



GRADE 3 CURRICULUM GUIDE

The Grade 3 curriculum at The Little World International School marks a transition from learning to read to reading to learn. As students become more independent, lessons are thoughtfully designed to promote their growth within a safe and supportive learning environment. In mathematics, students are introduced to the concepts of multiplication and division. Science enhances our understanding of ecosystems, forces and motion, the solar system, and states of matter.

READING

- Building a reading life
- Read to learn
- Character study
- Folktales around the world
- Poetry

WRITING

- Crafting true stories
- The art of informational writing
- Changing the world persuasive writing
- If then: writing in content areas
- Once upon a time

MATH

- Properties of multiplication & division and solving problems with units of 2-5 & 10
- Place value and problem solving with units of measure
- Multiplication and division with units of 0, 1, 6-9 and multiples of 10
- Perimeter and area
- Fractions as numbers, number lines
- Collecting and displaying data
- Geometry

SOCIAL STUDIES

- Making change in our community
- Making choices
- Exploring Arab communities through time
- Using evidence to learn about the past

WORD STUDY

- Plural nouns
- Common & proper nouns/names
- Pronouns
- Present/past/future-tense verbs
- Simple & complex sentences
- Adjectives
- Possessive nouns & pronouns
- Apostrophes & punctuating dialogue
- Complex Sentences

SCIENCE

- Animals through time
- Circle of life
- Stormy skies
- Invisible forces

ARABIC

- Greetings and introductions
- Colors and shapes
- Family
- Fruits and vegetables
- Animals



FRENCH

- Greetings
- Self introductions
- Numbers
- School supplies
- Animals
- Common food
- Writing short sentences

LIBRARY

- Inquire: Build knowledge through inquiry, critical thinking, problem identification, and strategy development
- Include: Show understanding and commitment to inclusiveness and diversity in the learning community
- Collaborate: Work effectively with others to broaden perspectives and achieve common goals
- Curate: Collect, organize, and share personally relevant resources to create meaning
- Explore: Discover and innovate with a growth mindset through experience and reflection
- Engage: Create and share knowledge ethically and safely while participating in a connected community

PHYSICAL EDUCATION

- Expanding fundamental movements
- Introduction to strategy in games
- Refining object manipulation
- Understanding fitness components
- Developing spatial awareness
- Following multi-step game rules
- Rhythm & coordination in movement
- Cooperation & fair play
- Recognizing the benefits of physical activity
- Building confidence & problem-solving in movement

SOCIAL EMOTIONAL LEARNING

- Growth mindset & goal-setting
- Emotional management
- Empathy & kindness
- Problem-solving

ART

- Introduction to drawing
- Color application
- Geometric art
- Space and textures (e.g paper mosaic art)

TECHNOLOGY

- Using digital tools
- Coding fundamentals



GRADE 3

END -OF-YEAR EXPECTATIONS

WHAT GRADE 3 STUDENTS WILL KNOW....



LITERACY

Reading

- Ask and answer questions about a story, using the words from the story to explain.
- Figure out the main idea of a story, talk about important parts, and say how they help the main idea.
- Use things like key words, pictures, and links in books to find information quickly.
- Look at pictures and words in books to understand the story better, like when, where, why, and how things happen.
- Ask and answer questions to show we understand a story, using the story as proof.
- Tell the lesson or message in stories from different cultures and say how it's shown in the story.
- Talk about the characters in a story and explain how what they do makes the story go.
- Use words like chapter, scene, and stanza when talking about stories, plays, and poems. Explain how each part adds to what happened before.
- Know the difference between our thoughts and the thoughts of the storyteller or the characters.

Writing

- Write opinion pieces expressing thoughts on various topics or stories.
- Introduce topics, state opinions, and organize thoughts.
- Provide reasons to support opinions.
- Use linking words (e.g., because, therefore) to connect ideas.
- Include concluding statements in opinion and informative writing.
- Write for different purposes and audiences, with varying timeframes.
- Create informative texts with clear explanations and illustrations.
- Group related information and use connecting words.
- Develop narratives with clear beginnings, middles, and ends.
- Improve writing through planning, revising, and editing with guidance.

MATH

- Understand and name equal parts of shapes.
- Recognize and explain the parts of a fraction, including numerator and denominator.
- Use arrays to demonstrate how to find the area by multiplying side lengths.
- Identify the relationship between a unit fraction and the whole.
- Represent fractions on a number line diagram.
- Recognize and create simple equivalent fractions using visual models.
- Add and subtract within 1,000 using objects, drawings, and solving problems.
- Round whole numbers to the nearest 10 or 100.
- Multiply a one-digit number by a multiple of 10.
- Represent multiplication as "groups of" using objects, drawings, and written methods.

SCIENCE

- Understand that all living things have unique life cycles involving birth, growth, reproduction, & death.
- Recognize the importance of animal groups for survival.
- Learn how traits in plants and animals are inherited, creating variety within a group.
- Realize that traits can be influenced by the environment.
- Explore fossil evidence to understand organisms and their ancient environments.
- Discover how variations in traits provide advantages in survival and reproduction.
- Understand how organisms adapt to habitats with varying levels of survival.
- Recognize the impact of environmental changes and evaluate potential solutions.
- Represent weather conditions in tables and graphs for different seasons.
- Describe climates in various world regions by combining information from different sources.

SOCIAL STUDIES

- Understand how decisions are made in various settings, such as the classroom, school, government, and society.
- Explore how rules and laws impact society and explain how policies are developed to address public problems.
- Discover different ways societies have evolved, both historically and in the present.
- Identify the benefits and costs of individual choices, weighing positive and negative incentives.
- Understand how culture shapes how people adapt to their surroundings
- Explore how the characteristics of places, both cultural and environmental, change over time.
- Investigate how environmental and cultural factors influence where people live in specific places or regions.
- Summarize information from different historical sources to understand events in the past.
- Learn to ask questions about historical sources, considering their audience, purpose, and relationships to events
- Evaluate historical sources by examining details like the maker, date, place of origin, intended audience, and purpose to judge their usefulness in studying a particular topic.

