

How We Organize Ourselves

Grade 3- Unit 1

Learner Profile

Communicators
Risk-takers
Reflective

Key Concepts

Function - How does it work?
Causation - Why is it like it is?
Responsibility - What is our responsibility?

Related Concepts

responsibility, children's rights, justice & equity, decision making

Skills

Communication
Time Management
Social Skills



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Central Idea:
People can collaborate to organize society.



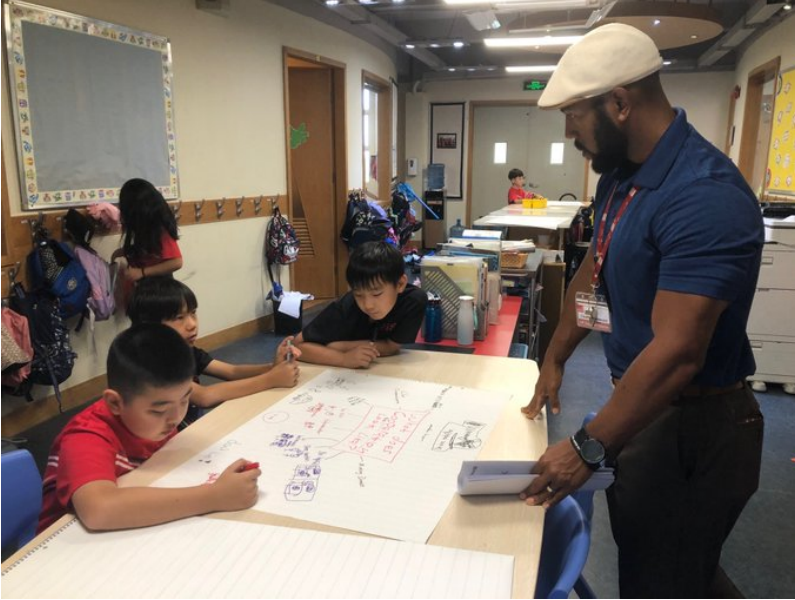
LINES OF INQUIRY

1. Rights and responsibilities of people in a community
2. How organized communities function
3. Decision making

Shekou
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School

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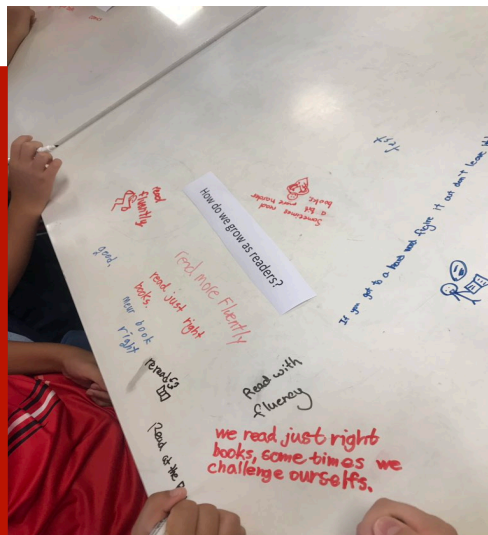
Unit Overview



HOW WE ORGANIZE OURSELVES

To start the year, our first unit is about community building. Students will be inquiring into how different people play different roles in communities. We will focus on our classroom community and the importance of organizing ourselves to make our day run smoothly. Students design different systems to support how we organize classroom. Also, we will analyze how we collaborate and the importance of teamwork. Through exploring this unit, students will apply their understanding in their own classroom community by creating their own classroom agreements, explaining their responsibilities as a learner, and describing how contributions of each member make a learning community successful. Furthermore, students will be choosing a community they are involved in (within or outside of school) and will explain the connections and responsibilities of it in the form of a visual representation.

Key Vocabulary:
Community,
responsibility,
collaboration,
decisions, rights,
society





To start the year, we will be diving into multiplication and division. Students begin by building fluency with addition and their knowledge of arrays. We spend time with discussing organization of thoughts and sharing thinking aloud as a risk taker. Students also use their decision making skills as they learn to use the strategies that fit best with their learning style.

They initially use repeated addition to find the total from a number of equal groups. As students notice patterns, they let go of longer addition sentences in favor of more efficient multiplication facts. Arrays become a cornerstone of the unit. Students 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. In this unit, the factors 2, 3, 4, 5, and 10 provide an entry point for moving into more difficult factors in later math units.



The key concept of *responsibility* ties in nicely as we start unpacking reader's and writer's workshop. We will be focusing on building good habits and stamina for both areas. Students will be working on personal narratives during writing. This unit emphasizes on retelling a story using descriptive language, dialogue, organization and sequence. In reading, students are learning more about themselves as readers. They are learning how to choose just right books that are interesting and support them building stamina. Students are reading narrative stories and discussing the characters responsibilities and partner talking about connections, predictions and retelling the story.



HOW CAN YOU HELP AT HOME

- Describe your community at work. Who are the members? What are their roles and responsibilities?
- Use a graphic organizer to compare/contrast responsibilities between family members (Venn Diagram, T-chart, checklist)
- Be an active listener when your child reads their stories. Add an encouraging note in their seesaw posts.
- Talk to about the learner attributes and ask them to share how they are incorporating them in learning.