

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
4	Mr. Alex, Mr. Ed, Ms. Jenn	17 -22 January	1
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Inquirers Knowledgeable Thinkers	Striving for understanding	Form, Function and Causation Cause and Effect, Dependent vs Independent, variable, force, mechanics	Thinking Skills, Creative, Research Skills, Information Literacy, Self-management Skills, Organization
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Scientists can explain the physical world through exploring forces and motion.	<ul style="list-style-type: none"> ● Forces and motion ● How forces and motion interest ● How scientists investigate and use forces 	
Teacher Questions:			
<ul style="list-style-type: none"> ● What do you remember about the scientific method from your mung bean experiment? ● Can you name five scientists and what they are famous for? ● What is gravity? Why isn't there gravity in space? ● What two things do an isosceles triangle, a square, and a regular pentagon have in common? ● If a bicycle is rolling down a hill, what affects how fast it will roll? ● When two objects collide what factors influence what happens to the objects after the collision? 			
Events and Activities: School Closed Thursday the 12th of August			
	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
UOI:	Recognise that forces affect the stability and motion of objects Understand that gravity exerts a pull on objects which can be counteracted by other forces Explain and demonstrate how equal but opposite forces hold an object in balance	Tuning in to the theme, central idea and lines of inquiry. Conduct and observe experiments involving forces and motion Toy cars and ramps experiment.	I can identify forces in action I can describe and measure motion

	<p>Explain and demonstrate ways in which forces can affect the stability and motion of objects</p> <p>Explain the effects of gravity on the stasis or motion of objects</p> <p>Demonstrate ways that gravity can be counteracted</p> <p>Identify and demonstrate how inventions have or do use force and energy to make work easier</p>		
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<p>Language Arts strands: (LA curriculum)</p>	<p>TTP12 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>TTP13 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>TTP14 Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>TTP15 Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>TTP16 Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>TTP17 Provide a conclusion that follows from the narrated experiences or events.</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>Students will receive guidance to complete and reflect on the G4 Term 2 Narrative writing assessment.</p>	<p>Assessment using Grade 4 writing rubric</p>
<p>Planning for Reading</p>	<p>Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Identifying relevant texts using keyword searches online and using the Koha catalog to access library resources</p> <p>Gist reading to identify relevant passages</p>	<p>I can apply my reading comprehension skills to research gathering</p>

	<p>Synthesizing ideas and information from texts leads to new ideas and understanding. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</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> <p>Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>	Skim reading texts to identify facts and figures	
Math (<i>math curriculum</i>)	<p>M1 Understand that the accuracy of a measurement depends on the situation and the precision of the tools</p> <p>Understand that an angle is a measure of rotation</p> <p>Measure and construct angles in degrees using a protractor</p> <p>Use decimal and fraction notions in measurement</p>	<p>Find 15 things that are less than 10cm long. Then find 5 things that are more than a meter.</p> <p>Notice measurement in 2D shapes tessellation.</p>	<p>I can choose an appropriate tool and unit for measurement</p> <p>I can follow steps to measure accurately</p> <p>I can identify the features of 2D shapes</p>
Other stand alone			