



DEPARTMENT OF EDUCATION
PRIMARY CURRICULUM SECTION

NATIONAL PACING GUIDE **GRADE THREE**

ACADEMIC YEAR 2023-2024

NATIONAL PACING GUIDE – GRADE 3

THE ACADEMIC YEAR 2023-2024

INTRODUCTION:

The National Pacing Guide promotes a standardized approach to implementing the curriculum. It aims to identify the topics to be taught at each grade level, show the order in which they should be presented and provide a guide on how much time should be spent on a particular topic. Students transferring from one public school to another would not be disadvantaged by the move, since each school would be following the topics as laid out in the guide. This document also identifies the core and advanced topics at each grade to assist teachers with planning for targeted instruction, particularly when schooling is interrupted due to natural disasters, pandemics, etc.

IMPORTANT NOTE:

The National Pacing Guide **does not** take the place of The National Curriculum Documents, as it contains no content, objectives or proposed activities. The National Pacing Guide and Curriculum documents should be used in tandem with each other.

NEW ADJUSTMENTS TO THE GUIDE:

Each year, the pacing guide is refreshed based on the completion of new curriculum documents and teachers' feedback. Below are the adjustments for 2023-2024.

GRADES 1-3: Building literacy and numeracy skills is the major focus in the first term at the lower primary level. To strengthen these programmes:

1. Reading fluency topics and strategies have been included for use as students practise their reading.
2. The sequence and timing of certain Math topics have been altered to enhance instruction delivery.
3. Social Science topics have been omitted from the first term and will be introduced in the Easter and Summer Terms. These additional periods in the first term can be used to assist with oral language development and build reading fluency as well as to reinforce Mathematical concepts.

GRADES 4-6:

1. Some Language Arts topics have been reduced or integrated to provide time needed for review and re-teaching.
2. Religious Studies' topics have been adjusted based on the new curriculum, which is now available online.

HOW TO USE THIS GUIDE:

As you work through this document, please be mindful of the following:

- This document is a guide. It was built to reflect what the average student should be able to complete in a given year. Some students are expected to advance faster, while others may need additional time on certain topics.
 - **CORE/MANDATORY TOPICS:** All core topics have been identified WITH **an asterisk** and should be covered within the school year. These topics should be the **focus of End of Year Examinations**.
 - **ADVANCED TOPICS:** All topics WITHOUT **an asterisk** can be integrated into lessons or completed by students performing **above grade level**.
- It is expected that once topics are taught, they will be constantly **reinforced** and **integrated** into other curriculum areas. This strategy can be used as a form of review and to provide further support for students who may be struggling with particular topics. The document's layout allows for topics across all subject areas to be easily identified.
- Time has generally been allocated, particularly at the beginning of the year, to allow for the administering of assessments, review and establishing those important classroom routines.
- The page numbers that follow the topics reflect where information can be found in the corresponding curriculum documents. If “TB” appears before the page number, then that information can be found in the national textbook for that subject area.
- The names of current curriculum officers and their email addresses have been included on the last page of this document. Your questions and feedback are welcome. Some questions to consider when providing feedback are: Did the sequence of topics work well? Was sufficient time allocated?
- Officers will place updated information and activities in the **Professional Learning Community (PLC)** via the TEAMS group. This community was especially formed to engage primary teachers in public schools. Please ensure that you access it at least once or twice a week. Already, there are many activities and videos that teachers can utilize. Teachers are also invited to share activities and resources in this space that they have found worked well, students’ responses to certain activities and any questions they may have. If you are not already a member of the PLC, you may ask a school administrator how to join or contact any of the officers listed at the back.

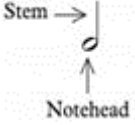
NATIONAL PACING GUIDE – GRADE 3

CHRISTMAS TERM


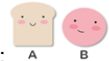
THE ACADEMIC YEAR 2023-2024



WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Review the Star Assessments to identify strengths and weaknesses of students.</p> <p>Diagnostic Assessments 1. Reading Levels 2. Fluency Rates</p> <p>Introduce students to -Reading Block Routines (Drills etc.) -Classroom management routines</p> <p>Phonics / Spelling: Review Initial, Medial & Final Consonant Sounds p. 68</p> <p>*Short Vowel Sounds p.69</p> <p>Comprehension:</p>	<p>Review the Star Assessments to identify strengths and weaknesses of students.</p> <ul style="list-style-type: none"> Revision of Grade Two concepts TB. pp. 1-4 Reciting Sequences of Numbers to 999 999 TB. pp.16-17 Missing Numbers on the Number Line TB. p. 9 Counting to 100 by 2s, 3s, 4s, 5s, 10s, and 50s TB. p. 66-67 	<p>Assessment/ Observation of Handwriting</p> <p>When given a written task students will be observed to identify their ability to:</p> <ul style="list-style-type: none"> hold a pencil correctly form letters and numbers correctly write their own names correctly stay within two lines Write upper and lower- case manuscript/ D’Nealian letters in two (2) lines. Write numerals 0-1000 correctly 	<p>Assess oral communication skills: By way of a formative assessment students’ ability to:</p> <ul style="list-style-type: none"> Differentiate and write types of sentences Identify parts of speech Speak in complete sentences. *Distinguish between sentences and fragments p.129 	<p>Assess students’ ability to:</p> <ul style="list-style-type: none"> develop a narrative or descriptive piece of writing about a selected topic. *Explain the steps in the Writing Process p.163-164 	<p>Welcome / Introduction of the National Anthem & School’s song *Teach the lyrics and the melody</p>	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> Horizontal Vertical Diagonal Zigzag curved 	<p>Topic: Locomotor Movement Skill: Walking</p> <p>At the end of this lesson students will be able to demonstrate walking in various directions and speed.</p>


WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	*Text & Graphic Features p.85-86							
2	<p>Listening & Speaking: *Displaying the characteristics of a good listener p. 47</p> <p>Phonemic Awareness: *Common Words in the environment p.60</p> <p>Phonics / Spelling: *Short Vowel Sounds p.69</p> <p>Comprehension: *Text & Graphic Features p.90-92</p> <p>*Sight Words: early, waves, reached, listen, wind, rock</p> <p>Fluency Using signals to read fluently: Period & Question Mark p.88</p> <p>Strategy: Echo Reading</p>	<ul style="list-style-type: none"> • *Even and Odd Numbers TB. pp. 64-65 • *Roman Numerals to XXV (25) TB. pp. 8-9 • Addition and Subtraction Facts to 20 TB. pp. 44-48 • Converting Combination of Roman Numerals TB. pp. 8-9 	*Write upper / lower case manuscript /D'Nealian letters in two (2) lines.	<p>*Ascertain the complete subject and predicate of a sentence</p> <p>Parts of a Sentence p.146</p>	<p>Discuss the qualities of a good piece of writing</p> <p>p.165</p>	<p>Introduction to the Recorder</p> <p>Draw the Recorder Label the parts of the Recorder</p> <p>Properly hold the Recorder</p> <p>Attempt to blow the note 'B'.</p> <p>Subtopic: Dynamics Forte –<i>f</i> Piano – <i>p</i> Crescendo < Decrescendo ></p>	<p>Line- The 5 Basic</p> <ul style="list-style-type: none"> • Horizontal • Vertical • Diagonal • Zigzag • curved 	<p>Topic: Locomotor Movement Skill: Running</p> <p>At the end of this lesson students will be able to demonstrate running in various styles and directions.</p>

