



Canadian International School of Hong Kong



Grade 3 Grade Level Guide 2017-2018

*To inspire excellence, cultivate character,
and empower engagement locally and globally*

Welcome to Grade 3!



Dear parents and students of Grade 3,

Greetings and a warm welcome to all of you! We trust that you will find this guide informative and helpful. It is intended to give you an overview of Grade 3, to help you and your child settle into this grade level.

A major focus throughout Grade 3 is the development of students' independence and responsibility, so that they can start making choices for themselves both inside and outside the classroom. Through learner-centred practices and the establishment of positive student relationships, we aim to develop a growth mindset and encourage greater self-awareness, independence and responsibility. We understand that this is a big transition from Grade 2 and hope you can also promote these attributes at home.

The grade level teachers will communicate with you on a regular basis throughout the year. A great deal of information will be shared by teachers on their respective class blogs, and we encourage you to take advantage of the commenting feature by sending feedback. You will also be invited to visit the school to celebrate your child's learning and progress at regular intervals.

Hopefully many questions that arise at the beginning of the school year will be answered in the following sections of the Grade 3 Guide. Do not hesitate, however, to contact your child's teacher if you have any need for clarification or further information.

We look forward to working closely with you this year and, of course, to a fun and exciting year filled with opportunities to learn, inquire, develop and grow.

Grade 3 Team

Subject Area	Name	Email
Learning Leader Educational Assistant	Benedicte Benoit (3A) Madleine Tang	benedictebenoit@cdnis.edu.hk
Class Teacher Educational Assistant	Willow Mumford (3B) Jaye Zau	willowmumford@cdnis.edu.hk
Class Teacher Educational Assistant	Amy Koo (3C) Kevin Mirchandani	amykoo@cdnis.edu.hk
Class Teacher Educational Assistant	Sandra Middleton (3D) Swaran Sidhu	sandramiddleton@cdnis.edu.hk
Class Teacher Educational Assistant	Keren Glazier (3E) Jackson Lam	kerenglazier@cdnis.edu.hk
Learning Support	Bonnie Calanchini	bonniecanchini@cdnis.edu.hk
Visual Arts	Chloe Lam	chloelam@cdnis.edu.hk
Performing Arts	Ashley Benusa	ashleybenusa@cdnis.edu.hk
PE	Marc Steiner (3A,3B) Justin Wah (3C,3D,3E)	marcsteiner@cdnis.edu.hk justinwah@cdnis.edu.hk
Mandarin Learning Leader	Christina Wu (Lang. A) Karen Kee (Lang. B)	christinawu@cdnis.edu.hk karenkee@cdnis.edu.hk
Vice Principal	Rob Grantham	robgrantham@cdnis.edu.hk
PYP Coordinator	Vivienne Wallace	viviennewallace@cdnis.edu.hk
PYP Coordinator	Zoe Heggie	zoeheggie@cdnis.edu.hk
Counsellor	Lora Lee	loralee@cdnis.edu.hk

“I loved the teachers, they are nice and help us whenever we need it.”

- Ariane

IB Learner Profile



As an IB World School, CDNIS offers all three of the main IB programmes. They are linked by the IB philosophy and the common usage of the Learner Profile, a framework of ten learner attributes that represent the core attitudes and values we strive to develop in our students. These qualities and traits are an essential component of the CDNIS mission and vision to inspire excellence across our whole learning community.

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.

