

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
4	Mr. Alex, Mr. Ed, Ms. Jenn	10th January - 14th January	Year long Unit- term 2 week 1
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Thinker Knowledgeable Inquirers	Creating a Caring and Inclusive Community	Function Connection Perspective	Thinking skills Research skills
TD Theme:	Central Idea:	Lines of Inquiry:	
Who We Are	Self efficacy enhances wellbeing	An inquiry into.... <ul style="list-style-type: none"> ● Embracing self worth ● Strategies for personal growth ● Balanced Choices 	
Teacher Questions:			
<p>How will the work during the Daily 5 help you achieve your personal learning goals? What is your new LP goal and what will you do to accomplish this? What have you accomplished with your term 1 goals? What do you still need to do? What are your next goals? What is a growth mindset? How does a growth mindset help with our learning and our well-being? How do we nurture our passions? How do we share our passions with others?</p>			
Events and Activities: First week of full campus reopening. Monday and Tuesday are staggered entry days please check your email from the school office for the day your child has been assigned.			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI: Where We Are in Place and time. Key Vocabulary:	In1. An effective group can accomplish more than a set of individuals Id5. Being emotionally aware helps us to manage relationships and support each other Id6. A person's self-worth is reinforced and reflected in engagement with and/or service to	Rework essential agreements. Focus on creating a caring and inclusive community with everyone back on campus. Passions - what will our in school passion work look like? Set new goals.	I can understand my responsibility as a caring member of the grade 4 community. I can work in a group and collaborate. I can set actionable goals and follow through with evidence of my learning.

	others. Id7.A strong sense of self-efficacy enhances human accomplishments and personal well-being.	Set new learning goals that are specific with actionable plans. Determine how and what evidence will be collected, where will evidence be kept?	
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>Writing Prompt: Single use Plastic? Should we keep it or ban it?</p> <p>Write either an informative non fiction piece that explains your opinion, or write a persuasive piece that convinces others to support your opinion.</p> <p>Following the writing process from planning to publishing to produce original pieces of writing.</p>	<p>I can use nonfiction text features to support my writing.</p>
Planning for Reading	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Developing our habits of a great reader. What does read 2 self look like?</p> <p>What are our reading goals?</p> <p>Reading level assessment - DRA</p>	<p>I can identify the habits of a good reader and apply them to my own reading.</p> <p>I can practice my out loud reading fluency.</p> <p>I can maintain focused silent reading for extended periods of time.</p>

	<p>compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>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>		
Math <i>(math curriculum)</i>	<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 N6-Develop efficient mental and written strategies and use appropriate digital technologies for multiplication and for division N7-Solve problems involving division by a one digit number, including those that result in a remainder</p>	<p>Personal math goals - revisit and revise. What does being a mathematician mean? What are ways we can grow in our maths learning?</p> <p>Review, Reflect, Revise - self reflection of our skills and the strategies we use with addition, subtraction, multiplication, and division. Including problem solving.</p> <p>Revise our personal math goals and action plans.</p>	<p>I can explain my understanding of place value and how place value is used to add, subtract, multiply and divide.</p> <p>I can self reflect on my skills with the four operations and make a plan to grow further.</p> <p>I can use mental math strategies to make calculations.</p>
Other stand alone			