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3	<p>Listening & Speaking: *Displaying the characteristics of a good listener Cont'd. p.47</p> <p>Phonemic Awareness: *Phoneme Isolation & Identification p.61</p> <p>Phonics / Spelling: *Long Vowel Sounds - CCVE, CVVE, and CV Patterns p.70</p> <p>Comprehension: *Story Elements (Characters, Setting) p.93-94</p> <p>*Sight Words: space, covered, fast, several, himself, toward</p> <p>Fluency Using signals to read fluently: Period & Question Mark p.88</p> <p>Strategy: Echo Reading</p>	<ul style="list-style-type: none"> *Ordinal Numbers to 50th TB. pp. 6-7 Addition Without Regrouping to 999 999 TB. pp. 74-78 	<p>*Write upper / lower case manuscript /D'Nealian letters in two (2) lines.</p>	<p>*Declarative and Interrogative Sentences p.130</p>	<p>Explain the four types of writing p.166</p>	<p>Introduction of Notation (Review Long and short notes)</p> <p>Draw the whole note on the staff = 4 counts/beats</p> <p>The half note, Quarter Note and Eighth note and the value</p> <p>Draw the half note showing the head, the stem and the tail/flag</p>  <p>Blow Whole notes on the recorder</p> <p>Blow half notes (Teachers discretion)</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> square rectangle circle triangle oval 	<p>Topic: Locomotor Movement Skill: Jumping</p> <p>At the end of this lesson students will be able to demonstrate jumping (directions, over objects, for distance, etc.)</p>

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4	<p>Listening & Speaking: *Displaying the characteristics of a good listener Cont'd. p.47</p> <p>Phonemic Awareness: *Phoneme Isolation & Identification p.61</p> <p>Phonics / Spelling: *Long Vowel Sounds - CCVE, CVVE, and CV Patterns p.70</p> <p>*Sight Words: against, pattern, numeral, table, north, slowly</p> <p>Comprehension: *Story Elements (Plot, Theme) p.88</p> <p>Fluency Using signals to read fluently: Exclamation Mark & Comma p.88</p> <p>Strategy: Look For the Signal</p>	<ul style="list-style-type: none"> • *Place and Values up to 999 999 TB. pp. 20-22 • *Addition Without Regrouping to 999 999 TB. pp. 74-78 	<p>*Write upper / lower case manuscript /D'Nealian letters in two (2) lines.</p>	<p>*Imperative and Exclamatory Sentences p.130</p>	<p>Develop narrative pieces:</p> <p>*Narrow ideas and elaborate on them</p> <p>*Sequencing ideas appropriately using transitional word p.168</p> <p>*Develop narrative pieces that include character, setting and plot pp. 167, 168, 179</p>	<p>Duration</p> <p>Long & short sounds Long & short Notes Performing Long and Short notes</p> <p>The Whole Note 4 beats / Counts</p> <p>The Half Note 2 beats / counts</p> <p>The Quarter Note 1 beat / Count</p> <p>The Eighth note ½ of a beat</p> <p>Show duration through movement</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> • square • rectangle • circle • triangle • oval 	<p>Topic: Locomotor Movement Skill: Hopping</p> <p>At the end of this lesson students will be able to demonstrate hopping (directions, over objects, for distance, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
5	<p>Listening & Speaking: *Articulating personal information, needs, experiences, understandings and opinions pp.48 -49</p> <p>Phonemic Awareness: Alphabetic Principle p.61</p> <p>Phonics / Spelling: *Syllabication p.73</p> <p>*Sight Words: money, map, farm, pulled, voice, seen</p> <p>Comprehension: *Context Clues p.95</p> <p>Fluency Using signals to read fluently: Exclamation Mark & Comma p. 88</p> <p>Strategy: Look For the Signal</p>	<ul style="list-style-type: none"> *Standard, Expanded and Word Form up to 9 999 TB. p. 22 *Subtract Without Renaming to 999 999 TB. pp. 81-85 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke p.116</p>	<p>*Identify nouns (common and proper) p.132</p>	<p>Develop narrative pieces:</p> <p>*Organizing ideas using topic sentence and supporting details. *Develop narrative pieces that include character, setting and plot pp.170,179</p>	<p>Rhythm – Meters</p> <p>Definition of Rhythm Rhythm is a steady beat or repeated pattern or form. Rhythm in 4 or 4/4 time Perform Rhythms on Percussions</p> <p>Strong Beat / Weak Beat For example</p>  <p>Rhythm and Form</p> <p>Form is a pattern. Sometimes it is the same and sometimes it is different.</p> <p>For example A Form can be A B – Binary or it can be ABA – Ternary Form</p> <p>Example of AB Form</p>  <p>: A B OR</p>	<p>Shape- 2 dimensional</p> <ul style="list-style-type: none"> square rectangle circle triangle oval 	<p>Topic: Locomotor Movement Skill: Leaping</p> <p>At the end of this lesson students will be able to demonstrate leaping (directions, over objects, for distance, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
						 <p>Clap Rhythm in 4 (reference notations – whole, half quarter and eighth notes)</p> <p>Create / compose simple rhythms in 4/4 using AB and ABA forms</p> <p>Group activity: Class performances composed rhythms</p> <p>(Review Beat / No Beat for those who need it)</p>		
6	<p>Listening & Speaking: *Articulating personal information, needs, experiences, understandings and opinions Cont'd. pp.48-49</p> <p>Phonemic Awareness: Alphabetic Principle p.61</p> <p>Phonics/ Spelling: *Syllabication p.73</p> <p>*Sight Words: cried, plan, notice, south, war, ground</p> <p>Comprehension:</p>	<ul style="list-style-type: none"> *Comparing Numbers up to 9 999 *Ascending and Descending Order TB. pp. 23-25 Subtracting Without Renaming to 999 999 TB. pp. 81-85 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke p.116</p>	<p>*Form plural nouns with and without spelling changes p.133</p>	<p>Develop narrative pieces:</p> <p>*Compose varied and interesting introductions to their writing pieces pp.171 -172</p> <p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>Time Signature</p> <p>Time signature, also known as the meter signature, tells us how many beats will be in a measure and which note gets one beat.</p>  <p>This is the most commonly used Time Signature.</p> <p>Clap simple rhythm patterns in 4/4</p> <p>Perform on percussion instruments simple rhythm compositions in 4/4 time</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Locomotor Movement Skill: Skipping</p> <p>At the end of this lesson students will be able to demonstrate skipping (directions, over objects, for distance, etc.)</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>*Context Clues p.95</p> <p>Fluency Use the appropriate rate to read fluently. p.89 Strategy: Repeated Reading</p>							
7	<p>Listening & Speaking: *Perform multi-step oral instructions p.51</p> <p>Phonemic Awareness: *Rhyming Words p.66</p> <p>Phonics / Spelling: *Y as a Vowel p.71</p> <p>*Sight Words: king, town, unit, figure, certain, field</p> <p>Comprehension: *Classification p.96</p> <p>Fluency Use the appropriate intonation to read fluently. p.89 Strategy: Repeated Reading</p>	<ul style="list-style-type: none"> Ordering Number up to 999 Ascending and Descending Order TB. pp. 23-25 *Addition with Regrouping to 9 999 TB. pp. 74-78 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke pp.116-117</p>	<p>*Form irregular nouns p.134</p>	<p>Develop narrative pieces:</p> <p>*Utilize various methods of concluding pieces in narrative writing pieces. p. 173</p> <p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>Introduction of the Music Staff (Lines)</p> <p>Five (5) lines make up the music staff.</p>  <p>Correctly number the staff lines</p> <p>Correctly number the spaces</p> <p>Correctly draw the time signature on the staff lines</p>	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Locomotor Movement Skill: Combined Skill Test</p> <p>Students will be able to demonstrate and execute all locomotor movement skills at least the best out of three attempts based on a skill test rubric scale.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
8	<p>Listening & Speaking: *Perform multi-step oral instructions p.51</p> <p>Phonemic Awareness: *Phoneme Segmentation p.62</p> <p>Phonics / Spelling: *Hard and Soft c and g p.74</p> <p>*Sight Words: travel, wood, fire, done, road, half</p> <p>Comprehension: *Making Predictions p.97</p> <p>Fluency Use the appropriate vocal expression to read fluently. p.89</p> <p>Strategy: Poetry Cafe</p>	<ul style="list-style-type: none"> *Rounding to the nearest 10 (up to 3 Digit Numbers) TB. pp. 58-59 Addition with Regrouping to 999 TB. pp. 74-78 Missing Addends and Missing Symbols TB. pp. 44-48 	<p>*Write lower case cursive /D'Nealian letters in two (2) lines. - Introduce cursive stroke patterns: uphill stroke, over hill stroke, and side stroke pp.116-117</p>	<p>*Identify verbs (actions) pp.141-142</p>	<p>Develop narrative pieces:</p> <p>*Demonstrate voice in narrative writing pieces p.174</p> <p>*Develop narrative pieces that include character, setting and plot p.179</p>	<p>Tone Color Subtopic: The Voice</p> <ul style="list-style-type: none"> Introduce Cultural and seasonal Songs using the soprano (sop.) voice Identify the soprano voice as played on a recording 	<p>Form- 3 Dimensional</p> <ul style="list-style-type: none"> cube cylinder pyramid sphere cone 	<p>Topic: Non-Locomotor Movement Skill: Galloping</p> <p>At the end of this lesson students will be able to demonstrate galloping (different directions, over objects, for distance, etc.).</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
9 MID TERM	Listening & Speaking: *Using appropriate protocols, speech and body language when speaking to others Cont'd. p.52 Phonemic Awareness: *Phoneme Segmentation p.62 Phonics / Spelling: Review Sight Words: Review Comprehension: *Making Predictions p.97 Fluency Use the appropriate pitch to read fluently. p.89 Strategy: Choral Reading	<ul style="list-style-type: none"> *Rounding to the nearest 100 (up to 4 Digit Numbers) TB. pp. 58-59 *Subtraction with Renaming to 9 999 TB. pp. 81-85 	*Write personal information p.115	Review	Develop narrative pieces: *Use quotation marks effectively in their writing p.178 *Develop narrative pieces that include character, setting and plot p.179	Pitch High & Low Voices Identify the high & low voice – Soprano Voice, Bass Voice Demonstrate singing High and low Examples of Soprano and bass vocalist High and low sounds in the environment (Class discussions)	Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci	Topic: Non-Locomotor Movement Skill: Swinging At the end of this lesson students will be able to demonstrate swinging (different directions, over objects, for distance, etc.).
	10 MID TERM	*Listening & Speaking: Using appropriate protocols, speech and body language when speaking to others pp.52-53	<ul style="list-style-type: none"> *Plane and Solid Shapes TB. pp. 51-54 Subtraction with Renaming to 9 999 TB. p. 81-85 *Points and 	*Write personal information p.115	*Apply the correct tenses to verbs (action) p.143-145	Develop narrative pieces: Review *Develop narrative pieces that include characters, setting and plot. p.179	Instrumental Pitch *High & low Instruments (Recorders, Flute-high pitch, Tuba Low pitch) Identify high and low	Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci