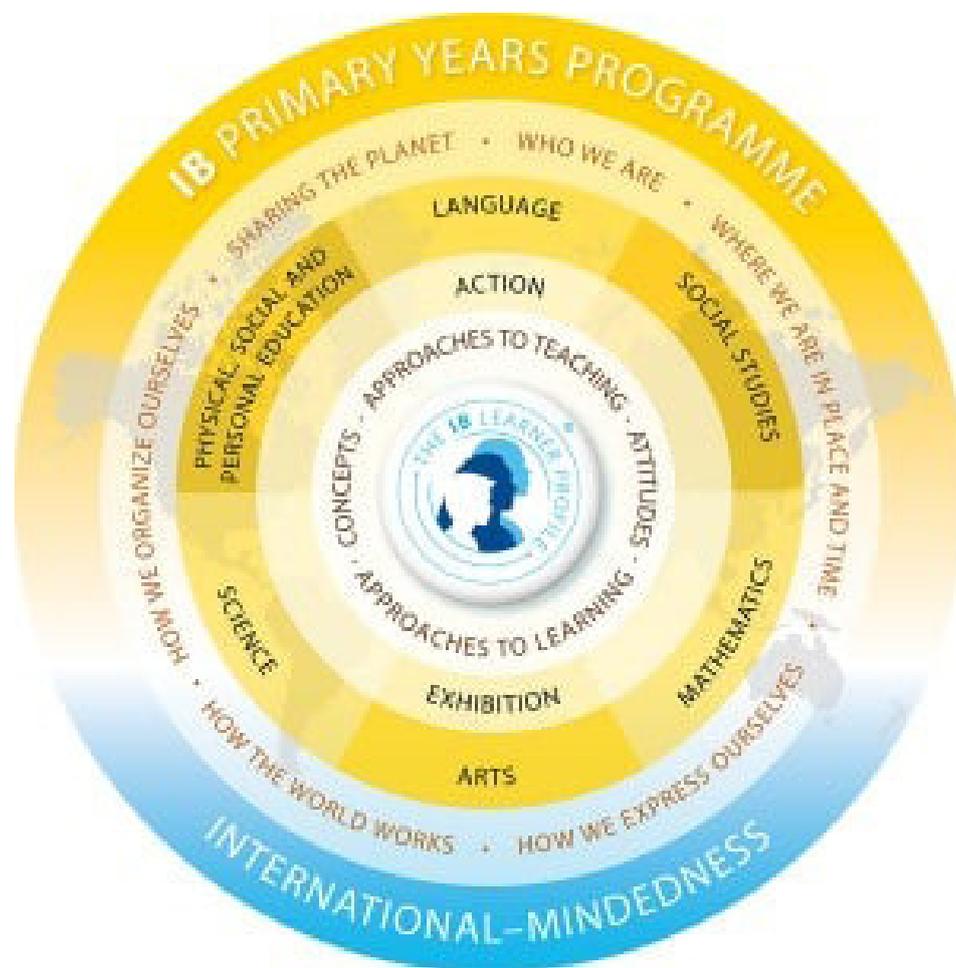
REFLECTIVE

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.

The PYP at CDNIS



The Lower School at CDNIS offers the Primary Years Programme (PYP) from the International Baccalaureate (IB), which has been developed for schools around the globe for students 3-12 years of age. The PYP draws on research and best practices from a range of national systems and international schools to create a relevant, engaging and challenging educational framework for all children. Its constructivist view of learning is supported by the latest neuroscience research. In short, CDNIS provides a future-ready education for your child.



Five Essential Elements

The curriculum framework is based on five essential elements: concepts, knowledge, skills, attitudes and action. These five elements are transdisciplinary and implemented through an inquiry-based, concept-driven pedagogy. The PYP strives to develop an internationally minded person who embraces the joy of learning throughout their lives.

Grade 3 Expectations



EXPECTATIONS

Students are expected to come to school with a positive attitude, ready to learn and to actively contribute to their classroom community every day.

All students in Grade 3 are expected to take responsibility for their personal belongings. We expect students to pack and carry their own school bags to their classrooms, and to complete and return home learning on time. Students will be held responsible for being organised each day by bringing the materials they need for certain class activities such as library books or their swimming kits. It is an expectation that by the end of the year, Grade 3 students will be taking greater responsibility for their learning.

Grade 3 Expectations

ESSENTIAL AGREEMENTS

In Grade 3, each class works collaboratively to establish an agreement of how the class will live and learn together. Students are invited to consider what helps them learn and what hinders their learning. These Essential Agreements are created, reviewed and decided upon together by students and teachers, to set the tone for an engaging learning environment. They are then published and publicized in the classroom as reminders and inspiration for positive learning behaviour.

Home Learning

In Grade 3, students will be presented with Home Learning choice grids. These offer differentiated learning, to give students a menu of learning activities and experiences they can choose from. In using these, we aim to give students more choice, to ensure that well-being and balance are maintained, and that Grade 3 students have time for daily reading at home. Students should engage in home learning for a maximum of 30 minutes a day, inclusive of all single subjects. No home learning will take place on the weekends.



