Grade:	Teachers and collaborators:	From-To:	Week:
3	Jen, Marc and Ronyii	May 16 - May 20, 2022	17

Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
● Caring ● Open minded ● Reflective ● Principled	Caring and inclusive community Taking ethical Action	Form Responsibility Reflection	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	● Resource use ● Sustainability ● Human Choices	

Guiding Questions:	Teacher Questions:
Resource use *How are natural resources used?* *How do people use resources in their everyday lives?* *How are the properties of materials connected to resource use?* *How does resource use lead to waste?* **Sustainability** *What sustainability issues are apparent in our community?* *What do we need to consider for environmental protection?* **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?	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?

Events and Activities:
N/A

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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
UOI:4 Exploration (Science, Social studies PSPE. Drama)	*Curriculum coverage* **Science:** Students will be able to understand; Science What is Energy? Where does it come from? Students will focus on energy and the different types - renewable and non-renewable.	*Inquires/engagements* *'Sustainable resource use protects the environment'* Tuning in/Finding out: Students explore energy. What is energy? Where does it come from? What are the different types of energy? Is it sustainable? Students to sort and organise whether an energy source is renewable or nonrenewable? Create a definition for these? Students will use a solar oven to understand how we can use renewable energy for everyday activities.	*Student Expectations/assessments* Students develop an understanding of the source of energy - where it comes from and whether the source is sustainable. Students can explain what energy is and where it comes from and whether it's renewable or non-renewable	Limited Unlimited Sustainable Unsustainable source extract living renewable non-renewable Energy

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
Language Arts strand (LA curriculum)	***Introduce the key features of persuasive language to explore the following:*** *Write opinion pieces on topics or texts, supporting a point of view with reasons.* Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion.	Begin to explore the key features connecting with persuasive language. Share and discuss ideas for the purpose and how the author supports their opinion. Including the language assc Students will share and discuss examples connecting to the current UOI (Sharing the planet) 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.	Students will continue to build vocabulary connecting to the unit and central idea. Students to identify the purpose of persuasive writing. Students will start to become familiar with some of the key features of persuasive writing.	Introduction Argument Conclusion Opinion Reason Linking words: *e.g., because, therefore, since*

	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. *Provide a concluding statement or section.*	EAL support: ● Guided reading(non fiction books) ● Review adjectives that describe materials ● Review key vocabulary ● Review WH questions		
Planning for Reading	● 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.	Guided Reading - Wonder Reads Students will continue to work through the units in their classes. There will be a combination of reading and writing guided and interactive activities. Friday's remote reader will read with Ms Ronyii from 12 - 12:40 pm. 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 **Reading on** .. ● Raz Kids ● Epic ● WordMania (Literacy Planet) 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. Asking and answering questions about texts they are reading to build comprehension skills and understanding. Students will use a range of reading platforms (ORT, library books, Raz and Epic) to read for pleasure at an instructional level. Students will apply and use reading strategies when reading.	Students can discuss elements of the story and talk about different features in a text. Students can closely read and reread both nonfiction and fiction text. Students can discuss what they have read with their peers. Students can look for text evidence in both fiction and nonfiction books. Students can be critical thinkers about what they read. Students can build on their existing vocabulary. Students can make connections and inferences from the texts and books they read. 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. Students can think about how the text is organised. Does the author compare or contrast the information?	fiction non-fiction make connections summarise predict inference Ask questions close read/re read Vocabulary Illustrations structure fiction nonfiction

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			Students can write abillout the texts they read.	
Math *(math curriculum)*	*N10-Recognize tenths as positions on a number line and explore connections to decimal notation (and in words).*	Students will inquire into tenths of a unit. They will order them on a number line, do greater than/less than, and learn to add and subtract decimals by finding the perimeter of shapes with lengths involving decimals/fractions	Students will organize tenths on a number line. Students will inquire into the connection between decimals and fractions. Students will add/subtract decimals through the lens of 2D shapes.	decimals tenths fractions hundredths greater than less than number line perimeter