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	<p>Phonemic Awareness: *Phoneme Segmentation p.62</p> <p>Phonics / Spelling: *Blends (Initial, Medial and Final) p.75</p> <p>Comprehension: *Main Idea & Supporting Details p.98</p> <p>*Sight Words: box, finally, wait, correct, oh, quickly</p> <p>Fluency Use the appropriate rate, intonation, vocal expression & pitch to read fluently. p. 89</p> <p>Strategy: Reader's Theatre</p>	<p>Types of Lines TB. p. 55</p>			<p>Applying/demonstrating: -Narrow Ideas -Sequence Ideas appropriately using transitional words -Organize ideas using a topic sentence -Demonstrate voice -Use quotation marks effectively -Compose varied and interesting introductions -Utilize varied conclusions</p>	<p>sound patterns of instruments as played on a recording</p> <p>Demonstrate singing high and low pitches</p> <p>Performance Sub-Topic: Introduction of Cultural & Seasonal Songs (Teacher's Choice)</p> <p>Highlight: Dynamics Tempo of the song Singing fast and or slow Rhythm Form</p>		<p>objects, for flexibility, etc.).</p>
11	<p>Listening & Speaking: *Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. pp.54-56</p> <p>Phonemic</p>	<ul style="list-style-type: none"> • Symbols and Numerical Patterns TB. pp. 7-8 • Multiplication as Repeated Addition TB. pp. 105-107 • *Recording Temperature TB. pp. 28-31 • *The Calendar 	<p>*Write personal information p.115</p>	<p>*Produce the correct pronouns for the nouns they replace p.139</p>	<p>Develop narrative pieces:</p> <p>Review *Develop narrative pieces that include characters, setting and plot. p.179</p> <p>Applying/demonstrating: -Narrow Ideas</p>	<p>Music/Pitch</p> <p>(a)Observe differences in pitch in various instruments (b)Demonstrate differences in pitch using objects (hand towel roll, rubber band, class bottle, etc.</p>	<p>Art Appreciation Become acquainted with the names of artists and their work; Brent Malone Amos Ferguson Leonardo da Vinci</p>	<p>Topic: Non-Locomotor Movement Skill: Twisting/turning</p> <p>At the end of this lesson students will be able to demonstrate twisting and turning (different directions, over objects, for flexibility, etc.).</p>

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	<p>Awareness: *Phoneme Blending p.63</p> <p>Phonics / Spelling: *Blends (Initial, Medial and Final) p.75</p> <p>Comprehension: *Main Idea & Supporting Details p.98</p> <p>Sight Words: *person, became, shown, minutes, strong, verb</p> <p>Fluency Use the appropriate rate, intonation, vocal expression & pitch to read fluently. p.89 Strategy: Reader's Theatre</p>	TB. pp. 40-41			<p>-Sequence Ideas appropriately using transitional words -Demonstrate voice - Organize ideas using a topic sentence -Use quotation marks effectively -Compose varied and interesting introductions -Utilize varied conclusions</p>			
12	<p>Listening & Speaking: *Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. pp.54-56</p>	<ul style="list-style-type: none"> *Telling Time (5-minute intervals) TB. pp. 128-130 *Multiplication without Regrouping (up to 4 by 1 Digit Numbers) TB. pp. 114-115 	Copy and write sentences and paragraphs with appropriate structure. pp.121-122	*Use adjectives to describe nouns and pronouns p.149	Compose different types of poetry: * Rhyming & Limerick p.176	Form (AB Form and ABA Form, Repetition) Form is a pattern. Sometimes it is the same and sometimes it is different. Forms occur in songs. The verses of a song is A and the chorus is B A song or a pattern with an AB form is called	Value Recognize light and dark;	Topic: Non-Locomotor Movement Skill: Pushing/pulling At the end of this lesson students will be able to demonstrate pushing and pulling (different directions, over objects, for

