

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
3	Jen, Marc and Ronyii	15th -19th November	14
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Communicators Principled Reflective	Taking ethical action	<ul style="list-style-type: none"> ● Connection ● Function ● Responsibility ● Change 	Communication Social Self-management
TD Theme:	Central Idea:	Lines of Inquiry:	
How we organise ourselves <ul style="list-style-type: none"> ● An inquiry into the interconnectedness of human-made systems and communities ● the structure and function of organizations 	Mission statements provide a shared goal for organisations to strive towards	<ul style="list-style-type: none"> ● Purpose and structure of organisations ● Interdependent systems ● Evolving organisations 	
Guiding Questions:		Teacher Questions:	
<p>Purpose and structure of organisation:</p> <ul style="list-style-type: none"> - What is an organisation? - What is the purpose of the organisation? - How does a mission statement drive the movement of an organisation? <p>Interdependent systems</p> <ul style="list-style-type: none"> - Who is involved in the organisation? - What departments/teams are a part of the organisation? - How do these departments/teams work together striving towards a collective goal? <p>Evolving organisations:</p> <ul style="list-style-type: none"> - How do organisations change? - What causes organisations to adapt? - Why do organisations evolve? 		<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"> Listen actively to other perspectives and ideas. Ask for clarifications. Listen actively and respectfully while others speak. <p>Speaking</p> <ul style="list-style-type: none"> Speak and express ideas clearly and logically in small and large groups. State opinions clearly, logically and respectfully. Discuss and negotiate ideas and knowledge with peers. <p>Function The understanding that everything has a purpose, a role or a way of behaving that can be investigated.</p> <p>Connection 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><i>This week will be exploring and addressing the following questions:</i></p> <ul style="list-style-type: none"> What do organisations do? What is their purpose? How do you know this? How does an organisation tell you what they do? How do they communicate this? What structures are in place in these organisations? What makes an organisation effective? Why do organisations have mission statements? Why are they needed? What is your mission statement? <p>We would like to invite Ganta's parents who own and run The Board Game Cafe to give a presentation to G3 and answer some of the questions we have been exploring the past weeks.</p> <p>Students will take notes and a Q & A will follow to finish.</p> <p>Provocation leading on from the presentation session. Question posed to students. <i>If you were to start your own organization, what would it be? Why? What would the purpose be?</i></p> <p>Students will have opportunities to do some research into - What makes a great entrepreneur? Using the following website https://www.businessnewsdaily.com/5051-young-entrepreneurs.html</p> <p>Children will be asked - How could you apply this to your own ideas from yesterday?</p>	<p><i>Student Expectations/assessments</i></p> <p>Students will share their current thinking and knowledge of what an organisation is, it's purpose and structure.</p> <p>Students will reflect on what a mission statement is and how they are used within an organisation.</p> <p>Students will be able to research a range of different organisations and how they express their mission statements.</p> <p>Based on learning so far students should be able to identify some qualities that are visible in successful companies.</p>	<p>Responsibilities, roles, actions, behaviours, values, choices, communities, organisations mission statement shared vision purpose entrepreneur questions</p>

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Language Arts strand s: (LA curriculum)	<ul style="list-style-type: none"> Summarising skills: 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. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <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>This week students will prepare to interview their parents about the different organizations that they work for.</p> <p>Key Questions inquiring into : What makes a good question? What do you want to find out? Which questions are going to help you to get there?</p> <p>Students will revisit questions starters</p>  <ul style="list-style-type: none"> Students will consider the benefits of posing the following types of questions. open ended questions Closed questions Multiple Choice Questions. <p>Reflections & Evaluations Students will discuss and reflect on the following: What did you find out? How did you record your answers? Which information is relevant or unnecessary? Students will then use their Summarise skills to evaluate their findings.</p>	<p>Students will learn to create a survey using open ended, closed and multiple choice questions.</p> <p>Students will be able to take notes.</p> <p>Students will be able to use questions starters to help form their questions.</p> <p>Students will learn to determine essential ideas and consolidate important details that support them.</p> <p>Students will focus on key words and phrases of an assigned text that are worth noting and remembering.</p> <p>Students will explore how to take a large selection of text and reduce it to the main points for more concise understanding.</p>	<p>hook/introduction narrative compound sentence adjectives verbs nouns who? what? why? which? where? how? Questions Opened ended closed</p>

		<p>EAL support: Google Meet</p> <ul style="list-style-type: none"> • seesaw activities • GG classroom • EAL lessons • Guided reading 	<p>Students will be able to reflect and evaluate their findings.</p>	
Planning for Reading	<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>Vocabulary Acquisition - students focusing on reading for meaning and noticing any new or unfamiliar vocabulary as they read. 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 discuss elements of the story and talk about different features in a text.</p> <p>Students can compare and contrast different texts.</p> <p>Students can use clues in the text as well as their prior knowledge to make inferences.</p>	<p>fiction non-fiction</p> <p>make connections summarise predict inference</p>
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 	<p>Students will revisit addition and subtraction strategies and systematic approaches when solving mathematical word problems.</p> <p>CUBES which we have explored so far.</p> <p>When solving a range of +/- problems students will demonstrate their understanding by showing solutions using all three strategies.</p> <ul style="list-style-type: none"> - Split strategy (partitioning thousands, hundreds, tens and ones) - Jump strategy (using an empty number line) - Compensating strategy (making friendly tens to +/-) <p>Students will be presented with a range of +/- problems where they will be able to discuss and explain why</p>	<p>Students will reflect on strategies for subtracting and adding numbers and provide reasoning to support their chosen methods.</p> <p>Students will be able to prove and justify which subtracting and addition strategy is best to solve a particular problem.</p> <p>Students will be able to check their answers using a different strategy.</p> <p>Students will continue to tune in and engage with a range of vocabulary connected to addition and subtraction.</p>	<p>Addition-sum, altogether, all, in all, together, total, total number, add, increase, increased by, more than. Split strategy partition hundreds,tens, ones Jump strategy number lines compensation strategy friendly tens</p>

	<p>strategies.</p>	<p>different strategies are more efficient or better suited to solve that problem based on the numbers they have to +/-</p> <p>Weekly mental maths working on their mental agility and confidence in +/- number</p> <p>Assessment - Students will have opportunities to demonstrate +/- their understanding of the strategies learned so far through different challenges.</p>	<p>Use a consistent strategy CUBES such a to help unpack the question and identify key information.</p> <p>Students will complete IXL Snapshot</p>	<p>round up round down</p>
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