

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
4	Mr. Alex, Mr. Zack, Ms. Jenn	18th Oct. - 22nd Oct.	6
Focus LP:	Focus Core Value	Key Concepts	Related concepts:
Inquirer Knowledgeable Thinker	Taking ethical action	Function Change Connection	Environment Cause and Effect Adaptation Behaviour
TD Theme:	Central Idea:	Lines of Inquiry:	ATLs/Skills:
Sharing the Planet	Survival depends on adapting to circumstances.	An inquiry into habitats and their inhabitants An inquiry into interactions within biomes An inquiry into adapting to circumstances	Thinking Skills Creative Research Skills Information Literacy
Teacher Questions:			
<p>What happens when one part of a food chain is changed? What happens to the foodweb the habitat, the biome? From an animal's features can you draw conclusions about where they live and how they survive (what they eat)? Do food chains interact with each other? How do animals within a biome/habitat interact? What can an animal's features tell you about how they survive? What are the main ecosystems and biomes of the world What is a habitat? What are inhabitants? Who / what lives within a habitat? How do animals survive in their habitat? What is a food chain?</p>			
Events and Activities:			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI: Key Vocabulary:	Describe and exemplify how organisms interact and depend on each other and the environment	Harkenss Discussions about impact of change on a food chain and the way animals adapt.	I can explain how animals interact in a habitat and how they depend on each other.

<p>Adaptations Biomes Habitat Ecosystem Food Chain Food Web Flora Fauna</p>	<p>Describe the structural features of selected complex organisms Describe how a organism's particular features aid survival Exemplify human, animal and plant adaptation to change in the environment apply the scientific method over a range of investigations design and carry out practical experiments to investigate a simple hypotheses describe ways in which people adapt and alter the environment identify different possible responses to an environmental challenge.</p>	<p>What features would an animal need to survive in different Biomes?</p> <p>Continuation of.....Food chain/habitat cause and effect - case study analysis - “the way wolves change rivers” “Operation Cat Drop” “The problem with Lionfish”</p> <p>Drawing a food chain and including the different levels of consumers.</p> <p>Food chains to Food webs: Focus on one the connections one food chain has to other animals in the habitat, forming a food web.</p> <p>Preparing to demonstrate our understanding of: *Biomes, habitats and their inhabitants *Interactions within biomes *adapting to circumstances</p>	<p>I can discuss the ways an animal will or won't adapt to change and what happens.</p> <p>I can explain how food chains are interconnected in one biome.</p>
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<p>Language Arts strands: (LA curriculum) Key Vocabulary: Adjective</p>	<p>TTP12. Write narratives to develop real or imagined. experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>TTP 13. Orient the reader by establishing a situation and</p>	<p>Revising and Editing an original text to improve from given feedback.</p> <p>Non-Fiction text writing. Introducing a topic. Adding key details that support the topic and writing a conclusion.</p>	<p>I can expand my vocabulary by keeping track of words I don't know when I read.</p> <p>I can revise my writing in response to feedback.</p> <p>I can use figurative language in my fiction and non-fiction writing.</p>

<p>Adverb noun verb run-on sentence sentence fragment</p>	<p>introducing a narrator and/or characters; organize an event sequence that unfolds naturally</p> <p>PDW2. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of KAL outcomes up to and including grade 4).</p> <p>RBPK4. Apply grade 4 Reading outcomes to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</p> <p>H1, Increasingly maintain a fluent joined style of handwriting.</p>	<p>Continuation: Short Research investigation presenting our findings using non-fiction text features.</p> <p>Fiction Story Writing - Developing events to show and not tell.</p> <p>Word Collecting - Adjectives and adverbs. Using amazing words in figurative language statements.</p> <p>Using the writing process to improve story openings.</p> <p>Writing Padlet - Giving meaningful feedback to peers to support everyone's writing development to progress through the key parts of a story.</p> <p>Handwriting practice padlet - weekly must do.</p>	<p>I can give feedback to my peers to help them improve their writing.</p> <p>I can take information from conducting short research and present it visually in appropriate text features.</p> <p>I can follow the writing process to publish original pieces of writing.</p>
<p>Planning for Reading</p> <p>Key Vocabulary: Fluency/tone of voice goodfit book non-fiction fiction</p>	<p>IKI3. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>KID4. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Citing evidence to justify our thinking with fiction and non-fiction texts.</p> <p>Short Research investigation into our favorite animal and their Biome. Turning facts into text features.</p> <p>Reading non-fiction and determining the main idea and supporting details.</p> <p>Exploring non-Fiction text features (integrated into our UOI). Using features to help develop our understanding.</p>	<p>I can figure out the meaning of words I do not know when I read by combining my background knowledge and the text clues.</p> <p>I can read out loud with tone of voice and clarity.</p> <p>I can identify different non-fiction text features and determine how they help me understand information.</p>

	<p>CS1. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RRL1. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>F1. Read with sufficient accuracy and fluency to support comprehension.</p>	<p>Reading Groups - Developing reading habits with our goodfit books.</p> <p>Determining meaning of unknown words.</p> <p>Practicing out loud reading fluency</p> <p>Responding to a text - making inferences.</p>	<p>I can respond to questions about a text and cite evidence to support my thinking.</p>
<p>Math (math curriculum)</p> <p>Key Vocabulary: mean median mode digit odd even prime composite multiply divide add subtract place value factors</p>	<p>N1-Recall multiplication facts up to 10 x 10 and related division facts Multiply/Divide 2-digit and 3-digit number by a 1-digit number N2-Investigate and use the properties of odd and even numbers N3-Recognize, represent and order numbers to at least tens of thousands Subtract one 3-digit number from another (equal adding and decomposition) Read, write and model addition and subtraction of integers (negative numbers) Estimate the sum of two 4-digit numbers and add two 4-digit numbers N4-Apply place value to partition, rearrange and regroup numbers to at least tens of thousands to assist calculations and solve problems N5-Investigate number sequences involving multiples of 3, 4, 6, 7, 8,</p>	<p>Exploring the different types of graphs and what they are used for.</p> <p>slow reveal graphs - Interpreting data on a given graph.</p> <p>Using data to understand what mean, median, and mode means and can estimate a mean.</p> <p>Strategies for solving word problems - what strategy works best for you? Identify the key details and question to decide what strategy to use.</p> <p>Math Groups Monday/Thursday</p> <p>Being confident in multiplying 2 digit numbers by single digit using the standard algorithm.</p>	<p>I can use different strategies (box, method, break apart) to build my confidence in multiplying larger numbers.</p> <p>I can identify the key question in a word problem and the important facts.</p> <p>I can choose a strategy to help solve word problems.</p> <p>I can identify the properties of different types of numbers (prime, composite, odd and even).</p>

fact families	<p>and 9</p> <p>N6-Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division</p> <p>N7-Solve problems involving division by a one digit number, including those that result in a remainder</p> <p>DH2-Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs. Integrated into UOI</p>	<p>Relating multiplication facts to division.</p> <p>Being confident dividing numbers by a single digit with and without remainders.</p>	
Other stand alone			