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	<p>Comprehension: *Phoneme Blending p.63</p> <p>Phonics / Spelling: *Digraphs (Initial, Medial and Final) p.76</p> <p>Comprehension: *Sequencing p.99</p> <p>*Sight Words: stars, front, feel, fact, inches, street</p> <p>Fluency Use the appropriate rate, intonation, vocal expression & pitch to read fluently. p.89</p> <p>Strategy: Poetry Cafe</p>	<ul style="list-style-type: none"> Recording Temperature TB. pp. 28-31 				<p>Binary.</p> <p>An ABA form or pattern is called ternary.</p> <p>*(Sing cultural song or seasonal song to show form</p>		flexibility, etc.).
13	<p>Listening & Speaking: *Display proper etiquette while communicating across various digital platforms (voice or video calls) Cont'd. p.54-56</p> <p>Phonemic Awareness: *Phoneme Blending</p>	<ul style="list-style-type: none"> Addition and Subtraction Fact Family TB. p. 44 *Multiplication with Regrouping (up to 2 by 1 Digit Numbers) TB. p. 114-118 The Calendar TB. pp. 40-41 	Copy and write sentences and paragraphs with appropriate structure. pp.121-122	*Use adjectives to describe nouns and pronouns. p.149	Compose different types of poetry: * Cinquain p.176	Review of all Topics Dynamics Duration Notation Steady Beat / No Beat Rhythm Form Pitch (Sop & Bass Voice) Pitch Recorders/ Flute / Tuba Cultural Songs	Value Recognize light and dark;	Topic: Non-Locomotor Movement Skill: Dodging At the end of this lesson students will be able to demonstrate dodging (different directions, over objects, for agility, etc.).


WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>p.63</p> <p>Phonics / Spelling: *Digraphs (Initial, Medial and Final) p.76</p> <p>Comprehension: *Sequencing p.99</p> <p>Sight Words: *decided, contain, course, surface, produce, building</p> <p>Fluency Using signals to read fluently. p. 88</p> <p>Strategy: Radio Reading (puppet shows, role plays)</p>							
14	REVISION OF SKILLS AND TOPICS							
15	END OF TERM EXAMINATIONS							



NATIONAL PACING GUIDE – GRADE 3

EASTER TERM

THE ACADEMIC YEAR 2022-2023

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Listening & Speaking: Use appropriate protocols, speech and body language when speaking to others p.52</p> <p>Phonemic Awareness: *Phoneme Substitution p.64</p> <p>Phonics / Spelling: *R- controlled vowels p.77</p> <p>Comprehension: *Fiction / Non-Fiction p.100</p> <p>Sight Words: ocean, class, note, nothing, rest, carefully</p>	<ul style="list-style-type: none"> *Coins and their Values TB p. 70-71 Adding Coins 	Copy and write sentences and paragraphs with appropriate structure. p.128	*Identify run on sentences p.131	<p>Develop descriptive pieces:</p> <p>*Narrow ideas and elaborate on them p.167</p> <p>*Write from different points of view p.175</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>The Godhead</p> <p>Objectives:</p> <ul style="list-style-type: none"> Describe the role of each member of the Godhead. State scriptures that outline the purpose or job of each member of the Godhead. Give examples of how to be reverent. <p>EBook: pp. 2-4</p> <p>Curriculum References: RS p. 174 - 179</p>	<p>Introduction to the Treble Clef / G Clef</p> <p>Showing the Treble Clef on the staff</p> <p>Trace the Treble Clef</p> <p>Sing the Treble Clef Song (see YouTube) Gina and the Treble Clef - YouTube</p> <p>Refer to lesson kits</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives</p> <p>Skill: Throwing</p> <p>At the end of this lesson students will be able to demonstrate throwing (different directions, over objects, for height, distance, etc.).</p>

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2	<p>Listening & Speaking: Use appropriate protocols, speech and body language when speaking to others p.52</p> <p>Phonemic Awareness: *Phoneme Substitution p.64</p> <p>Phonics / Spelling: *R controlled vowels p.77</p> <p>Comprehension: *Fact and Opinion p. 101</p> <p>Sight Words: scientist, inside, wheels, stay, known, island</p>	<ul style="list-style-type: none"> Coins and Bills TB pp. 70-71 Rounding Purchases for Cash Exchange Estimate Sums and Differences Adding Money 	Form punctuation marks correctly pp.126-127	*Identify compound nouns p.135	<p>Develop descriptive pieces:</p> <p>*Organize ideas into a paragraph using a topic sentence and supporting details p.170</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Caring for God's Creation</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain why God created the world and some. List visible and invisible created things and specific actions to care for the Earth. Explain the benefits of caring for God's creation. <p>EBook: pp. 5-6</p> <p>Curriculum References RS: p. 172, 173</p>	<p>The Treble Clef is also known as the 'G' Clef. The Treble Clef is placed at the beginning of the staff the Treble Clef begins on the 'G' line which is the 2nd line of the treble staff. Music is written on staff lines. There are five lines and four spaces on the staff. There are line notes and space notes</p> <p>Line notes are drawn around the line</p> <p>Space notes fill the spaces</p>  <p>Line and space notes are numbered from bottom to top Line notes of the Treble clef are E, G, B, D, F Insert single staff with line notes</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Catching</p> <p>At the end of this lesson students will be able to demonstrate catching (different size objects, from various height or distance, etc.)</p>

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3	<p>Listening & Speaking: Use appropriate protocols, speech and body language when speaking to others p.52</p> <p>Phonemic Awareness: *Phoneme Substitution p.64</p> <p>Phonics /Spelling: *Consonant + le p.78</p> <p>Comprehension: *Fact and Opinion p. 101</p> <p>Sight Words: week, less, machine, base, ago, stood</p>	<ul style="list-style-type: none"> Comparing Amounts TB pp. 64-65 Making Change TB pp. 70-71 Estimate Sums and Difference 	Form punctuation marks correctly pp.126-127	*Form singular and plural possessive nouns p.138	<p>Develop descriptive pieces:</p> <p>*Demonstrate voice in their writing by exploring tone and mood. p.174</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>I Am Unique</p> <p>Objectives:</p> <ul style="list-style-type: none"> Identify the qualities or characteristics that make each person unique. Explain the importance of talents and how they can be discovered through various activities. Describe how individuals can have different roles based on their sex and cultural background. Demonstrate respect and kindness towards others, regardless of their differences. <p>EBook: p. 7- 8</p> <p>Curriculum References: HFLE pp. 56, 61 RS pp. 188-191</p>	<p>The BASS clef is also known as the F clef.</p> <p>The BASS clef sign begins with a dot on the 4th line of the bottom staff. The 4th line is the 'F' line.</p> <p>Bass Clef</p>  <p>Music is written on staff lines. There are five lines and four spaces on the staff.</p> <p>There are line notes and space notes</p> <p>Line notes are drawn around the line</p> <p>Space notes fill the spaces Line and space notes are numbered from bottom to top</p> <p>Line notes of the Bass clef are G, B, D, F, A</p> 	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Striking with hands</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their hands to make contact and hit an object</p>