Programme of Inquiry

<p>WHO WE ARE Aug 14 - Sept 22</p> <p>Central Idea: Strategies can be used to overcome challenges.</p> <p>Lines of Inquiry: Inspirational people have dealt with personal challenge Responses to differences and challenges Mindsets and strategies for dealing with challenge</p>	<p>HOW THE WORLD WORKS Sep 25 - Nov 10</p> <p>Central Idea: Many factors need to be considered in the process of creating a structure.</p> <p>Lines of Inquiry: Scientific principles featured in the design of structures The process of creating a structure Design and aesthetic features of structures</p>	<p>WHERE WE ARE IN PLACE AND TIME Nov 13 - Jan 12</p> <p>Central Idea: Inquiring minds have led to discoveries, awareness and innovation.</p> <p>Lines of Inquiry: Discoveries brought about by exploration and inquiring minds (land, sea, space) Innovative ideas that have resulted from exploration (e.g. geography, transportation, animal kingdom) Effects of exploration on communities</p>
<p>HOW WE EXPRESS OURSELVES Jan 15 - Mar 9</p> <p>Central Idea: People can discover and express different cultures through the arts.</p> <p>Lines of Inquiry: Ways in which culture can be expressed What influences the arts in different cultures How similarities and differences are uncovered through the arts</p>	<p>SHARING THE PLANET Mar 12 - April 27</p> <p>Central Idea: The way energy is harnessed and consumed affects the planet.</p> <p>Lines of Inquiry: Conversion and transformation of energy Use of energy in our daily lives Innovative energy solutions</p>	<p>HOW WE EXPRESS OURSELVES April 30 - Jun 8</p> <p>Central Idea: Images and ideas can be expressed in ways that captivate an audience</p> <p>Lines of Inquiry: Techniques used to engage an audience The ideas we gain from different types of text The connection between my response and the techniques used</p>

Mathematics

The study of Mathematics equips students with knowledge, skills, and habits of mind that are essential for successful and rewarding participation in the 21st Century.

CDNIS has a set of standards for the teaching of Math that are drawn from the Ontario Standards. As a PYP school, we use inquiry to explore these expectations.

Overall Grade 3 Expectations	
<p>NUMBER SENSE AND NUMERATION Demonstrate an understanding of magnitude by counting forward and backwards by various numbers and from various starting points.</p> <p>Solve problems involving the addition and subtraction of single- and multi-digit whole numbers, using a variety of strategies, and demonstrate an understanding of multiplication and division.</p> <p>Read, represent, compare, and order whole numbers to 1000, and use concrete materials to represent fractions and money amounts to \$10.</p> <p>MEASUREMENT Estimate, measure, and record length, perimeter, area, mass, capacity, time, and temperature, using standard units.</p> <p>Compare, describe, and order objects, using attributes measured in standard units.</p> <p>GEOMETRY AND SPATIAL SENSE Compare two-dimensional shapes and three-dimensional figures and sort them by their geometric properties.</p> <p>Describe relationships between two-dimensional shapes, and between two-dimensional shapes and three-dimensional figures.</p> <p>Identify and describe the locations and movements of shapes and objects.</p>	<p>PATTERNING AND ALGEBRA Describe, extend, and create a variety of numeric patterns and geometric patterns.</p> <p>Demonstrate an understanding of equality between pairs of expressions, using addition and subtraction of one- and two-digit numbers.</p> <p>DATA MANAGEMENT AND PROBABILITY Collect and organise categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed.</p> <p>Read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs.</p> <p>Predict and investigate the frequency of a specific outcome in a simple probability experiment.</p>

Literacy

CDNIS follows the PYP Scope and Sequence documents for our study of literacy. Acknowledging that the PYP is a flexible inquiry-based programme, these expectations are subject to change.

