

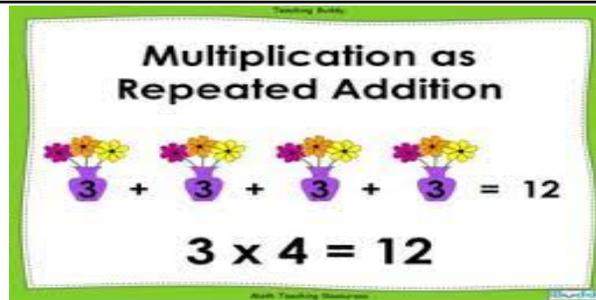
## KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
3	Jen, Marc and Ronyii	29th Nov - 3rd December	16
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Communicators Principled Reflective	Taking ethical action	<ul style="list-style-type: none"> <li>● Connection</li> <li>● Function</li> <li>● Responsibility</li> <li>● Change</li> </ul>	Communication Social Self-management
TD Theme:	Central Idea:	Lines of Inquiry:	
How we organise ourselves <ul style="list-style-type: none"> <li>● An inquiry into the interconnectedness of human-made systems and communities</li> <li>● the structure and function of organizations</li> </ul>	Mission statements provide a shared goal for organisations to strive towards	<ul style="list-style-type: none"> <li>● Purpose and structure of organisations</li> <li>● Interdependent systems</li> <li>● Evolving organisations</li> </ul>	
Guiding Questions:		Teacher Questions:	
<p><b>Purpose and structure of organisation:</b></p> <ul style="list-style-type: none"> <li>- What is an organisation?</li> <li>- What is the purpose of the organisation?</li> <li>- How does a mission statement drive the movement of an organisation?</li> </ul> <p><b>Interdependent systems</b></p> <ul style="list-style-type: none"> <li>- Who is involved in the organisation?</li> <li>- What departments/teams are a part of the organisation?</li> <li>- How do these departments/teams work together striving towards a collective goal?</li> </ul> <p><b>Evolving organisations:</b></p> <ul style="list-style-type: none"> <li>- How do organisations change?</li> <li>- What causes organisations to adapt?</li> <li>- Why do organisations evolve?</li> </ul>		<p>Mission Statement: What is a mission statement and why is it important for an organisation?</p> <p>Values: Why are values important to decide, who decided what these are for an organisation? How are the values and mission statement connected?</p> <p>Vision statement: Why is a vision statement required in an organisation and who works on deciding what that is? Does a vision, mission statement or values ever change? How are the vision statement, values and mission statement connected?</p>	

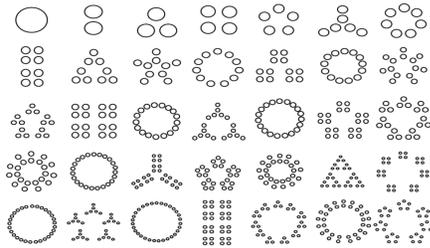
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
UOI: Who We Are	<p><i>Curriculum coverage</i></p> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>Listen actively to other perspectives and ideas.</li> <li>Ask for clarifications.</li> <li>Listen actively and respectfully while others speak.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Speak and express ideas clearly and logically in small and large groups.</li> <li>State opinions clearly, logically and respectfully.</li> <li>Discuss and negotiate ideas and knowledge with peers.</li> </ul> <p><b>Function</b> The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p> <p><b>Connection</b> The understanding that we live in a world of interacting systems in which the actions of any individual element affect others.</p>	<p><i>Inquires/engagements</i></p> <p>This week students will finalise their mission statements, using key vocabulary to make them poignant and meaningful.</p> <p>Throughout the week students will work on a planning template. This is a plan of what they will be doing step by step with their new customers</p> <p>Questions that need to be thought out and planned for within the organisation.</p> <ul style="list-style-type: none"> <li>Who will lead this part?</li> <li>What will be shared?</li> <li>How long will this part take?</li> <li>How will you start your session</li> <li>What will customers do?</li> <li>What do they need to participate?</li> <li>What resources need to be prepared?</li> <li>How will you end the session?</li> <li>Will there be some kind of reflection to be completed after the session e.g. Google form.</li> </ul> <p>If students have completed all of the above they will start thinking how they can advertise their organisations e.g. website, fliers etc.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students can work collaboratively to design an organisation.</p> <p>Students will be able to come up with a suitable name, logo and mission statement for their company.</p> <p>Students can work collaboratively to plan, lead, prepare resources, and assign roles within their organisations.</p>	<p>Responsibilities, roles, actions, behaviours, values, choices, communities, organisations mission statement shared vision purpose entrepreneur questions</p>

