Grade:	Teachers and collaborators:	From-To:	Week:
3	Jen, Marc and Ronyii	May 23 - May 27, 2022	18

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

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments	Key vocab
UOI:4 Exploration (Science, Social studies PSPE. Drama)	*Curriculum coverage* **Science:** Students will design a sustainable eco-friendly home and explain why it is sustainable.	*Inquires/engagements* *'Sustainable resource use protects the environment'* Tuning in/Finding out: What is sustainable? How can a home be sustainable? You are moving to a new area, outside of the city. You need to use the resources near you and build a sustainable home. The students will explain how and why they chose their resources and materials. Students will begin building their sustainable eco-friendly homes in Minecraft in the ICT lab.	*Student Expectations/assessments* Students develop an understanding of sustainable living means. Students can explain what/how/why to use sustainable resources and design a home in Minecraft.	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:*** Students will learn about their carbon footprint and reflect on choice. Students will write a persuasive letter to their parents convincing them why they need to make several changes to their lifestyles for the benefit of the earth.	Continue 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 learn about their carbon footprint and reflect on choice. Students will write a persuasive letter to their parents convincing them why they need to make several changes to their lifestyles for the benefit of the earth.	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*

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		EAL support: - Guided reading(non fiction books) - Review conjunction(and, but, so, because) - 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)*	*Data-Handling*	Students will collect data about the choices students will make to reduce their carbon footprints. Students will use the collected data to create graphs of their choice in order to help visualize the data.	Students will collect and organize data. Students will use the data to create graphs.	decimals tenths fractions hundredths greater than less than number line perimeter

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