

**KIS International School Weekly Planning Documentation**

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>
4	Mr. Alex, Mr. Ed, Ms. Jenn	14 March	2
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
	Nurturing and sharing our passions	TBC	Communication skills
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
How we Express Ourselves	People use media to create or manipulate messages for specific purposes	<ul style="list-style-type: none"> <li>• An inquiry into media</li> <li>• An inquiry into using media to influence</li> <li>• An inquiry into interpreting, evaluating and responding to media messages</li> <li>• An inquiry into purposeful design and creative process</li> </ul>	
<b>Teacher Questions:</b>			
<ul style="list-style-type: none"> <li>• Can you feel a color?</li> <li>• What emotions do colors express?</li> <li>• What inspires you?</li> <li>• Who would be inspired by this?</li> <li>• What message is this expressing to you?</li> </ul>			
<b>Events and Activities:</b>			
	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>
UOI:	<p><b>Exchanging information - Listening, interpreting and speaking</b></p> <p><b>Listening</b></p> <p>Listen to, and follow the information and directions of others. Listen actively to other perspectives and ideas. Ask for clarifications. Listen actively and respectfully while others speak.</p> <p><b>Interpreting</b></p> <p>Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. Understand the ways in which images and language interact to convey ideas. Recognize the meaning of kinaesthetic communication (body language).</p>	<p>Responding to media : ranking and organizing a range of inspirational quotes.</p> <p>Create an inspirational message using a media of your choice</p>	<p>I can interpret visual, audio and oral communication</p> <p>I understand the ways in which images and language interact to convey ideas.</p> <p>I can communicate with peers, experts and members of the learning community using a variety of digital environments and media.</p>

	<p>Be aware of cultural differences when providing and interpreting communication.</p> <p><b>Speaking</b>  Speak and express ideas clearly and logically in small and large groups.  Give and receive meaningful feedback and feedforward.  State opinions clearly, logically and respectfully.  Discuss and negotiate ideas and knowledge with peers and teachers.  Communicate with peers, experts and members of the learning community using a variety of digital environments and media.</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.  TTP13 Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  TTP14 Use dialogue and description to develop experiences and events or show the responses of characters to situations.  TTP15 Use a variety of transitional words and phrases to manage the sequence of events.  TTP16 Use concrete words and phrases and sensory details to convey experiences and events precisely.  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>Explore Fairy tales, myths and legends</p> <p>Reimagine the story from a different perspective</p> <p>Handwriting weekly practice</p> <p>Word Work - understanding the parts of Speech, word games, collecting words. Using figurative language.</p>	<p>I can be empathetic to a different point of view</p> <p>I can apply given feedback to improve my story draft.</p> <p>I can use a plan to develop more events and action in my stories.</p> <p>I can apply my knowledge of types of conflict to my original story.</p> <p>I can use figurative language to make descriptions.</p> <p>I can write neatly in cursive and print.</p>
	<p>Authors structure stories around significant themes.</p>	<p>Reading a range of Grade Level Fairy tales, myths and legends</p>	<p>I can explain my thinking by citing evidence and examples from the text.</p>

<p>Planning for Reading</p>	<p>Effective stories have a structure, purpose and sequence of events (plot) that help to make the author's intention clear.</p> <p>Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>	<p>Can you feel a color? Grade Level reading text and discussion</p> <p>When The Sea Turned to Silver - g4 read aloud</p> <p><b>Respond to Reading -</b></p> <ul style="list-style-type: none"> <li>● evaluate a story for types of conflicts</li> <li>● make predictions and use evidence to justify your thinking.</li> <li>● Make inferences to determine the meaning of unknown words.</li> <li>● make inferences and cite evidence to justify your thinking.</li> <li>● write a summary</li> </ul> <p><b>Read 2 Self:</b> Practicing our habits of a good reader:</p> <ul style="list-style-type: none"> <li>● Monitor our thinking - jot notes as we read about our reactions.</li> <li>● determine unknown words.</li> </ul> <p><b>Guided Reading Groups:</b> Leveled reading groups practicing the habits of a good reader: Focus - making inferences and citing examples from the text to support our conclusions.</p>	<p>I can explain the four types of conflict authors use in a story.</p> <p>I can use my background knowledge combined with clues in the text to make an inferred meaning of a word.</p>
<p>Math</p> <p>Key vocabulary 3-Dimensional polyhedron cube cylinder sphere cone prism pyramid volume surface Area vertex face edge net base congruent</p>	<p><b>M1</b>-Choose appropriate units of measurement for length, area, volume, capacity and mass</p> <p><b>M2</b>-Calculate the perimeter and area of rectangles using familiar metric units Develop procedures for finding area, perimeter and volume Calculate the area of a rectangle, given length and width Calculate the area of a right-angled triangle Understand procedures for finding area, perimeter and volume</p> <p><b>SS1</b>-Connect three-dimensional objects with their nets and other two dimensional representations identifying the shape and relative position of each face of a solid to determine the net of the solid, including that of prisms and pyramids name properties of 3-d shapes Describe, classify and model 3-D shapes</p>	<p><b>Area and perimeter inquiry.</b></p> <p>The 4x3 rectangle prompt: Are there other rectangles with an area of 12 square units? What other shapes could have an area of 12 square units? What is different and the same about the rectangles? How many rectangles are possible with the same area? Which rectangle has the longest perimeter? ... the shortest? Is there a rectangle with an area equal to the length of its perimeter?</p> <p>Exploring the features of 3D shapes</p> <p>Visualising and drawing 3D shapes</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> <p>I can use a protractor to measure and draw angles.</p>

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