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4	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (teams, zoom, etc.) p.54-56</p> <p>Phonemic Awareness: * Phoneme Deletion p.65</p> <p>Phonics / Spelling: Words with -dge Spelling p.79</p> <p>Comprehension: Figure of Speech: Similes p.112-114</p> <p>Sight Words: plane, system, behind, boat, game, force</p>	<ul style="list-style-type: none"> Equivalent Amounts Multiplication with Regrouping (up to 4 by 1 Digit Numbers) TB pp. 114-115 	Write Roman Numerals p.125	*Produce the correct possessive pronouns for the nouns they replace. p.140	<p>Develop descriptive pieces:</p> <p>*Compose varied and interesting introductions. pp.171-172</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Taking Care of Me</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss the importance of and ways to care for one's physical and social health. Explain the causes and prevention of communicable diseases. Differentiate between good and bad nutrition choices. <p>EBook: pp. 9-10</p> <p>Curriculum References: HFLE p. 65 – 68 RS p. 206, 207</p>	<p>BASS Clef Cont.'</p> <p>Trace and Color the Bass Clef</p> <p>Sing the Bass Clef Song using dynamics</p>	<p>Colour</p> <ul style="list-style-type: none"> Primary colours Secondary colours 	<p>Topic: Manipulatives Skill: Striking with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to make contact and hit an object.</p>
5	<p>Listening & Speaking: Display proper etiquette while communicating across various digital platforms (teams, zoom, etc.) p.54-56</p> <p>Phonemic</p>	<p>Relationship between Multiplication & Division TB pp. 105-110</p> <p>Multiplication and Division Facts TB pp. 111-113</p> <p>Bar Graphs TB pp. 88-91</p>	Write Roman Numerals p.125	* Apply the rules of Subject-Agreement p.148	<p>Develop descriptive pieces:</p> <p>*Utilize various methods of concluding pieces. p.173</p> <p>*Write descriptive essays that utilize interesting words and literary devices.</p>	<p>Discovering and Expressing Yourself</p> <p>Objectives:</p> <ul style="list-style-type: none"> Differentiate between healthy and unhealthy ways to express emotions. Explain the value of seeking help when 	<p>Bahamian Culture (a)What is culture? (b)Listening to Bahamian Songs (c)Discussions about Bahamian foods</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Dribbling with hands</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their hands to</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Awareness: * Phoneme Deletion p.65</p> <p>Phonics / Spelling: *Diphthongs /oi/ / oy /ow/ /ou/ p.80</p> <p>Comprehension: Figure of Speech: Metaphors pp.112-114</p> <p>Sight Words: brought, understand, common, explain, dry, though</p>				p.180	<p>faced with challenging situations.</p> <ul style="list-style-type: none"> Demonstrate responsible conflict resolution strategies. <p>EBook: pp. 11-12</p> <p>Curriculum References: HFLE p. 55, 58, 59</p>			transition around the playing area.
6	<p>Listening & Speaking: Use Standard English and dialect expressions appropriately p.57</p> <p>Phonemic Awareness: *Phoneme Addition p. 65</p> <p>Phonics /Spelling: *Diphthong /ew/ p.80</p> <p>Comprehension: *Compare and Contrast</p>	<ul style="list-style-type: none"> Telling Time to the Minute TB pp. 128-130 Division as Repeated Subtraction TB pp. 108-110 *Division of 2 by 1 Digit Numbers with and without Remainders (explain term remainder) TB pp. 116-117 Bar Graph TB pp. 88-91 	Copy and write dates in the appropriate full and abbreviated format pp.121-122	*Identify verbs (Helping Verbs) pp.141-142	<p>Develop descriptive pieces:</p> <p>*Use quotation marks effectively in writing. p.178</p> <p>*Write descriptive essays that utilize interesting words and literary devices. p.180</p>	<p>Protecting Yourself</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define self-care Analyze the relationship between proper hygiene, physical health and self-care. Identify self-care activities that promote positive self-esteem and self-protection. Explain the different forms of abuse. 	<p>Singing and Performing Cultural Song(s) using the soprano voice.</p> <p>Focus: *Commonwealth Day Song(s) *Other Bahamian Song(s)</p> <p>*Draw and Color the Bahamian Flag (Recap of previous lesson)</p> <p>*Dance the heel and Toe to a cultural Song</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	<p>Topic: Manipulatives Skill: Dribbling with feet</p> <p>At the end of this lesson students will be able to improve hand-eye coordination by using their feet to transition around the playing area.</p>

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	p.103 Sight Words: language, shape, deep, thousands, yes, clear					Ebook: pp. 13-15 Curriculum References: HFLE pp. 63 – 65 RS pp. 206-207	(Dance integration)		
7	Listening & Speaking: Use standard English and dialect expressions appropriately p.57 Phonemic Awareness: * Phoneme Addition p.65 Phonics / Spelling: *Vowel Digraphs /ew/, /au/, /aw/ p.80 Comprehension: * Compare and Contrast p.103 Sight Words: equati on, yet, government, filled, heat, full	<ul style="list-style-type: none"> Time using A.M. and P.M. TB pp. 6-37 *Division of 3 by 1 Digit Numbers with and without Remainders TB pp. 116-117 	Copy and write dates in the appropriate full and abbreviated format pp.121-122	Simple Sentences and Complex Sentences p. 154	Develop descriptive pieces: Review *Write descriptive essays that utilize interesting words and literary devices. p.180 Applying/ demonstrating: -Narrow Ideas -Organize ideas into a paragraph with a topic sentence -Demonstrate voice -Use quotation marks effectively -Write from a different point of view -Compose varied and interesting introductions -Utilize varied conclusions	I Am a Law Abiding Citizen Objectives: <ul style="list-style-type: none"> Discuss how the Commandments and Beautitudes relate to laws and rules in today's society. Reflect on their own roles in upholding rules and laws and develop a sense of responsibility for their actions. Give examples of good and bad consequences. EBook: p. 16 Curriculum References: RS p. 216, 217 SS p. 131	Bahamian Composers/Songs *Timothy Gibson *Phil Stubbs *Perseverance *Church Out Crab Walking' *Hurricane is Coming *Elon Moxey *Sonovia Pierre (Novie) Other Bahamian Composers Rev. Dr. Phillip Rahming Clement Bethel Cleophas Adderley Others (Teacher's Choice)	Art Appreciation <ul style="list-style-type: none"> Claude Monet Vincent Van Gogh 	Topic: Manipulatives Skill: Batting At the end of this lesson students will be able to improve hand-eye coordination to hit objects successfully for distance.