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
Language Arts strand s: (LA curriculum)	<ul style="list-style-type: none"> <li>Summarising skills:</li> <li>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li> <li>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul> <p><i>Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.</i></p>	<p>Language time this week will be used to support UOI and Portfolio's.</p> <p>Again this week there will be some dedicated time for students to work on their Portfolios. Portfolio templates have been shared in Google Classroom. We are encouraging students to find evidence of their work they want to use in their portfolios</p> <p>Areas they need to find an example of work for:</p> <ul style="list-style-type: none"> <li>Who we are</li> <li>How we express ourselves</li> <li>How we organise ourselves</li> <li>Maths</li> <li>Reading</li> <li>Writing</li> <li>Learner profiles</li> <li>ATL Skills</li> </ul> <p>Towards the end of the week if students have finished their planning and designing for their organisations students will look at how they can advertise their organisations.</p> <p>EAL support:</p> <ul style="list-style-type: none"> <li>Google Meet</li> <li>seesaw activities</li> <li>GG classroom</li> <li>EAL lessons</li> <li>Guided reading</li> </ul>	<p>Students will find evidence of work for portfolios and share why they have chosen that particular piece of work.</p> <p>Students will write reflection on their strengths, weaknesses and goals.</p> <p>Students to use Google Classroom, Seesaw, IXL, to find pieces of work they want to include in their portfolio's.</p>	hook/introduction narrative compound sentence adjectives verbs nouns who? what? why? which? where? how? Questions Opened ended closed
Planning for Reading	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>Determine the meaning of words and phrases as they are used in a</li> </ul>	<p>Class teachers will be chasing up any last minute Flight Checks that need to be completed on Raz Kids</p> <p>Vocabulary Acquisition - students focusing on reading for meaning and noticing any new or unfamiliar vocabulary as they read.</p>	<p>Students can discuss elements of the story and talk about different features in a text.</p> <p>Students can compare and contrast different texts.</p>	fiction non-fiction  make connections summarise predict

	<p>text, distinguishing literal from nonliteral language.</p> <ul style="list-style-type: none"> <li>• Read instructional texts with purpose and understanding.</li> </ul>	<p>Using tools such as a thesaurus and dictionary to extend and develop understanding of a text.</p> <p>Asking and answering questions about texts they are reading to build comprehension skills and understanding.</p> <p>Students will use a range of reading platforms (ORT, library books, Raz and Epic) to read for pleasure at an instructional level.</p>	<p>Students can use clues in the text as well as their prior knowledge to make inferences.</p> <p>Students will use a range of strategies to decipher new and unknown words.</p> <p>Students can use inference skills.</p>	<p>inference</p>
<p>Math (<i>math curriculum</i>)</p>	<p>The operations of addition, subtraction, multiplication and division are related to each other and are used to process information to solve problems.</p> <ul style="list-style-type: none"> <li>• Learners use number patterns to make predictions and solve problems</li> <li>• Understand the operations of addition, subtraction are related to each other and are used to process information to solve problems.</li> <li>• Recognize and explain the connection between addition and subtraction</li> <li>• Recall additional facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies.</li> </ul>	<p>This week students will be formally introduced to Repeated Addition to solve multiplication problems.</p> <p>Students will continue to tune in and engage with a range of vocabulary connected to addition and multiplication.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="709 704 900 982" style="border: 1px solid blue; padding: 5px; background-color: #e0f0ff;"> <p><b>Multiplication</b></p> <p>multiply times groups of lots of repeated addition product multiplied by array</p> </div> <div data-bbox="928 716 1276 982" style="border: 1px solid blue; padding: 5px; background-color: #e0f0ff;"> <p><b>addition</b></p> <ul style="list-style-type: none"> <li>• add</li> <li>• more</li> <li>• plus</li> <li>• make</li> <li>• sum</li> <li>• total</li> <li>• altogether</li> </ul>  </div> </div> <p>Students will have opportunities to make connections and see the relationship between addition and multiplication.</p> <p>E.g. Skip counting connections between repeated addition and multiplication.</p>	<p>Students will begin to tune into and engage with a range of vocabulary connected to addition and multiplication.</p> <p>Students will explain and describe the connections and patterns they see between addition and multiplication.</p> <p>Students will continue to work on their IXL Snapshot recommendations.</p>	<p>add more plus make sum total altogether Groups of Multiplication times repeated addition multiply lots skip counting</p>



Students will revisit the numbers and symbols and see if they can make connections between repeated addition and multiplication.



Students will need to justify and prove their findings and solutions to problems.

Weekly mental maths working on their mental agility and confidence in +/-/x number

WEEKLY PLANNING GRADE SCHOOL