

**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	April 18 - April 22, 2022	13
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
<ul style="list-style-type: none"> <li>● Caring</li> <li>● Open minded</li> <li>● Reflective</li>   <li>● Principled</li> </ul>	<p>Caring and inclusive community</p> <p>Taking ethical Action</p>	<p>Form</p> <p>Responsibility</p> <p>Reflection</p> <p><b>Related Concepts:</b>  <i>purpose, use, production  consumption, reduction, finite)  impact causation choice, persuasion,  influence</i></p>	Thinking: Analysis and Evaluation
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
Sharing the Planet	Sustainable resource use protects the environment	<ul style="list-style-type: none"> <li>● Resource use</li> <li>● Sustainability</li> <li>● Human Choices</li> </ul>	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>	
<p><b>Resource use</b>  <i>How are natural resources used?</i>  <i>How do people use resources in their everyday lives?</i>  <i>How are the properties of materials connected to resource use?</i>  <i>How does resource use lead to waste?</i></p> <p><b>Sustainability</b>  <i>What sustainability issues are apparent in our community?</i>  <i>What do we need to consider for environmental protection?</i></p> <p><b>Personal Choices</b>  How do human choices affect the environment?  What action can I take to reduce my consumption?  What action can I take to influence others?</p>		<p>What is a resource?  Where do they come from?  How are they made?  What properties do they have and how does that contribute to their purpose?  Can a resource only be a material?  What are the benefits/drawbacks of using a natural resource/material?  What are the benefits/drawbacks of using a man-made resource/material?</p>	
<b>Events and Activities:</b>			
N/A			

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
UOI:4 Exploration (Science, Social studies PSPE. Drama)	<p><i>Curriculum coverage</i></p> <p><b>Science:</b></p> <p>Students will be able to understand; Science</p> <p><b>Natural and processed materials have a range of physical properties that can influence their use</b></p> <p><i>Science involves making predictions and describing patterns and relationships Scientific knowledge helps people to understand the effect of their actions</i></p>	<p><i>Inquires/engagements</i></p> <p><i>'Sustainable resource use protects the environment'</i></p> <p>Tuning into the central idea. Students to explore the definitions of key terms as a word study: resource/source sustainable/sustain/sustainability environment protect/protection</p> <p>Going further with this idea, students will also begin to find out 'what is a resource?' 'What do we mean we say resources?' 'Where do they come from?' 'What are they used for?'</p>	<p><i>Student Expectations/assessments</i></p> <p>Students will begin to develop an understanding of the key words from the central idea. These can be developed by using known resources 'dictionary &amp; technology'</p> <p>Students will tune into the ideas of what is a resource; understanding form and function.</p>	<p>Resources Sustainable Protect Environment Materials Properties</p>

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Language Arts strand (LA curriculum)	<p>Students will have a language focus for this week, looking specifically into the descriptive language used to describe specific materials.</p> <p><b>Language of description</b> <b>Language of features</b></p> <p><i>Children to use interesting adjectives to describe texture and</i></p>	<p>Literacy starting off the week with doing a cold persuasive writing trying to convince someone why they should have a class party (or something else they desire)</p> <p>Our new focus for writing to accompany the new unit is persuasive writing. We will be looking at lots of different examples of persuasive writing to be able to:</p> <ul style="list-style-type: none"> <li>- determine its purpose</li> <li>- identify its main features &amp; structure</li> </ul>	<p>I can identify my strengths and next steps in writing.</p> <p>I can use my next steps to improve my writing.</p> <p>I can explain and discuss the purpose of persuasive writing,</p> <p>I can identify the main features of Persuasive Writing</p>	<p>noun persuasive adjective verb Proper Nouns Connectives Vocabulary Conjunctions Punctuation description suffix prefix</p>

	<p><i>properties - eg, stretchy, brittle, hard, tough.</i></p> <p>Word choice</p> <p>Descriptive phrases</p>	<p>EAL pull out:</p> <ul style="list-style-type: none"> <li>● Key vocabulary(Resources, source, sustainable, sustain, sustainability, Protect, Environment, Materials, Properties)</li> <li>● Adjectives ( <i>texture and properties - eg, stretchy, brittle, hard, tough</i>)</li> <li>● Review WH questions(who, what, where and how)</li> <li>● Guided reading</li> </ul>	<p>Students will use resources to begin to gain an understanding of key vocabulary connecting to the unit.</p>	<p>root word</p> <p>stem word</p>
<p>Planning for Reading</p>	<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>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 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>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>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>

		Students will apply and use reading strategies when reading.	Students can think about how the text is organised. Does the author compare or contrast the information?  Students can write abillout the texts they read.	
Math (math curriculum)	<p><i>SS1-Compare the areas of regular and irregular shapes by informal means comparing areas using metric units, such as counting the number of square centimeters required to cover two areas by overlaying the areas with a grid of centimeter squares</i></p> <p><i>M3-Compare objects using familiar metric and imperial units of area and volume Develop procedure for finding area Develop procedure for finding perimeter</i></p> <p><i>DH2-Choose simple questions and gather responses Represent data with objects and drawings where one object or drawing represents one data value. Describe the displays Discuss and compare data represented in diagrams/graph Understand that information about themselves and their surrounding can be collected and recorded in different ways. Create a simple bar graph from a graph of real objects, and interpret data by comparing quantities: more, fewer, less than, greater than Collect, display and interpret for the purpose of answering questions</i></p>	<p>Recap learning so far on multiplication and division by revisiting the key concepts and checking in with current understanding of multiplication using manipulatives (numicon).</p> <p>Challenge current thinking and application of multiplication strategies to solve word problems, introducing larger numbers.</p> <p>Reflect on strategies being used across the class and recap grid method to partition a number to multiply 2 and 3 digit numbers by a single digit.</p> <p><a href="https://www.youcubed.org/tasks/math-cards/">https://www.youcubed.org/tasks/math-cards/</a></p> <p>Jo Boaler’s Maths card matching to represent the <b>Commutative property</b> of multiplication and inverse operations.</p>	<p>Students begin to understand and use correct mathematical language when discussing multiplication</p> <p>Students can identify key words in a problem and use this information to solve multiplication and division problems.</p> <p>Students can use manipulatives (numicon) to reason and prove multiplication/division understanding.</p> <p>Students begin to work with solving multiplication number sentences with larger numbers (2x1 digits and 3x1 digit) using partitioning strategies. (Grid method)</p>	<p>multiplication division lots of times sharing equally repeated addition</p> <p>factor common factor multiple product quotient prime number</p>

<i>N11-Use the language of multiplication and division, ex. Factor, common factor, multiple, product, quotient, and prime-numbers.</i>			
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