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8 MID TERM	<p>Listening & Speaking: Use Standard English and dialect expressions appropriately. p.57</p> <p>Phonemic Awareness: *Phoneme Deletion & Substitution p.64-65</p> <p>Phonics / Spelling: *Vowel Digraph /oo/ p.80</p> <p>Comprehension: Summarizing Text p.102</p> <p>Sight Words: check, object, rule, among, noun, power</p>	<ul style="list-style-type: none"> *Elapsed Time (to the hour and 15 minute intervals) TB pp. 131-133 *Division of 4 by 1 Digit Numbers with & without Remainder TB pp. 116-117 The Schedule (Elapsed Time) TB p. 131-133 	Copy and write dates in the appropriate full and abbreviated format pp.121-122	Use conjunctions to join words or phrases p.152	<p>Develop descriptive pieces:</p> <p><u>Review</u> *Write descriptive essays that utilize interesting words and literary devices. p.180</p> <p>Applying/ demonstrating: -Narrow Ideas -Organize ideas into a paragraph with a topic sentence -Demonstrate voice -Use quotation marks effectively -Write from a different point of view -Compose varied and interesting introductions -Utilize varied conclusions</p>	<p>Getting Along with Others</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss the importance of community members being respectful and responsible. Give scriptural evidence of community members showing respect and responsibility. Demonstrate ways to resolve conflict in the community. <p>Resources: EBook: pp. 19, 20</p> <p>Curriculum References: HFLE p. 58 RS p. 220, 221 SS p. 132</p>	<p>Bahamian Dances</p> <p>The Quadrille Stomp the Roach Heel and Toe Conch Style</p> <p>Review of completed term's lessons</p>	<p>Space</p> <ul style="list-style-type: none"> Positive Negative 	<p>Topic: Manipulatives Skill: Ball Rolling</p> <p>At the end of this lesson students will be able to control body movements by rolling the ball for a distance or to knock over objects.</p>
	9 MID TERM	<p>Listening & Speaking: Employ key vocabulary that good communicators use p.58</p> <p>Phonemic Awareness: * Phoneme Blending</p>	<ul style="list-style-type: none"> Elapsed Time (to the Minute) TB pp. 131-133 Arrays: Addition, Multiplication, and Division Number Sentences TB pp. 131-133 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> All Upper Case All Lower Case <p>pp.116-119</p>	*Simple Subject and Simple Predicate p.147	*Writing friendly letters p.184	<p>My Community</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the word 'community.' Identify various buildings and workers (individuals) in a community. 	<p>Caribbean Cultural Music</p> <ul style="list-style-type: none"> Bob Marley Machal Montano Other (Teacher's Choice) Age appropriate 	<p>Space</p> <ul style="list-style-type: none"> Positive Negative

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	& Segmenting p.62-63 Phonics / Spelling: *Silent Consonants /kn/ /wr/ /gh/ p.81 Comprehension: Summarizing Text p.102 Sight Words: cannot, able, size, dark, ball, material					<ul style="list-style-type: none"> Explain the importance of working together to build and keep harmony in a community. Explain the role of families within a community. EBook: pp. 17-18 Curriculum References: HFLE p. 57 RS pp. 208-211			
10	Listening & Speaking: Employ key vocabulary or phrases that good communicators use. p.58 Phonemic Awareness: *Phoneme Blending & Segmenting pp.62-63 Phonics / Spelling: *Silent Consonants /gn/ /mb/ p.81 Comprehension: *Make Inferences	<ul style="list-style-type: none"> *Fractions (Part of a whole and Group) TB pp. 120-121 Arrays: Addition, Multiplication and Division Number Sentences 	Write lower case cursive /D'Nealian letters in two (2) lines. <ul style="list-style-type: none"> All Upper Case All Lower Case pp.116-119	*Provide synonyms for given words p.156	*Writing friendly letters p.184	I Have Rights Objectives: <ul style="list-style-type: none"> Articulate that all members of a community have rights. Discuss scriptures related to the rights of human beings. Express appreciation and gratitude for the rights of all human beings. EBook: pp. 21- 22 Curriculum References: RS pp. 218-219 SS p. 132	International Composers <ul style="list-style-type: none"> Allan Menken Disney Songs (Dynamics, tempo, instruments, voices) Bare Necessities Hakuna Matata Let it go Colors of the wind How Far I'll go 	Texture <ul style="list-style-type: none"> Natural textures Manmade textures 	Topic: Manipulatives Skill: Volleying At the end of this lesson students will be able to control balls over and across objects.

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	p.104 Sight Words: special, heavy, fine, pair, circle, include								
11	<p>Listening & Speaking: Employ key vocabulary or phrases that good communicators use. p.58</p> <p>Phonemic Awareness: * Phoneme Substitution p.64</p> <p>Phonics / Spelling: *Alphabetical Order p.82</p> <p>Comprehension: *Make Inferences p.104</p> <p>Sight Words: built, matter, square, syllables, perhaps, bill</p>	<ul style="list-style-type: none"> *Comparing and Ordering Fractions with Like Denominators TB p. 121 *Adding Fractions with Like Denominators 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> All Upper Case All Lower Case pp.116-119 	<p>*Provide antonyms for given words p.157</p>	<p>Compose an invitation. p.183</p>	<p>The Bahamas, My Country</p> <p>Objectives:</p> <ul style="list-style-type: none"> Recite the national pledge. Sing the national anthem. Identify the national symbols. Explain the significance of each feature of the Bahamian Coat of Arms. <p>EBook: pp. 25-26</p> <p>Curriculum References: SS: 121-122</p>	<p>Listening Musicianship</p> <p>Listening Exercises include: - *Listening for dynamic changes in a song Tempo Tone color /voices or instruments Description of the music</p>	<p>Texture</p> <ul style="list-style-type: none"> Natural textures Manmade textures 	<p>Topic: Manipulatives Skill: Jump Rope</p> <p>At the end of this lesson students will be able to control a jump rope and successfully turn and jump over the rope consecutively</p>



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12	<p>Listening & Speaking: Employ key vocabulary or phrases that good communicators use. p.58</p> <p>Phonemic Awareness: *Phoneme Deletion p.65</p> <p>Phonics / Spelling: *Alphabetical Order p.82</p> <p>Comprehension: *Cause & Effect pp.105-106</p> <p>Sight Words: felt, suddenly, test, direction, center, farmers</p>	<ul style="list-style-type: none"> Comparing and Ordering Fractions with Unlike Denominators TB pp. 122-123 Subtracting Fractions with Like Denominators Tally Chart TB pp. 88-91 	*Join letters at appropriate points p. 120	*Use prepositions to link words and sentences p.151	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> *Narrow ideas and elaborate on them Write expository essays (biographies, how- to paragraphs, etc.) <p>pp. 181-182, 167</p>	<p>Easter</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss the significance and sequence of events for Holy Week. Describe Easter celebrations in The Bahamas. Explain the use of Christian symbols during Easter. <p>EBook: pp. 23-24</p> <p>Curriculum References: RS pp. 212-215 SS p. 136</p>	<p>Tempo is the speed of the music/beat</p> <p>Slow / Adagio Presto – Fast / Largo – Slow Allegro-Fast / Adagio –Slow Vivace –Fast / Lento –Slow Ritardando – gradually getting slower Example of Instruments that can play steady beat tambourine, maracas or rhythm sticks, triangle, drum, xylophone No BEAT is any sound that does not have a steady beat: rain,</p>	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric 	<p>Topic: Manipulatives Skill: Tossing</p> <p>At the end of this lesson students will be able to aim for control and distance by throwing objects.</p>

