



Understanding  
our  
Environment

Grade Three SuperUnit

# Nature Tales



## Sharing the Resources of our Planet

This SuperUnit is a structured inquiry into helping the learner understand our natural environment. Learners will share the resources of our planet. Learners will be empowered to improve the environmental sustainability of humans. Learners will develop their ability to do sustainability thinking (the process of considering how our daily choices affect our environment).

# Field research can help us to understand



## Highlights of Learning Experiences

**SuperUnit Launch with Guest Speakers:** At the field biology workshop, learners will be introduced to the skills and tools that field biologists use by learning from several experts in our community.

**Field Trip:** We will take a day trip to Can Gio Mangroves to observe flying foxes, large birds, the mangrove forest, and more. Parent volunteers are welcome on this fun and exciting trip!

**Night BioBlitz:** After assessing the biodiversity of our campus during the daylight hours, learners and their families will be invited to collect data and observe creatures at night together (parent supervision required).

**Project:** Students will create an organism sustainability project to showcase at the Sustainability Snapshot. They will be able to choose how they will communicate their learning.

### Core Values Key Concepts:

- Academic Excellence - *Critical Thinking and Foundational Knowledge*
- Sense of Self - *Lifelong Learning and Sense of Community*
- Dedicated Service - *Environmental Responsibility*
- Balance in Life - *Wellness and Mindfulness*
- Respect for All - *Diversity in Nature; Appreciation for All Beings*

**SuperUnit Celebration:** Learners will share their inquiry project about organisms, biodiversity, and sustainability.



## Focus on Learning by Subject

**Science:** Interdependent relationships in ecosystems; Biodiversity; Learning how an organism's life is sustained when changes happen to its environment.

**Math:** Geometry and Attributes; Measuring and collecting data about plants, Graphing.

**Social Studies:** Understanding how wants and needs have implications beyond the self; Cause and effect relationships.

**English:** Studying the genre of narrative nonfiction; Creating narrative nonfiction writing pieces; Research skills.

**Technology:** Macro photography; Organism identification tools; Online research.

**Art:** Nature Photography; En Plein Air Drawing; Watercolor painting; Field Notebook Cover Design.

**Library:** Research skills; Using Britannica and Image Quest to find answers to their own questions.

**Drama:** Freeze frame documentary style performances about different organisms and habitats.

**Music:** Sounds of Nature; A comparison of the sounds of nature vs constructed music.

**PE:** Nature games; Games that demonstrate how organisms interact with their ecosystem; Survival games.

# and communicate about our environment.



## Questions to Ask your Child

You can ask your child open-ended questions to encourage their curiosity about the natural phenomena they observe.

Why do you think...? What do you think has happened here? What do you think would happen if...?

How are these organisms alike/different? Why do you think \_\_\_ is shaped like that?

Why do you think \_\_\_ behaves like that? How could we find out more about ...?



## Home Learning

Spend time enjoying nature with your child. Show your appreciation and respect for all living things, no matter how small, strange, or seemingly insignificant. When outside together, take the time to pause and notice your surroundings, modeling your own curiosity and interest. Welcome questions about what you see and ask them yourself. Remember that you do not have to have all the answers!



## Suggested Home Extensions

Here are some suggestions for how you and your child could go above and beyond the learning contained within our SuperUnit:

Go to a local park and bring binoculars or bug catchers. Take a day trip outside the city to a surrounding natural reserve. Follow your child's interest in nature, for example, by helping them research a particular organism that interests them. Remember that nature can be spoken about and appreciated in all languages!



## Key Vocabulary

- |                  |             |                |
|------------------|-------------|----------------|
| • Survey         | • Organism  | • Specimen     |
| • Sustainability | • Ecosystem | • Biology      |
| • Species        | • Structure | • Biodiversity |
| • Habitat        | • Function  | • Appreciate   |



## **SuperUnit Launch**

Field Biology Skills Workshop with Experts Feb 5

## **Field Trip to Can Gio Mangroves (Parent Volunteers Needed!)**

Feb 7 (3AR and 3CC) and  
Feb 8 (3KW and 3POD)

## **Night BioBlitz (With Parent Supervision Only)**

March 8, 6-8PM, SSIS

## **Sustainability Snapshot**

March 21, 8:15-9:00 (3AR and 3KW) and  
10:15-11:00 (3CC and 3POD)



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