Overall Grade 3 Expectations	
<p>WRITTEN LANGUAGE - WRITING We write in different ways for different purposes.</p> <p>The structure of different types of text includes identifiable features.</p> <p>We write in different ways for different purposes.</p> <p>When writing, the words we choose and how we choose to use them enables us to share our imaginings and ideas.</p>	<p>ORAL LANGUAGE - SPEAKING AND LISTENING People interpret messages according to their unique experiences and ways of understanding.</p> <p>Spoken language varies according to the purpose and audience.</p> <p>Spoken communication is different from written communication - it has its own set of rules.</p> <p>Thinking about the perspective of our audience helps us to communicate more effectively and appropriately.</p>
<p>WRITTEN LANGUAGE - READING Applying a range of strategies helps us to read and understand new texts.</p> <p>Wondering about texts and asking questions helps us to understand the meaning.</p> <p>What we already know enables us to understand what we read.</p> <p>Different types of texts serve different purposes.</p> <p>The structure and organization of written language influences and conveys meaning.</p>	<p>VISUAL LANGUAGE - VIEWING AND PRESENTING Visual texts can expand our database of sources of information.</p> <p>Selecting the most suitable forms of visual presentation enhances our ability to express ideas and images.</p> <p>Visual texts provide alternative means to develop new levels of understanding.</p> <p>Different visual techniques produce different effects and are used to present different types of information.</p> <p>Visual texts have the power to influence thinking and behaviour.</p>

“Camp was educational and exciting because we learned about nature.” - Joanna

Chinese Studies

Language A

LISTENING & SPEAKING:

- Listen to a variety of oral presentations including stories, poems, rhymes and reports.
- Ask questions to gain information and respond to inquiries directed to themselves or to the class.
- Use oral language to communicate during classroom activities and conversations.
- Pick out main events and relevant points in oral texts.
- Retell familiar stories in sequence.

READING:

- Participate in shared/guided reading situations, observing and applying reading behaviours and interacting effectively with the group.
- Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes.
- Use meaning, visual, contextual and memory cues, and cross-check cues against each other.
- Instantly recognize an increasing bank of high-frequency and high-interest words and characters.

WRITING:

- Write an increasing number of frequently used words or ideas.
- Participate in shared and guided writing, observing the teacher's model, asking questions and offering suggestions.
- Illustrate their own writing and contribute to a class book.
- Write to communicate a message to a particular audience.

Language B

LISTENING & SPEAKING:

- Describe personal experiences.
- Obtain simple information from accessible spoken texts.
- Talk about the stories, writing, pictures and models they have created.
- Use oral language to communicate during classroom activities, conversations and imaginative play.
- Ask questions to gain information and respond to inquiries directed to themselves or to the class.

READING:

- Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group.
- Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.
- Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.
- Make connections between personal experience and storybook characters.
- Participate in shared reading, posing and responding to questions and joining in the refrains.

WRITING:

- Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas.
- Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged.
- Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.
- Write an increasing number of frequently used words or ideas independently.
- Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story.

Specialist Areas

PERFORMING ARTS

Students in Grade 3 love to create and express themselves in a variety of ways. The Performing Arts program for these students begins where children begin—using chant, song, movement, play and fantasy.

In these grades, students learn how to use their singing voice with confidence, alone and with others. They learn how to move their bodies creatively to tell stories, exhibit emotions and interpret what they hear. They explore how to use a variety of instruments, pitched and unpitched, as tools, to accompany or inspire their work. They collaborate in groups large and small to dynamically present their learning to audiences of all shapes and sizes - in assemblies, Spotlights and small classroom performances.

