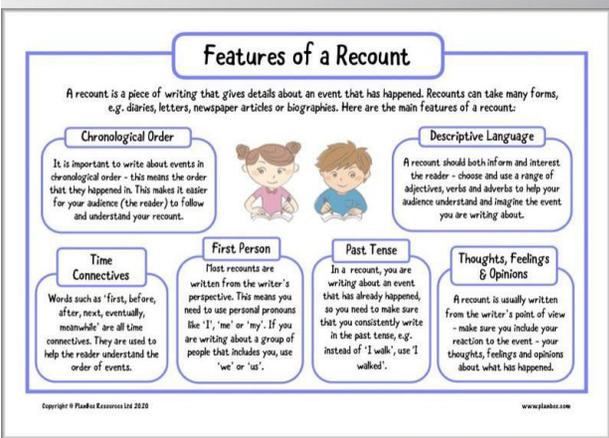


## KIS International School Weekly Planning Documentation - Grade 3

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>	
Grade 3	Jen, Marc, Ronyii	10.8.21-14.8.21	1 (remote learning)	
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>	
<b>Caring Open-Minded Inquirer Communicator Reflective</b>	Striving for Understanding Nurturing Passion in Self and Others Taking Action Ethically Creating a Caring and Inclusive Community	Form Connection Function Responsibility Perspective	Social Skills Communication skills Self-Management Skills:	
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>		
Who We Are	Understanding ourselves and others as learners helps us to develop an effective learning community	<ul style="list-style-type: none"> <li>● An inquiry into the elements of a learning community (Form, Function)</li> <li>● An inquiry into who we are as learners (Form, Connection)</li> <li>● An inquiry into the different ways we can learn together (Responsibility, Perspective)</li> </ul>		
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>		
<ul style="list-style-type: none"> <li>● Who are we as individual learners ?</li> <li>● Who are we as a learning community?</li> <li>● What do we need for success in learning? Environment? Resources?</li> <li>● How can we create an online community that honours                             <ul style="list-style-type: none"> <li>○ balance</li> <li>○ inclusivity</li> <li>○ academic expectations</li> <li>○ social interactions</li> <li>○ emotional needs</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>● Who are we? Where are we?</li> <li>● Who is within our learning community?</li> <li>● Who are you as:                             <ul style="list-style-type: none"> <li>○ a reader?</li> <li>○ a writer?</li> <li>○ a thinker?</li> <li>○ a mathematician? (YouCubed - <a href="#">Growth Mindsets</a> )</li> <li>○ an inquirer?</li> </ul> </li> </ul>		
UOI: Who we are as learners	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>	<b>Key vocab</b>
	<i>Curriculum coverage</i>  The primary focus of the first two weeks will be designed around getting to know the students and building a class/grade level community.  Students will reflect on who they are as individuals and learners  Home Learning Routines  Best practise for home learning	<i>Inquires/engagements</i>  Students will explore the importance of developing routines for successful home learning.  What does successful home learning look like? What does it sound like? What can I do when I come across problems? Who can I talk to and ask for support? How can I support others?	<i>Student Expectations/assessments</i>  Students will revisit learning routines from before on the holidays and reflect on best practices for home learning.	

<p>Students will share their passions and interests making connections with peers across the grade level.</p>	<p>Students will tune into learning expectations starting by creating a class agreement which will filter into a whole grade 3 essential agreement.</p> <p>The agreements will also factor in remote learning and the expectations of learning online.</p>		<p>Students can identify their own responsibilities as a learner.</p>	
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
<p>Language Arts strands: (LA curriculum)</p>	<p>Students will tune back into the different purposes for writing and use this platform to share what they have been doing over the summer holidays.</p> <p>The focus will be to revisit the requirements of writing skills including the following:</p> <ul style="list-style-type: none"> <li>Organize information logically.</li> <li>Plan out writing (Map/storyboard)</li> <li>Follow a logical sequence</li> <li>Include extra detail to engage the reader.</li> <li>Reviewing writing to ensure correct punctuation and grammar is included.</li> </ul>	<p>Students will create a piece of writing to share their activities and events from their summer.</p> <p>Tuning in as themselves as a writer, reflecting on the features that will need to be included and creating a checklist for reviewing their writing once complete.</p> 	<p>Students will be able to plan out the steps for how to write a recount about their holiday.</p> <p>Students will write a recount of their holiday, using proper punctuation, grammar, spelling, as well description and time order transitions.</p>	<p>Recount Writing Key features plan draft revise edit</p>

<p>Planning for Reading</p>	<p>Small Groups x 3 (EA to join)</p> <p>Read a variety of sources for information and for pleasure.</p> <p>Read a variety of texts.</p> <p><a href="#">(Jen's Epic Collection for first day of school)</a></p>	<p>The purpose of the reading groups for the first two weeks will be to review ourselves as readers, explore which reading genre the students are interested in and build upon some of those areas. Students will be working in small, mixed groups (please note these will change once reading assessments have taken place and reading groups established; starting the week commencing 30th August following receiving the learning packages which will include reading books to be shared in guided reading sessions.</p>	<p>Students will reflect on who they are as a reader, reflecting on their favourite genre of books.</p> <p>Students will complete and share their favourite books and recommendations to inspire others in their group.</p>	
<p>Math (math curriculum)</p>	<p><i>Describe the rule for a pattern in a variety of ways</i></p> <p><i>Understand that patterns can be analysed and rules identified</i></p> <p><i>When applying with understanding learners use number patterns to make predictions and solve problems</i></p>	<p>Students will begin exploring what it means to be a good mathematician - what does it look like? What do they do? Characteristics of a mathematician making connections to the KIS core values.</p> <p>Students can reflect on their own approach and methods for solving mathematical challenges. This will also provide teachers with an insight into how the students are completing a challenge.</p> <p>Exploring number lines and hundreds charts, to identify patterns and how we can utilise these as tools when solving number problems.</p>	<p>Review the key concepts: Having a growth mindset for mathematics is important. We can all learn math to any level we choose. Self belief is really important.</p> <p>1. Reflect on the things you do not like people to say and do when you are working on math in a group</p> <p>2. Reflect on the things you do like people to say and do when you are working on math in a group</p>	
<p>Other stand alone</p>	<p>PSHE</p> <p>Inquire into how our KIS community has adapted to overcome current challenges with covid-19. What's new? What's changed?</p> <p>Look at similarities and differences between our community and another community (venn diagram) in responses to covid.</p>	<p>You might be wondering why it is so important to stay at home these days. This story is about Jax- and he's wondering the same thing: Why do we need to stay home?</p> <p>For this assignment, read the story attached and post a comment answering the following questions:</p> <p>1. How do you feel about staying at home right now? 2. What can we do to protect the people around us?</p>	<p>Students will identify key changes that our KIS community has made to adapt to the challenges of covid.</p> <p>Students will reflect and be encouraged to share insights into their wellbeing at this time.</p>	