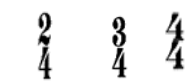
NATIONAL PACING GUIDE – GRADE 3

SUMMER TERM

THE ACADEMIC YEAR 2023-2024

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
1	<p>Listening & Speaking: Employ key vocabulary or phrases that good communicators use p.58</p> <p>Phonemic Awareness: *Phoneme addition and substitution p.64-65</p> <p>Phonics / Spelling: Use the Dictionary and Thesaurus effectively p.83</p> <p>Comprehension: *Cause & Effect pp.105-106</p> <p>Sight Words: ready, anything, divided, general, energy, subject</p>	<ul style="list-style-type: none"> Equivalent Fractions TB pp. 122-123 Tally Chart TB pp. 88-91 Depicting the Fractional Part (e.g. $\frac{1}{2}$ of 36, $\frac{1}{3}$ of \$12.00- using manipulatives, pictures etc.) 	*Join letters at appropriate points p. 120	Apply capitalization rules properly p.159	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> *Sequence ideas appropriately using transitional words *Organize ideas into a paragraph using topic sentence and details Write expository essays (biographies, how- to paragraphs, etc.) <p>pp. 168, 170, 181-182</p>	<p>Bahamian History</p> <p>Objectives:</p> <ul style="list-style-type: none"> List ways that Bahamians today are alike or different from historical settlers in The Bahamas. Explain how historical events contributed to certain holidays in The Bahamas. <p>EBook: pp. 27-29</p> <p>Curriculum References: SS: p. 123, 137</p>	<p>Tempo Changes using Cultural Songs or Other</p> <p>*Identify and Describe changes *Compare changes in songs</p>	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the environment Repeat patterns Recognize patterns in blocks, tiles, fabric 	<p>Topic: Manipulatives Skill: Combined Skills (Mini Games)</p> <p>At the end of this lesson students will be able to control body movements and manipulate objects through play.</p>

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2	<p>Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing p.59</p> <p>Phonemic Awareness: Alphabetic Principle p.61</p> <p>Phonics / Spelling: *Contractions p.84</p> <p>Comprehension: *Author's Purpose p.107</p> <p>Sight Words: moon, region, return, believe, dance, members</p>	<ul style="list-style-type: none"> Decimal: Tenth and Hundredths TB pp. 138-139 Multiplying and Dividing by 10s, 100s, 1000s TB pp. 114-115 	Copy and write invitations with appropriate structure. pp.121 -122	*Differentiate among homonyms, homophones and homographs p.158	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> *Demonstrate voice in writing Write expository essays (biographies, how- to paragraphs, etc.) pp. 181-182, 174 	<p>Leaders and Nation Builders</p> <p>Objectives:</p> <ul style="list-style-type: none"> Define the term 'leader'. Discuss characteristics of a good leader. State the names of different leaders and nation builders in The Bahamas. <p>EBook: p. 30</p> <p>Curriculum References: SS: pp.129-130</p>	<p>Time Signature Introduction</p> <p></p> <p>Meter is defined as the structure of beats. There are strong beats and weak beats. Beat 1 is the strongest beat in bar the bar.</p> <p>Time signature, also known as the meter signature, tells us how many beats will be in a measure and which note gets one beat. The top number tells us how many beats are in a measure. The bottom number tells what type of note gets one beat. The bottom number of the Time Signature is sometimes replaced with the note that gets one beat. For Example:</p> <p></p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> Pablo Picasso Salvador Dali 	<p>Topic: Track and Field</p> <p>Skill: Sprints 60m –100m</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
3	<p>Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing. p.59</p> <p>Phonemic Awareness: * Phoneme Deletion and addition p.65</p> <p>Phonics / Spelling: *Abbreviations p.85</p> <p>Comprehension: *Author's Purpose p.107</p> <p>Sight Words: picked, simple, cells, paint, mind, love</p>	<ul style="list-style-type: none"> • Measuring Lengths TB p. 98-102 • Perimeter of Polygons using Standard and Non-Standard Measurement TB p. 154-155 • Picture Graph TB p. 88-91 	<p>Copy and write letters with appropriate structure p.122</p>	<p>Use interjections in sentences p.155</p>	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> • *Compose varied and interesting introductions to their writing pieces • *Utilize various methods of concluding pieces • Write expository essays (biographies, how- to paragraphs, etc.) pp. 181, 171-172, 173 <p>Applying/ demonstrating: -Narrow Ideas</p>	<p>Bahamian Culture</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Explain the term 'culture'. • Discuss how Christian celebrations/ festivals have helped to shape our culture • Describe events Bahamians enjoy during various festivals <p>EBook: pp. 31-32</p> <p>Curriculum References: RS. pp. 224-226 SS: pp. 136, 139</p>	<p>Time Signature Cont.' Performing SIMPLE Rhythms in:-</p> <p style="text-align: center;">  </p> <p>Using Percussion Instruments and Hand Claps</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> • Pablo Picasso • Salvador Dali 	<p>Topic: Track and Field Skill: Middle Distance 200m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>
4	<p>Listening & Speaking: Speak clearly, audibly and with appropriate volume and pacing. p.59</p> <p>Phonemic Awareness: * Phoneme deletion p.65</p>	<ul style="list-style-type: none"> • *Measuring Capacity TB pp. 142-143 • *Area of Shapes using Standard and Non-Standard Measurement TB pp. 128-130 • Picture Graph TB pp. 88-91 	<p>Write lower case cursive /D'Nealian letters in two (2) lines.</p> <ul style="list-style-type: none"> • Varied word lists • Sight words • joining letters pp.117-119 <p>Copy and write dates in the appropriate full and abbreviated format</p>	<p>Punctuate sentences using commas, colons and quotation marks p.160</p>	<p>Develop expository pieces:</p> <ul style="list-style-type: none"> • Write expository essays (biographies, how- to paragraphs, etc.) pp. 181-182 <p>Applying/ demonstrating: -Narrow Ideas</p>	<p>Exploring the Map of The Bahamas</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Define the word 'archipelago'. • Identify islands in the three regions of The Bahamas. • Distinguish different locations on a map 	<p>Percussion Instruments (RECAP)</p> <p>*Review Definition *Listen to Percussion Instruments played on recordings (YouTube or other) *Make, draw or cut out instruments *Play percussion instruments</p>	<p>Art Appreciation</p> <ul style="list-style-type: none"> • Pablo Picasso • Salvador Dali 	<p>Topic: Track and Field Skill: Middle Distance 400m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a middle distance</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonics / Spelling: *Prefixes p.86</p> <p>Comprehension: *Draw Conclusions p.108</p> <p>Sight Words: cause, rain, exercise, eggs, train, wish</p>		p.128		<p>-Organize ideas into a paragraph with a topic sentence Sequence ideas using transitional words -Demonstrate voice -Compose varied and interesting introductions -Utilize varied conclusions</p>	<p>by using symbols.</p> <p>Resources: EBook: pp. 33- 34</p> <p>Curriculum References: SS: pp. 124-128</p>	*Draw and color Percussion instruments		
5	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. p.48</p> <p>Phonemic Awareness: *Phoneme Substitution and addition p.64</p> <p>Phonics / Spelling: *Prefixes p.86</p> <p>Comprehension: *Draw Conclusions p.108</p> <p>Sight Words: drop, developed, window, difference, distance,</p>	<ul style="list-style-type: none"> *Estimating and Measuring Mass TB pp. 144-145 Compound Units of Measurement TB pp. 164-165 Converting Units of Measurements TB pp. 164-165 	Write Roman Numeral p.125	Use adverbs to modify verbs, adjectives and other adverbs p.150	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Narrow ideas and elaborate on them *Sequence ideas appropriately using transitional words Write an essay utilizing persuasive techniques. <p>pp. 185, 167, 168</p>	<p>Getting Around Our Islands</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain how we travel among the Bahama Islands. Explain the importance of inter-island travel. Compare and contrast mail boats and fast ferries. Discuss the impact of inter-island transportation <p>EBook: p. 35</p> <p>Curriculum: SS: pp. 125, 126, 127, 134</p>	<p>Percussion Instruments (Cont'.) *Play percussion instruments as an accompaniment to cultural song(s) *Draw and color Percussion instruments</p>	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Long Distance 800m</p> <p>At the end of this lesson students will be able to demonstrate running speed, endurance, and control over a long distance.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	heart								
6	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. pp. 48-49</p> <p>Phonemic Awareness: * Phoneme Substitution and addition p. 64</p> <p>Phonics / Spelling: *Suffixes p.86</p> <p>Comprehension: Make Judgements p.109</p> <p>Sight Words: site, sum, summer, wall, forest, probably</p>	<ul style="list-style-type: none"> *Lines of Symmetry TB p. 148-149 Comparing Expressions using >, <, = *Converting Units of Measurement TB pp. 164-165 	<p>Write lower case cursive /D'Nealian letters in two (2) lines. pp.117-119</p> <p>Join letters appropriately p.120</p>	<p>Use the correct gender for a noun. p.136</p>	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Demonstrate voice in their writing pieces by exploring tone and mood. *Organize ideas into a paragraph using a topic sentence and supporting details. Write an essay utilizing persuasive techniques. pp. 170, 174, 185 	<p>Vertebrates</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain the characteristics of and give examples of animals that are vertebrates. Differentiate between mammals, birds and fish. Describe the Nassau Grouper. <p>EBook: pp. 36-38</p> <p>Curriculum References: SCI: pp. 130, 131, 132, 133, 134, 135, 136</p>	<p>String Instruments (RECAP) Recap Definition Listen to String Instrument Ensemble (YouTube recordings or other) Identify / name string instruments on flash cards or worksheets Draw and or cut out string instruments Construct instruments using card board, fishing line, floss rubber band etc.</p>	<p>Balance Symmetrical Asymmetrical</p>	<p>Topic: Track and Field Skill: Long Jump</p> <p>At the end of this lesson students will be able to demonstrate a horizontal jump for the best distance.</p>
7	<p>Listening & Speaking: Articulate personal information, needs, experiences and understanding and opinions pp.48-49</p>	<ul style="list-style-type: none"> Slide, Flip, Turn TB pp. 150-151 Addition Review TB pp. 74-78 Finding the Range and Mode 	<p>Write lower case cursive /D'Nealian letters in two (2) lines. pp.117-119</p> <p>Join letters appropriately p.120</p>	<p>Use the correct gender for a noun. p.136</p>	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Compose varied and interesting introductions to their writing pieces. 	<p>Natural Resources</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain the term 'natural resources'. Identify natural resources in the environment and 	<p>Woodwind Instruments</p> <p>Learn the definition of woodwind Instrument. Draw and Color Woodwind Instruments</p>	<p>Contrast</p> <ul style="list-style-type: none"> Light versus dark Rough versus smooth Large versus small 	<p>Topic: Track and Field Skill: Softball Throw</p> <p>At the end of this lesson students will be able to demonstrate</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	<p>Phonemic Awareness: * Phoneme blending p. 63</p> <p>Phonics / Spelling: *Suffixes p.86</p> <p>Comprehension: Make Judgments p.109</p> <p>Sight Words: main winter, written, length, reason, kept</p>	TB p. 91			<ul style="list-style-type: none"> *Utilize various methods of concluding pieces. Write an essay utilizing persuasive techniques. pp.184, 171-172, 173 	<p>their uses.</p> <p>EBook: pp. 39-41</p> <p>Curriculum References: RS: pp. 201-203 SCI: pp. 141-143</p>	Listen to woodwind instruments as played on a recording and in person		throwing a softball for the best distance.
8	<p>Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. p.48-50</p> <p>Phonemic Awareness: * Phoneme blending and segmenting p.62-63</p> <p>Phonics / Spelling: *Inflectional Endings p.87</p> <p>Comprehension: Colloquial</p>	<ul style="list-style-type: none"> *Points on a Grid Subtraction Review TB pp. 81-85 	Use appropriate computer fonts/styles for writing reports, letters, invitations etc. pp.123-124	Use the correct name of a collection of people, animals or things. p.137	<p>Develop persuasive pieces:</p> <ul style="list-style-type: none"> *Write from different points of view. *Utilize quotation marks effectively. Write an essay utilizing persuasive techniques. p. 184, 175, 178 	<p>Protecting Our Resources</p> <p>Objectives:</p> <ul style="list-style-type: none"> Discuss ways to protect natural resources. Explain the term 'pollution' and its effects on air, water and land. <p>EBook: pp. 42-43</p> <p>Curriculum References: RS: 201, 202, 203 SCI: p. 162, 163, 164, 165, 166 SS: 134</p>	Woodwind Instruments Cont. Construct instruments using cardboard, fishing line, floss rubber band etc	<p>Contrast</p> <ul style="list-style-type: none"> Light versus dark Rough versus smooth Large versus small 	<p>Topic: Track and Field Skill: Relay 4x100m sprints</p> <p>At the end of this lesson students will be able to demonstrate running speed and control over a short distance using a team of four.</p>

