Interhouse Tournament

**Teacher Contacts**

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Information and Communication Technology (ICT)

UNIS Hanoi recognizes the impact of information and communication technology (ICT) in the educational process. We believe that when used appropriately, technology provides opportunities to support, engage, enhance and transform student learning.

The Elementary school strives to create learning experiences where technology is integrated through all curriculum areas and are learned in meaningful ways in the context of class-room learning. Using a variety of multimedia resources such as laptops, digital/video cameras and other mobile devices, the students are equipped with the skills and knowledge they need as they prepare to learn and live productively in an increasingly digital world.

The ICT skills and knowledge are evaluated using the following NETS Standards for students:

- Creativity and Innovation
- Communication and Collaboration
- Research and Information Fluency
- Critical Thinking, Problem Solving, and Decision Making
- Digital Citizenship
- Technology Operations and Concepts

UNIS Hanoi Elementary has adopted a flexible learning model that encourages teachers to collaboratively identify and agree on the aims and uses of ICT before integrating technolo-gy in the classrooms. To provide more student support, the homeroom teachers work together with the Technology Coordinator in integrating technology into the curriculum.

In addition, ICT plays a significant role in the Arts subjects where students are given opportunities to create and respond to, and use, a variety of digital media.

The following student learning outcomes have been drawn from the UNIS Hanoi Technology (Media Arts) curriculum.

Creating
Explores ideas, characters and settings in the community through stories in images, sounds and text
Uses media technology to capture and edit images, sounds and text for a purpose
Creates and presents media artworks that communicate ideas and stories to an audience

Responding
Responds to media artworks and considers where and why people make media artworks

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Personal, Social and Emotional Learning (PSEL)

Personal, Social and Emotional Learning (PSEL) offers students the opportunity to learn about themselves and about how they relate to others. Students are constantly learning about themselves and about others across the curriculum but there are also specific lessons and units where age-appropriate topics and issues can be explored in more depth. Learning in PSEL enables students to develop the attributes represented in the IB Learner Profile.

The PSEL curriculum is arranged in five strands: Self Awareness, Social Awareness, Responsible Decision Making, Self Management and Relationship Skills.

Self Awareness
• Identifies their own emotions
• Recognizes strengths and areas for development

Social Awareness
• Explains that people have different feelings and perspectives in different contexts
• Actively shows empathy and respects others
• Shows international mindedness through appreciation of individual and cultural differences

Responsible Decision Making
• Evaluates and reflects to make informed responsible decisions
• Analyses and takes responsible action to solve increasingly complex problems
• Takes responsibility for their actions and consequences

Self Management
• Controls impulses and thinks before acting
• Sets positive goals to support learning and personal development
• Shows resilience in stressful situations
• Uses strategies to help manage emotions effectively

Relationship Skills
• Communicates effectively
• Works co-operatively with peers
• Builds relationships and friendships
• Identifies the need to seek or provide help
• Negotiates fairly, listens to others and acts with a sense of justice