



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.

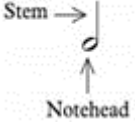
NATIONAL PACING GUIDE – GRADE 3

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> |


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|------|--|--|---|---|--|--|--|---|
| | *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. | *Ascertain the complete subject and predicate of a sentence Parts of a Sentence p.146 | Discuss the qualities of a good piece of writing p.165 | <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> |

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|------|---|--|---|--|---|---|--|--|
| 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> |

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|------|--|--|---|---|--|---|---|--|
| | | | | | |  <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> |

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|----------|---|--|--|--|--|---|---|---|
| | <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> |

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|------|---|--|--|---|---|---|---|---|
| 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> |

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|-------------------------|---|---|---|-----------------------------------|---|---|---|---|
| 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> | <p>TB. pp. 40-41</p> | | | <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 | <p>Copy and write sentences and paragraphs with appropriate structure. pp.121-122</p> | <p>*Use adjectives to describe nouns and pronouns p.149</p> | <p>Compose different types of poetry: * Rhyming & Limerick p.176</p> | <p>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</p> | <p>Value Recognize light and dark;</p> | <p>Topic: Non-Locomotor Movement Skill: Pushing/pulling</p> <p>At the end of this lesson students will be able to demonstrate pushing and pulling (different directions, over objects, for</p> |

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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.). |

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|-----------|--|-------------|-------------|---------|---------------------|-----------------|-------------|--------------------|
| | <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 | | | | | | | |

DEPARTMENT OF EDUCATION • PRIMARY CURRICULUM SECTION

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