PHYSICAL EDUCATION

- Perform mature leaps and jumps in various directions.
- Show the difference between sprinting and running while moving.
- Jump and land gracefully, both horizontally and vertically.
- Execute teacher-selected dance steps and movements appropriately.
- Seamlessly transition between locomotor skills.
- Demonstrate balance on different supports with muscle control and extended body parts.
- Shift weight from feet to hands briefly for support.
- Execute gymnastic balances with twisting, curling, and stretching movements.
- Create and perform dances by combining locomotor skills and movement concepts.

ART AND CRAFT

- Develop creative ideas by adding details and using various materials.
- Safely use tools and resources to bring personal artistic ideas to life.
- Explore and talk about how art can be shown in different places, like online.
- Find places to display art and get artworks ready with explanations.
- Learn about how various cultures use art to tell stories and share history.
- Explore how artists create art.
- Understand the messages in images.
- Develop a work of art based on observations of surroundings.
- Recognize that responses to art change depending on knowledge of the time and place in which it was made.

SOCIAL EMOTIONAL LEARNING (SEL) & HEALTH

- Social Emotional Learning (SEL) & Health
- Emotional and Behavioral Health: Students understand how emotions influence behavior, develop self-awareness by identifying personal values, and manage their emotional responses to set and achieve personal goals.
- Social Skills and Diversity Appreciation: They learn to appreciate diversity, understand social and ethical norms for behavior, and use clear communication and leadership skills in group settings to build positive relationships.
- Critical Thinking in Health: Children are taught to evaluate the consequences of their actions with a focus on well-being, analyze the influence of external factors like family, media, and technology on health behaviors, and access valid health information and resources.
- Self-Management and Advocacy: They develop decision-making skills to enhance health, use goal-setting skills effectively for health improvement, practice health-enhancing behaviors to reduce risks, and advocate for the health of themselves, their families, and their communities.

GLOBAL LANGUAGES

LWIS utilizes the MOE - Ministry of Education of Saudi Arabia guidelines for teaching Foreign Languages in elementary school.

- Interpersonal Communication: Students can communicate on the given topics using single words and phrases that they have practiced and memorized. They can participate in conversations on given topics using sentences and series of sentences. They can handle short social interactions in everyday situations by asking and answering a variety of questions. They can usually say what they want to say about myself and my everyday life.
- Speaking: They can present information about themselves and some other very familiar topics using single words or memorized phrases. Students can make presentations on a wide variety of familiar topics using connected sentences.
- Writing: Students can copy some familiar words, characters, or phrases. Students can write on a wide variety of familiar topics using connected sentences.
- Listening: Students can recognize a few memorized words and phrases when they hear them spoken. They can understand the main idea in messages and presentations on a variety of topics related to everyday life and personal interests and studies. They can understand the main idea in conversations that they overhear.
- Reading: Students can recognize a few letters or characters. They can identify a few memorized words and phrases when they read. They can understand the main idea of texts related to everyday life and personal interests or studies.

CHILD DEVELOPMENT	FAMILY LEARNING OPPORTUNITIES
<p>"The purpose of education and the schools is to develop the minds and hearts of students for learning how to learn."</p> <p>Benjamin Bloom</p>	<p>Literacy</p> <ul style="list-style-type: none"> • Support your child to read or be read to at least 20 minutes per day. • Have conversations with your child about what they are reading. • When reading together talk about the characters, who they are, how they evolve in the story and what your child thinks about the characters. • Take time to handwrite letters, stories, to-do lists or notes. • Notice their use of punctuation and capitalization. <p>Mathematics</p> <ul style="list-style-type: none"> • Play math games • When shopping ask math related questions about prices. • Discuss everyday math topics related to time, money, amounts and estimating. • Practice multiplication facts • Reference common fractions in baking or daily activities. <p>Science</p> <ul style="list-style-type: none"> • Support your child to be curious about their surroundings. • Have your child explain why they think things happen around them. • Have your child create new things out of recycled or used items. • Discuss how different animal groups live together or not. • Look at family trees and how traits such as eye color, hair, or earlobes are similar or different. <p>Social Studies</p> <ul style="list-style-type: none"> • Make family decisions in planning for the weekend or game nights. • Create new family "laws" or rules about screen time, chores, etc. • Create timelines of events in history from different time periods. • Involve your child in budgeting for the grocery store, comparing items when shopping. • Choose a country using maps and research their food, history, culture, etc. <p>Review the learning outcomes for your child as provided by your child's teacher. Ask questions, model listening and asking questions. Support your child to explain their answers. We believe all round development of a child can happen tremendously with parents' partnership.</p>
<p>Physical Development</p> <ul style="list-style-type: none"> • Peer approval becomes increasingly significant, influencing self-esteem and behavior. • Develop a clearer sense of right and wrong, showing more interest in rules and fairness. • Friendships are more stable and emotionally complex, often centered around shared interests. • Begin to understand and navigate complex social dynamics within peer groups. • Increased awareness of personal emotions and those of others, leading to more empathetic interactions. 	
<p>Social Emotional Development</p> <ul style="list-style-type: none"> • Peer approval becomes increasingly significant, influencing self-esteem and behavior. • Develop a clearer sense of right and wrong, showing more interest in rules and fairness. • Friendships are more stable and emotionally complex, often centered around shared interests. • Begin to understand and navigate complex social dynamics within peer groups. • Increased awareness of personal emotions and those of others, leading to more empathetic interactions. 	