

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
3	Jen, Marc and Ronyii	May 2 - May 5, 2022	15
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
<ul style="list-style-type: none"> • Caring • Open minded • Reflective • Principled 	<p>Caring and inclusive community</p> <p>Taking ethical Action</p>	<p>Form</p> <p>Responsibility</p> <p>Reflection</p> <p>Related Concepts: <i>purpose, use, production consumption, reduction, finite) impact causation choice, persuasion, influence</i></p>	Thinking: Analysis and Evaluation
TD Theme:	Central Idea:	Lines of Inquiry:	
Sharing the Planet	The use of renewable and nonrenewable resources impacts the sustainability of the environment	<ul style="list-style-type: none"> • Resource use • Sustainability • Human Choices 	
Guiding Questions:		Teacher Questions:	
<p>Resource use <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>Sustainability <i>What sustainability issues are apparent in our community?</i> <i>What do we need to consider for environmental protection?</i></p> <p>Personal Choices 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>	
Events and Activities:			
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>Science:</p> <p>Students will be able to understand; Science</p> <p>Natural and processed materials have a range of physical properties that can influence their use</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>Students will focus on the source of a material, where it comes from and how it is extracted, is the source sustainable or will it run out?</p>	<p><i>Inquires/engagements</i> <i>'Sustainable resource use protects the environment'</i></p> <p>Tuning in/Finding out: Students explore the source of a resource. Where does the material come from? Is the source sustainable? What will happen if we keep taking that resource? Can we replace natural products at a quick enough rate?</p> <p>Students to sort and organise whether a material is natural or manmade? Create a definition for these?</p> <p><i>Natural materials are those that occur in nature and have not been made by humans. By comparison, synthetic materials are man-made and cannot be found in nature. Synthetic products are usually created in laboratories by mixing different chemicals, or prepared compounds and substances.</i></p> <p>Students will begin to explore the manufacturing journey from raw materials to usable resources.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students develop an understanding of the source of a material - where it comes from and whether the source is sustainable.</p> <p>Students can explain how a material comes to be a usable resource.</p>	<p>Limited Unlimited Sustainable Unsustainable source extract living renewable non-renewable</p>

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<p>Language Arts strand (LA curriculum)</p>	<p>Introduce the key features of persuasive language to explore the following:</p> <p><i>Write opinion pieces on topics or texts, supporting a point of view with reasons.</i></p> <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>Provide reasons that support the opinion.</p> <p><i>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i></p> <p><i>Provide a concluding statement or section.</i></p>	<p>Begin to explore the key features connecting with persuasive language.</p> <p>Share and discuss ideas for the purpose and how the author supports their opinion. Including the language associated</p> <p>Students will share and discuss examples connecting to the current UOI (Sharing the planet)</p> <p>Making connections to how the author using fact and opinion effectively in a piece of persuasive writing along with exploring the structure of the text.</p> <p>EAL support:</p> <ul style="list-style-type: none"> ● Guided reading(non fiction books) ● Review adjectives that describe materials ● Review key vocabulary 	<p>Students will continue to build vocabulary connecting to the unit and central idea.</p> <p>Students to identify the purpose of persuasive writing.</p> <p>Students will start to become familiar with some of the key features of persuasive writing.</p>	<p>Introduction Argument Conclusion Opinion Reason</p> <p>Linking words: <i>e.g., because, therefore, since</i></p>
<p>Planning for Reading</p>	<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>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>Reading on ..</p> <ul style="list-style-type: none"> ● Raz Kids ● Epic ● WordMania (Literacy Planet) 	<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>fiction non-fiction</p> <p>make connections summarise predict inference Ask questions close read/re read Vocabulary Illustrations structure fiction 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 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>	
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>M3-Compare objects using familiar metric and imperial units of area and volume <i>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</i></p>	Inquire into what volume is and learn how to estimate it and calculate it.	<p>Students will estimate the volume of different bottles.</p> <p>Students will create 3D shapes using magnetic tiles and calculate the volume that the building takes up.</p>	<p>multiplication division lots of times sharing equally repeated addition volume</p> <p>factor common factor multiple product quotient prime number</p>

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

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