WEEK	READING BLOCK	MATHEMATICS	HANDWRITING	GRAMMAR	WRITTEN COMPOSITION	SOCIAL SCIENCE	PERFORMING ARTS	VISUAL ARTS	PHYSICAL EDUCATION
	Expressions p.111 Sight Words: interest, brother, present, beautiful, store, edge								
9	Listening & Speaking: Articulate personal information, needs, experiences, understandings and opinions. p.48-50 Phonemic Awareness: *Phoneme segmenting and blending p.62-63 Phonics / Spelling: *Inflectional endings p.87 Comprehension: Explain Proverbs p.110 Sight Words: beside, clothes, describe, gone, record, soft	<ul style="list-style-type: none"> Finding the Probability TB pp. 160-161 Likely, Unlikely, Certain, Possible, Impossible TB pp. 160-161 Multiplication review TB pp. 114-115 Division Review TB pp. 105-110 	Use appropriate computer fonts/styles for writing reports, letters, invitations etc. pp.123-124	Use acronyms correctly p.162	Develop persuasive pieces: <ul style="list-style-type: none"> Write an essay utilizing persuasive techniques. p.185 Applying/ demonstrating: <ul style="list-style-type: none"> -Narrow Ideas -Organize ideas into a paragraph with a topic sentence Sequence ideas using transitional words -Demonstrate voice -Use quotations effectively -Write from different view points -Compose varied and interesting introductions -Utilize varied conclusions 	Plants Objectives: <ul style="list-style-type: none"> Identify the parts of a plant and explain their roles. Explain the term 'backyard farming'. List the different uses of plants. EBook: pp. 44-45 Curriculum References: SCI: pp. 139-140	Recap of Topics: Treble Clef Bass Clef Tone Colour Bahamian and International composers Percussion & String instruments	Dominance Identify dominance or point of interest in a work of art and say what makes it so.	Topic: Track and Field Skill: Relay 4x400m At the end of this lesson students will be able to demonstrate running speed and control over a middle distance using a team of four.
10	REVISION OF SKILLS AND TOPICS								
11	END OF YEAR EXAMINATIONS								

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