

KIS International School Weekly Planning Documentation

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| Grade: | Teachers and collaborators: | From-To: | Week: | |
| 3 | Jen, Marc and Ronyii | March 21 - 25, 2022 | 10 | |
| Focus LP: | Focus QLB | Key Concepts & Related concepts: | ATLs/Skills: | |
| Communicator Knowledgeable | Striving for Understanding | Form Function Change | Communication Skills Thinking Skills Research Skills | |
| TD Theme: | Central Idea: | Lines of Inquiry: | | |
| How the World Works | The Earth constantly changes due to natural forces | <ul style="list-style-type: none"> ● An inquiry into the Earth's structure (Form, Function) ● An inquiry into the formation of Earth's landforms (Form, Function) ● An inquiry into how landforms are constantly changing (Change) | How the World Works | |
| Guiding Questions: | | Teacher Questions: | | |
| <ul style="list-style-type: none"> - What are the properties of each of the layers? (assessment) - What is different about the four layers? (assessment) - How do the tectonic plates make up the Earth's crust? - What causes convection currents in the Mantle? - How do convection currents affect the movement of the tectonic plates? | | <ul style="list-style-type: none"> ● What do you already know about the earth and its structure? ● What do you think is beneath the earth's surface? ● What do you notice about the layers beneath the earth's surface? differences and similarities? | | |
| UOI: How The World Works <i>(Science , Social studies PSPE. Drama)</i> | Learning Outcomes/ATLs | Learning engagements | Success criteria/Assessments | Key Vocab |

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| | <p><i>Curriculum coverage</i></p> <ul style="list-style-type: none"> students will research active/ancient volcanoes and summarize important details | <p><i>Inquires/engagements</i></p> <ul style="list-style-type: none"> students will create a volcano experiment and explain how tectonic plates are connected to an erupting volcano | <p><i>Student Expectations/assessments</i></p> <ul style="list-style-type: none"> students will how volcanoes are formed and how tectonic plates are connected to their formation | <p>earth structure layers natural effects forces movement Crust mantle lithosphere, asthenosphere, mesosphere outer core inner core, heat, temperature, viscosity, plates</p> |
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| <p>Language Arts strand s: (LA curriculum)</p> | <ul style="list-style-type: none"> Identify key features of non-fiction texts and explain their purpose. Use graphic organizers to unpack the meaning of key vocabulary in our Central Idea Non-fiction text to support research skills - identifying key information and writing a summary paragraph. Collaboratively write a report about volcanoes | <ul style="list-style-type: none"> Students will use skills in non-fiction texts to find key facts through research Shift focus into non-fiction (informational) texts and begin to identify key features of these (heading, sub-headings, glossaries, diagrams etc.) Students will plan together and do a write-up for a non-fiction report about volcanoes <p>EAL support:</p> <ul style="list-style-type: none"> Guided reading(non fiction) Review key vocabulary Cause and effect | <p>Students will be able to plan and write a recount or story inspired by their recent holiday.</p> <p>Students will be able to include all the relevant features needed to write a recount.</p> <p>Students will be able to follow the writing cycle. Pre writing, draft, revise and edit.</p> | <p>Introduction paragraph first person past tense Time connectives powerful verbs Interesting details concluding paragraph</p> |
| <p>Planning for Reading</p> | <ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Read instructional texts with purpose and understanding. | <p>Guided Reading - Wonder Reads Students will continue to work through the units in their classes. There will be a combination of reading and writing guided and interactive activities.</p> <p>Friday's remote reader will read with Ms Ronyii from 12 - 12:40 pm.</p> <p>In class students will continue with D.E.A.R and reading on Epic and Raz kids and contributing to the G3 What are we reading Padlet</p> <p>Reading on ..</p> <ul style="list-style-type: none"> Raz Kids Epic WordMania (Literacy Planet) <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 closely read and reread both nonfiction and fiction text.</p> <p>Students can discuss what they have read with their peers.</p> <p>Students can look for text evidence in both fiction and nonfiction books.</p> <p>Students can be critical thinkers about what they read.</p> <p>Students can build on their existing vocabulary.</p> | <p>fiction non-fiction</p> <p>make connections summarise predict inference Ask questions close read/re read Vocabulary Illustrations structure fiction nonfiction</p> |

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| | | <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 will apply and use reading strategies when reading.</p> | <p>Students can make connections and inferences from the texts and books they read.</p> <p>Students can use illustrations to help them understand the plot and how characters feel. When reading nonfiction maps, graphs can help them understand the information better.</p> <p>Students can think about how the text is organised. Does the author compare or contrast the information?</p> <p>Students can write abillout the texts they read.</p> | |
| Other stand alone | <p>PHSE <i>Students explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity.</i></p> <p><i>What connections can you make with what we are now working back in school</i></p> <p><i>Learners use their understanding of their own emotions to interact positively with others.</i></p> | <p><i>Reflect on the classroom agreement from the beginning of the year and review each of the factors, thinking about why they are important. Students will reflect on the changes that Covid has presented in school and remote learning .</i></p> <p><i>Caring and inclusive community: Revisit what inclusive means and what it can look like. Discuss that both inclusivity & exclusivity can look different to different people. Sharing strategies to work towards maintaining a caring and inclusive community.</i></p> <p><i>How can we show this now we are back in school?</i> Students will continue to reflect on roles and responsibilities within their own groups/communities and reflect on why and how we work collaboratively.</p> <p>Kelso's choices</p> <ul style="list-style-type: none"> - What it means to be a team player and collaborate | <p>Students will reflect on how their opinions and attitudes affect the way in which they act/behave which has an impact on another.</p> <p>Use understanding of their own emotions to interact positively with others.</p> <p>Identify and apply different strategies which can be implemented when attempting to resolve conflict.</p> | <p>caring inclusive respect behaviour affects interactions</p> |

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| | | <ul style="list-style-type: none"> - Showing compassion and consideration to others - Developing a caring and inclusive community in class and the playground. - Developing listening skills during group work and sharing time. - What does it mean to be a good presenter and listener? - How can we use each other's ideas to help us? | | |
| Math (<i>math curriculum</i>) | <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"> ● Learners use number patterns to make predictions and solve problems ● Understand the operations of addition, subtraction are related to each other and are used to process information to solve problems. ● Recognize and explain the connection between addition and subtraction ● Recall additional facts for single-digit numbers and related subtraction facts to develop increasingly efficient mental strategies. | <p>Students will inquire into comparing different fractions.</p> <p>Students will use a number line to order fractions.</p> <p>Students will be introduced to the idea of parts of a whole, fractions,</p> <p>Students will learn how to find the fraction of whole number.</p> | <p>Students will understand that fractions are representing parts of a whole.</p> <p>Students will understand that a whole can be divided into any number of equal pieces.</p> <p>Students will be able to compare fractions</p> <p>Students will be able to order fractions.</p> | <p>numerator</p> <p>denominator</p> <p>whole</p> <p>parts</p> <p>fraction</p> <p>equivalent</p> |