

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:	
3	Jen, Marc and Ronyii	7th - 11th February	5	
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:	
Inquirer Open minded Risk Taker	Striving for understanding Sharing passions	Causation, Perspective, <i>Change</i>	Communication Skills: Viewing & Presenting Thinking: Analysis and Evaluation	
TD Theme:	Central Idea:	Lines of Inquiry:		
Who we are in place and time	Exploration leads to new discoveries, opportunities and understanding	<ul style="list-style-type: none"> ● Exploration of our World ● How exploration leads to change ● Perspective on exploration 		
Guiding Questions:		Teacher Questions:		
<ul style="list-style-type: none"> - How has our world been discovered throughout history? - What change has happened as a result of exploration? - How has exploration changed over time? - How exploration impacts and has affected people? (both positive and negative) - Do we ever stop exploring? 		<ul style="list-style-type: none"> ● Why does exploration take place and why is it important? ● What is the impact of exploration? ● What do we already know about exploration? ● When have you been an explorer in the past? 		
UOI:4 Exploration (Science, Social studies PSPE. Drama)	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab

<p><i>Curriculum coverage</i></p> <p>Curriculum coverage Tuning in:</p> <p>Why does exploration take place and why is it important? (Causation) (Thinking: Evaluation) Thinking deeper into the many different reasons that exploration has taken place over time.</p> <p>Has the motive always remained the same?</p>	<p>This week both the Unit of inquiry and language will be combined!</p> <p>This week's focus will continue on from last week where the students had to decide if they could explore anywhere or go anywhere in the world, where will they go and why?</p> <p>They were introduced to what is a travel brochure and its purpose and will create one for their chosen destinations.</p> <p>Below is a list of co written checklist features that could be included in their brochures. Students this week will make their final brochure using Canva or other apps agreed by their class teacher.</p> <ul style="list-style-type: none"> > Title Page > Place of interest > Climate/weather > Food / Restaurants > Transport > Where to stay > Restaurants > Useful language phrases > Cost of attractions in the area? 	<p>Students will reflect on their current understanding of what exploration is.</p> <p>Students will identify different places they have traveled to, visited and explored and give reasons or motivations for such travel.</p> <p>Students can use Google Earth and a range of internet sites to locate various places.</p> <p>Students can gather their research on their chosen locations or places of interest.</p> <p>Students will make sure they included as many of the co constructed checklist features for their brochures.</p>	<p>Explore Discover Observe Travel Change Affect Place & Time (History & Geography Profile Continents Explorer Caption Google Earth Travel Brochure Climate Weather Layout features</p>
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<p>Language Arts strand: (LA curriculum)</p>	<p>Summarising & Note skills:</p> <ul style="list-style-type: none"> 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. <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.</i> <i>Teaching students to summarize improves their memory for what is read. Summarization strategies can be used in almost every content area.</i> <p>Cross referencing</p> <ul style="list-style-type: none"> Choosing reliable resources on the internet <p>Publishing Writing Cycle</p> <ul style="list-style-type: none"> Pre writing Draft Revise Edit Publish 	<p>The language focus for this week will again compliment the UOI again.</p> <p>Students will continue to research, summarise and write in their own words the relevant information for their chosen destination and travel brochures.</p> <p>Students will be continuing to work on the following skills</p> <ul style="list-style-type: none"> Designing the layout Research destinations and places of interest note taking summarising information Writing information in their own words presenting their work cross referencing finding reliable sources and examples <p>Students will use Canva to create their brochure or an agreed upon app with their class teacher.</p> <p>EAL support:</p> <ul style="list-style-type: none"> Review WH questions Review Past tense verbs Guided reading 	<p>Students will be able to discuss places they have visited and explored.</p> <p>Students will be able to identify key elements to be included in their brochures by referring to co constructed class checklists.</p> <p>Students will design and create their travel brochures using Canva or other apps.</p> <p>Students will be able to use a range of reliable resources to fact check their findings.</p> <p>Students will practice skills in note taking and summarizing when researching their places they have explored.</p> <p>Students can research and include relevant facts & details.</p>	<p>Researching note taking summarising publishing work cross referencing finding reliable sources continents Asia, Africa, North America, South America, Antarctica, Europe Australia. who? what? why? which? where? how? Brochure</p>
<p>Planning for Reading</p>	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a 	<p>Students were introduced to Wonder Reads in their class reading groups last week. Students will continue to work through the units in their classes.</p>	<p>Students can discuss elements of the story and talk about different features in a text.</p>	<p>fiction non-fiction</p>

	<p>text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> 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>There will be a combination of reading and writing 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 <p>Vocabulary Acquisition - students focusing on reading for meaning and noticing any new or unfamiliar vocabulary as they read.</p> <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 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>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>	<p>make connections</p> <p>summarise</p> <p>predict</p> <p>inference</p> <p>Ask questions</p> <p>close read/re read</p> <p>Vocabulary</p> <p>Illustrations</p> <p>structure</p> <p>fiction</p> <p>nonfiction</p>
Other stand alone	<p>PHSE</p> <p><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>Reflect on the classroom agreement from the beginning of the year and review each of the factors, thinking about why they are important.</i></p> <p><i>Students will reflect on the changes that Covid has presented in school and remote learning .</i></p> <p><i>Caring and inclusive community:</i></p> <p><i>Revisit what inclusive means and what it can look like.</i></p> <p><i>Discuss that both inclusivity & exclusivity can look</i></p>	<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>caring</p> <p>inclusive</p> <p>respect</p> <p>behaviour</p> <p>affects</p> <p>interactions</p>

	<i>Learners use their understanding of their own emotions to interact positively with others.</i>	<i>different to different people. Sharing strategies to work towards maintaining a caring and inclusive community.</i> <i>How can we show this now we are back in school?</i>	Identify and apply different strategies which can be implemented when attempting to resolve conflict.	
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>Next week is Math Week</p> <p>Students will start the week off by being introduced to lines and how we make different types of shapes with lines using a range of different resources.</p> <p>Engagements will include:</p> <ul style="list-style-type: none"> Shape hunt around the home and class/grade/school What lines can they find/describe? Properties of 2D/3D shapes <p>Students throughout the week will be introduced to Area and Perimeter. Over the course of the week students will have different challenges where they will need to</p> <ul style="list-style-type: none"> Calculate Perimeter and Area of furniture around the classroom. Map out of classroom furniture to scale 	<p>Students will be able to see and talk about the relationships between lines and shapes.</p> <p>Students can solve area and perimeter challenges.</p> <p>Students can apply and see relationships of multiplication and division to solve area and perimeter challenges.</p>	<p>Lines shapes 2D 3D properties of shapes Area Perimeter</p>