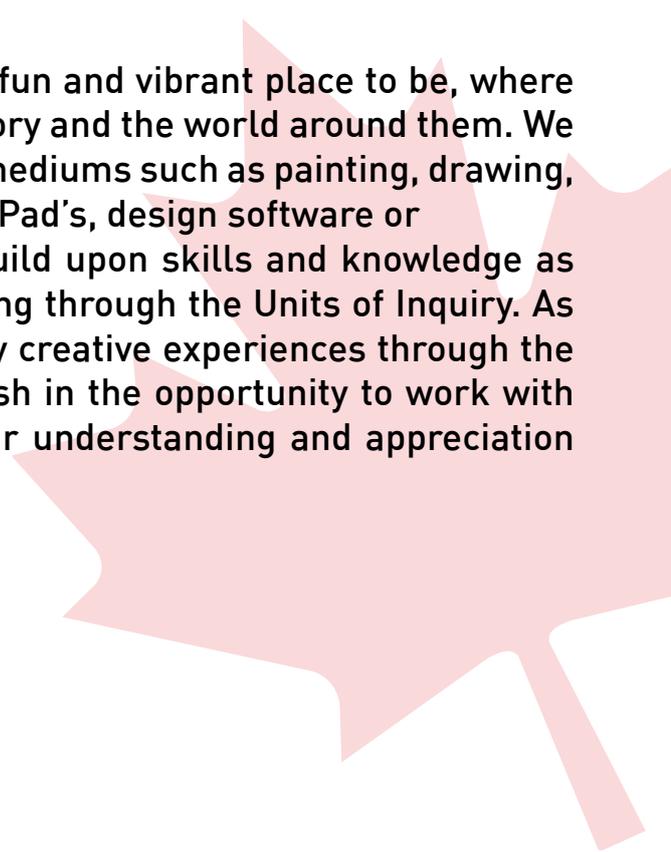
With the wide range of engagements and projects in Performing Arts our students learn to take risks and have an open mind when trying something new. Most importantly, students unleash and expand a curiosity for the Arts, fine-tuning tools that will allow them to appreciate and participate in them as lifelong learners. Through this work, students create a musical culture in which every member of the community has the capacity to participate joyfully and confidently.

Ashley Benusa

VISUAL ARTS

The Grade 3 Visual Arts classroom is a dynamic, fun and vibrant place to be, where students explore self expression through art history and the world around them. We explore different art processes using traditional mediums such as painting, drawing, printmaking and sculpture, to digital tools using iPad's, design software or tech-meshed art. The PYP Visual Arts phases build upon skills and knowledge as students take a journey of creating and responding through the Units of Inquiry. As a part of the curriculum, students regularly enjoy creative experiences through the CDNIS Artists in Residence Programme and relish in the opportunity to work with real artists from our community, deepening their understanding and appreciation for the Arts.

Chloe Lam



Specialist Areas

PHYSICAL EDUCATION

The goal of the lower school physical education programme at CDNIS is to instil a sense of joy in students when participating in physical activities while striving for personal excellence, equity and fair play. At the same time our wish is to cultivate the character of each student so they can contribute to the world around them in a positive manner.

Marc Steiner and Justin Wah

“I made some good friends that helped with learning and fun.” - Jaden

GUIDANCE COUNSELLORS

At CDNIS we believe in a proactive and preventive approach to Guidance. The Lower School Counselling programme is developed along the lines the PYP personal, social and physical education documents. The Counsellors work collaboratively with teachers, parents and external professionals to design and implement programmes to promote optimum emotional, social and academic development and support the joy of learning in all our students.

The Counsellors offer an array of support and information via regular workshops and Parent Coffee Mornings, we encourage parents to contact the Guidance Office with any questions or concerns they may have with regard to their child's development.

Please check our blogs and Flash messages for information on upcoming Parenting Workshops and Coffee Mornings.

Lora Lee and Shelly Chutke



Special Events

SWIMMING

October 9 - November, 2017
April 9 - June, 2018

CAMP

May 2 - 4, 2018

ASSEMBLIES

Friday September 22 - (3)
Friday November 24 - (3)
Friday January 12- (3)
Friday March 9 - (3)
Friday May 18 - (3)

SPOTLIGHTS

March 12 - 16, 2018



“The spotlight was really fun, the dance moves made me excited.” - Alysha

Assessment and Reporting

The primary purpose of assessment and reporting at CDNIS is to improve student learning. We view parents, teachers and students as an integral part of this process as the child moves along their individual learning journey. At CDNIS we assess and report the learning journey in a variety of ways, including:

- NWEA's Measure of Academic Progress (MAP) with a focus on growth and as a guide for instruction for Reading, Math and Language Usage;
- Reading Assessments - to assist students in growing in the five aspects of reading (phonics, phonemic awareness, vocabulary, fluency and comprehension);
- 3-Way Learning Conversations;
- Learning Reviews;
- Progress Reports (January and June);
- Student Led Learning Reviews;
- PYP Exhibition (Grade 6);
- Portfolios;
- Ongoing, formative assessments (conferencing, daily and immediate feedback).

These diverse methods of assessment and reporting are to support our belief that all students learn in different ways and at different times. At CDNIS, we identify, support and appreciate learning diversity.





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