

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
5	Carole, Nic, Martyn, Koong	October 4th - October 8th	2
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
<ul style="list-style-type: none"> Communicator Open-minded Caring 	<ul style="list-style-type: none"> Striving for Understanding Nurturing Passion in Self and Others Taking Action Ethically Creating a Caring and Inclusive Community 	<p>Key Concepts: Causation, Perspective</p> <p>Related concepts: Conflict, Adaptation, History, Geography, Governance</p>	<p>Research Communication</p>
TD Theme:	Central Idea:	Lines of Inquiry:	Subject Focus
Where we are in place and time	Human Migration affects communities, cultures and individuals	<p>An inquiry into migration (Causation, Perspective)</p> <p>An inquiry into personal stories of migration</p> <p>An inquiry into impacts of migration on communities</p>	<p>Social Studies Human Systems and economic Activities Social Organisation and Culture</p>
Teacher Questions:		Student Questions:	
<ul style="list-style-type: none"> What are the different reasons people migrate? What are the different types of migration? What are the different factors of migration ? What are push factors? What are pull factors? What are the impact of migrations on communities? What are the negative impacts of migration on communities? What are the positive impacts of migration on communities? How does a migrant population support their community What challenges does welcoming a migrant group bring to a community? 			

Events and Activities: Generating School council representatives. Election of house captains

UOI:1	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
	<p><i>Curriculum coverage</i></p> <p>Cultural heritage and group membership can contribute to identity</p> <p>Appreciate cultural diversity in their community</p> <p>Explain causes and influences of migration</p> <p>Individual and group actions can shape the future</p>	<p><i>Inquires/engagements</i></p> <p><i>Tuesday</i></p> <ol style="list-style-type: none"> Students will spend the period presenting their family trees to the class. Students will complete the 'Where do I come from? How far back does my history go?' task <p><i>Wednesday</i></p> <ol style="list-style-type: none"> Introduce the central idea, lines of inquiry, key concepts and related concepts Deconstruct the central idea, lines of inquiry, key concepts and related concepts as a whole class activity Students will work individually to deconstruct. <p><i>Thursday:</i></p> <p>Watch a given youtube video</p> <p>Have a brief discussion about the push and pull factors of migration.</p> <p>Introduce the Cornell note taking method</p> <p>Watch one of the videos with the students. Have a group discussion about the benefits of note taking and using the Cornell method.</p> <p>Using a given template and go over the process:</p> <p>Model the Cornell note taking method as a whole class using a template while discussing the push pull factors.</p>	<p><i>Student Expectations/assessments</i></p> <p>Formulating and planning: Ask or design relevant questions that can be researched.</p> <p>Gather information from a variety of sources.</p> <p>Record observations by drawing, note taking and writing statements.</p>

		<p><i>Friday</i></p> <p>Students will revisit the notes they took yesterday using the Cornell note taking method.</p> <p>Complete the 'Push and Pull factors of migration' engagement.</p> <p>The students will complete jamboards to search for google images that they think represent push and pull factors of migration.</p> <p>Connect to MISO (media, interview, survey, observation) and bring up the skills the students will need for their exhibition.</p>	

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<p>Students can identify features of figurative language and use this in their own writing.</p> <p>Students can review own and peers writing.</p> <p>Students can create a fictitious character, setting and events.</p>	<p>Figurative language to be introduced as a way to improve the event diaries.</p> <p>Assess prior knowledge by using the slide show.</p> <p>Students will recap their understanding of an alliterative phrase, simile and metaphor.</p> <p>Using the diary checklist created last week. Students will review their event writing with their buddy Adding elements from yesterday's slide show.</p> <p>Using the migration game cards, students will create a character to write a diary extract based upon the numbers chosen. Review the diary checklist.</p> <p>Before turning in answer these questions</p> <ol style="list-style-type: none"> 1. How could you have made your diary more detailed/factual? 2. What would you need to do to add this detail? 3. Have you added any figurative language elements to your extract? 	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>

<p>Planning for Reading</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Readworks task. Reading a passage and answering questions on content, inference</p> <p>Reading groups with the teacher investigating the theme, character portrayal, settings and author created atmosphere of the differing levelled novels.</p> <p>Reading tasks to practice key skills- identifying descriptive words and phrases, recognizing key themes in the personal stories being read and word definition searches.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> • Understand the content, inference of levelled passages. • Students can discuss the key ideas and features of a text and the relevance to the structure of the writing.
<p>Math (<i>math curriculum</i>)</p>	<p>Conceptual Understanding:</p> <p>10 place value system extends infinitely in two directions.</p> <p>Use whole numbers and decimal numbers up to millions or beyond in real-life situations</p> <p>Multiply/divide numbers by powers of 10/</p> <p>Multiply/divide</p>	<p>MONDAY Estimating with multiplying decimals and whole numbers</p> <p>A) Warmer 5mins - Jamboard together as a class to inquire into how to estimate multiplication of decimals.</p> <p>B) WG - Video explanation (3 mins) Copy method example into red Math Books (ensure date, title, LO and underlined)</p> <p>C) Ind. Practice Khan academy (5mins)</p> <p>D) Whole group Video Multiplying decimals and whole numbers with visuals (4mins video)</p> <p>E) Practice breakout rooms pairs</p> <p>TUESDAY Multiplying decimals and whole numbers and strategies: Consolidation through practice with teacher and peers</p> <p>A) Whole Class Video: Strategies for multiplying decimals and whole numbers (7Mins)</p>	<p>I am able to make connections between place value and the direction the decimal travels when multiplying and dividing.</p> <p>I am able to multiply and divide numbers with multiples of 10s/100s/1000s.</p> <p>I am able to multiply whole numbers and decimals using a chosen strategy.</p> <p>I am able to use whole numbers and decimal numbers up to millions or beyond in real-life situations</p> <p>I am able to Multiply/divide numbers by powers of 10</p>

	<p>multiples of 10/100/1000</p> <p>Units of measurements are a means of measuring things using an agreed upon standardised system.</p> <p>Different units of measurements of length are used to calculate distance.</p>	<p>**Write down one of the example strategies given that you like in the video in your Red Numeracy Notebook</p> <p>B) Discuss: Which strategy was most logical for you? Altogether add you understanding to a Jamboard with post-its</p> <p>C) Practice: IXL I.3 and extend yourself into DIVISION with J.1 and J.2</p> <p>WEDNESDAY Estimate products of whole numbers and decimals</p> <p>1) Warmer: Why do we estimate? How do we estimate and what do we do with the numbers so that we can estimate?</p> <p>T gives example on Jamboard and SS discuss ways to answer by putting post-it notes around the example problem. T demonstrates method</p> <p>2) Video to deepen understanding</p> <p>3) IXL Practice I. 1</p> <p>THURSDAY Strategies for multiplying multi-digit decimals by whole numbers</p> <p>A) Video Warmer</p> <p>B) Jamboard Practice - Together Paired strategy practice (High Able with Low able) Students make 2 examples for each other to practice and help each other answer.</p> <p>Jam Board G5A</p> <p>Jam Board G5B</p> <p>Jam Board G5C</p>	<p>I am able to estimate with multiplying decimals and whole numbers</p>
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Other stand alone			