

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:	
3	Jen, Ronyii and Toni	21.9 - 23.9 (Short Week)	7	
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:	
Inquirers Thinkers Knowledgeable	Striving for Understanding	Form Causation 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 which has an effect on human communities	Earth's Structure How natural forces change the earth Effects on human communities		
Guiding Questions:		Teacher Questions:		
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 convections currents in the Mantle? How do convection currents affect the movement of the tectonic plates?		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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
	<i>Curriculum coverage</i> <ul style="list-style-type: none"> Students will gain an understanding of the properties of each of the 4 different layers which form the Earth. Use all senses to find and notice relevant details. Record observations by drawing, note taking, charting, tallying, writing statements, annotating images. 	<i>Inquires/engagements</i> <p>Students will work in small groups in jigsaw style where each group will become the 'experts' on one layer of the earth's structure.</p> <p>Group will research the state of matter, properties, temperature, elements etc. for their layer and present their findings to the class so students can create shared understandings.</p> <p>Students will investigate the viscosity of different liquids in a practical experiment to compare properties and transfer these understandings to the layers of the earth.</p>	<i>Student Expectations/assessments</i> <p>Students will share their prior knowledge and current understandings of what's beneath the earth's surface.</p> <p>Students will unpack the central idea and find definitions for any unfamiliar vocabulary.</p> <p>Students will create a 3D model of the earth's inner layers and name these.</p>	earth structure layers natural effects forces movement human communities

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
Language Arts strands: (LA curriculum)	<ul style="list-style-type: none"> Identify key features of non-fiction texts and explain their purpose. 	<p>Students will reflect on the key features and purpose of narrative writing they have just completed. Begin zooming out and exploring different genres of writing and their purposes.</p> <p>Shift focus into non-fiction (informational) texts and begin to identify key features of these (heading, sub-headings, glossaries, diagrams etc.)</p> <p>Continue using personal word books as a tool to build new vocabulary in language and UOI sessions.</p>	Students will identify the features of non-fiction texts and explain their purpose.	Purpose Audience Features Glossary Index Dictionary
Planning for Reading (LA curriculum)	<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 main idea of a text; recount the key details and explain how they support the main idea. Read a range of texts with purpose and understanding. 	<p>Continue with guided reading groups across the grade as well as homeroom shared reading sessions.</p> <p>Students will participate in guided group sessions with the teacher to develop reading strategies.</p> <p>Ask and answer 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 follow guided group reading routines for Grade 3.</p> <p>Students can use clues in the text as well as their prior knowledge to make inferences.</p> <p>Students can discuss elements of the story and make connections to themselves and the wider world.</p>	fiction non-fiction main idea details summarise predict inference

<p>Math (<i>math curriculum</i>)</p>	<p>use estimation and standard units of measurement to solve problems in real-life situations.</p> <p>Select appropriate tools and units of measurement</p> <p><u>Place value:</u></p> <p>Round 3-digit numbers to nearest 10, 100.</p>	<p>Students will pose measurement questions, make estimates and carry out practical measuring tasks using appropriate metric units.</p> <p>Developing skills of estimation, rounding and accurately measuring using appropriate tools.</p> <p>Students will accurately round 1,2 and 3-digit numbers to the nearest 10 or 10 in the context of measurement (e.g. to the nearest cm or m)</p>	<p>Estimate and measure using standard units of measurement:</p> <p>Round 3-digit numbers to nearest 10, 100</p>	<p>estimate centimetres metres accurate nearest ten hundred thousand</p>
<p>Other: PSHE</p>	<p>Students will continue to reflect on roles and responsibilities within their own groups/communities and reflect on why and how we work collaboratively.</p> <ul style="list-style-type: none"> - Kelso's choices - What it means to be a team player and collaborate - Showing compassion and consideration to others - Developing listening and self-management skills during group work and independent tasks. - What does it mean to be a good presenter and listener? 			