

## KIS International School Weekly Planning Documentation

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>	
3	Jen, Marc and Ronyii	March 28-April 1, 2022	11	
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>	
Communicator Knowledgeable	Striving for Understanding	Form Function Change	Communication Skills Thinking Skills Research Skills	
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>		
How the World Works	The Earth constantly changes due to natural forces	<ul style="list-style-type: none"> <li>• An inquiry into the Earth's structure (Form, Function)</li> <li>• An inquiry into the formation of Earth's landforms (Form, Function)</li> <li>• An inquiry into how landforms are constantly changing (Change)</li> </ul>	How the World Works	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>		
<ul style="list-style-type: none"> <li>- What are the properties of each of the layers? (assessment)</li> <li>- What is different about the four layers? (assessment)</li> <li>- How do the tectonic plates make up the Earth's crust?</li> <li>- What causes convection currents in the Mantle?</li> <li>- How do convection currents affect the movement of the tectonic plates?</li> </ul>		<ul style="list-style-type: none"> <li>• What do you already know about the earth and its structure?</li> <li>• What do you think is beneath the earth's surface?</li> <li>• What do you notice about the layers beneath the earth's surface? differences and similarities?</li> </ul>		
<b>UOI:</b>	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>	<b>Key Vocab</b>
How The World Works <i>(Science , Social studies PSPE. Drama)</i>	<i>Curriculum coverage</i> <ul style="list-style-type: none"> <li>• <b>students will research about a chosen land form and summarize important details</b></li> </ul>	<i>Inquires/engagements</i> <ul style="list-style-type: none"> <li>• <b>students will create a non-fiction report about the landform of their choice</b></li> </ul>	<i>Student Expectations/assessments</i> <ul style="list-style-type: none"> <li>• <b>students will be able to research, organize, and share information about their landform</b></li> </ul>	earth structure layers natural effects forces movement

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
Language Arts strand: (LA curriculum)	<ul style="list-style-type: none"> <li>Identify key features of non-fiction texts and explain their purpose.</li> <li>Use graphic organizers to unpack the meaning of key vocabulary in our Central Idea</li> <li>Non-fiction text to support research skills - identifying key information and writing a summary paragraph.</li> <li>Use notetaking to identify key details</li> </ul>	<ul style="list-style-type: none"> <li>Students will use skills in non-fiction texts to find key facts through research</li> <li>Shift focus into non-fiction (informational) texts and begin to identify key features of these (heading, sub-headings, glossaries, diagrams etc.)</li> <li>Students will take notes on the landform of their choice using the Cornell Note-Taking method</li> </ul> <p>EAL support:</p> <ul style="list-style-type: none"> <li>Guided reading(non fiction)</li> <li>Review key vocabulary</li> <li>Cause and effect</li> </ul>	<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</p> <p>first person</p> <p>past tense</p> <p>Time connectives</p> <p>powerful verbs</p> <p>Interesting details</p> <p>concluding paragraph</p>
Planning for Reading	<ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</li> <li>Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</li> <li>Read instructional texts with purpose and understanding.</li> </ul>	<p>Guided Reading - Wonder Reads</p> <p>Students will continue to work through the units in their classes.</p> <p>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><b>Reading on ..</b></p> <ul style="list-style-type: none"> <li>Raz Kids</li> <li>Epic</li> <li>WordMania (Literacy Planet)</li> </ul>	<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>fiction</p> <p>non-fiction</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>

		<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 will apply and use reading strategies when reading.</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>Math (<i>math curriculum</i>)</p>	<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"> <li>● Learners use number patterns to make predictions and solve problems</li> <li>● Understand the operations of addition, subtraction are related to each other and are used to process information to solve problems.</li> <li>● Recognize and explain the connection between addition and subtraction</li> <li>● Recall additional facts for single-digit numbers and related subtraction facts to develop increasingly mental strategies.</li> </ul>	<p>Students will inquire into comparing different 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 denominator whole parts fraction equivalent</p>

WEEKLY PLANNING GRADE SCHOOL