

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
5	Carole, Nic, Martyn, Koong	September 27th - October 1st	1
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
<ul style="list-style-type: none"> Communicator Open-minded Caring 	<ul style="list-style-type: none"> Striving for Understanding Nurturing Passion in Self and Others Taking Action Ethically Creating a Caring and Inclusive Community 	<p>Key Concepts: Causation, Perspective</p> <p>Related concepts: Conflict, Adaptation, History, Geography, Governance</p>	<p>Research Communication</p>
TD Theme:	Central Idea:	Lines of Inquiry:	Subject Focus
Where we are in place and time	Human Migration affects communities, cultures and individuals	<p>An inquiry into migration (Causation, Perspective)</p> <p>An inquiry into personal stories of migration</p> <p>An inquiry into impacts of migration on communities</p>	<p>Social Studies Human Systems and economic Activities Social Organisation and Culture</p>
Teacher Questions:		Student Questions:	
<ul style="list-style-type: none"> What are the different reasons people migrate? What are the different types of migration? What are the different factors of migration ? What are push factors? What are pull factors? What are the impact of migrations on communities? What are the negative impacts of migration on communities? What are the positive impacts of migration on communities? How does a migrant population support their community What challenges does welcoming a migrant group bring to a community? 			

Events and Activities: Generating School council representatives. Election of house captains

UOI:1	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
	<p><i>Curriculum coverage</i></p> <p>Cultural heritage and group membership can contribute to identity</p> <p>Appreciate cultural diversity in their community</p> <p>Explain causes and influences of migration</p> <p>Individual and group actions can shape the future</p>	<p><i>Inquires/engagements</i></p> <p>Tuesday:</p> <ol style="list-style-type: none"> 1. Introduce UOI 1 rubric to students 2. Students fill out the rubric, providing evidence of their learning under 3 - 4 Google Classroom 'Tuesday UOI 1 Reflection Rubric' 3. Teachers hold individual meetings with each student during this time to reflect on learning, assessments and next steps. <p>Wednesday:</p> <ol style="list-style-type: none"> 1. Tune in to migration 2. After class discussion and tuning in, introduce family tree activity. Google Classroom 'Wednesday UOI 2 Tuning in to migration: Where did we come from?' 3. Students work individually to generate questions that they will then ask their parents about their heritage <p>Thursday:</p> <ol style="list-style-type: none"> 1. Class discussion - revisit yesterday's family tree activity with a focus on the topic of migration. 2. Learn the process of doing a KWHL chart with the addition of 'H' - focus on research skills. 	<p><i>Student Expectations/assessments</i></p> <p>Students can self assess and reflect on learning to gain an insight into what the next steps are</p> <p>Students can use communication to generate questions that gather information about family histories</p> <p>Students can transfer knowledge garnered from interviews into a genealogical diagram</p>

		<p>3. Students each fill out a slide of the classroom KWHL chart. This chart can be revisited and added to throughout the UOI. Google Classroom 'Thursday UOI 2 Migration - KWHL chart'</p> <p>Friday:</p> <p>1. Introduce the central idea, lines of inquiry, key concepts and related concepts</p> <p>2. Deconstruct the central idea, lines of inquiry, key concepts and related concepts as a whole class activity</p> <p>3. Students work individually to deconstruct.</p> <p>Google Classroom 'Friday UOI 2 Migration - Deconstruct the central idea, lines of inquiry and concepts'</p>	

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<p>Students can compare diary extracts to find common features.</p> <p>Students can use knowledge of diary features to create their own diary extract.</p>	<p>8/1</p> <p>What is a diary? What famous diaries do we know off? As a class the students will investigate different diaries. Use a shared jamboard to record information found. Sort diary entries into real and fictitious.</p> <p>On a slide show using the samples given students will work in pairs to find the features of the diary they have.</p> <p>To be shared the next session..</p> <p>8/2</p> <p>Present slides from previous lesson. Make a definitive list on what the main features of a diary are.</p>	<p>Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

		<p>Create a checklist. 8/3 Review the diary checklist created by the class Tuesday. Students will write a diary extract based upon an important event which has happened in their life using descriptive language to describe the setting the event took place in, who was involved, what was seen and heard and most especially what was felt about the event. Students should check the diary checklist before turning in the diary extract.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>
<p>Planning for Reading</p>	<p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Readworks task. Reading a passage and answering questions on content, inference</p> <p>Reading groups with the teacher investigating the theme, character portrayal, settings and author created atmosphere of the differing levelled novels.</p> <p>Reading tasks to practice key skills- identifying descriptive words and phrases, recognizing key themes in the personal stories being read and word definition searches.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> ● Understand the content, inference of levelled passages. ● Students can discuss the key ideas and features of a text and the relevance to the structure of the writing.

<p>Math (<i>math curriculum</i>)</p>	<p>Conceptual</p> <p>Understanding: 10 place value system extends infinitely in two directions.</p> <p>Use whole numbers and decimal numbers up to millions or beyond in real-life situations</p> <p>Multiply/divide numbers by powers of 10/</p> <p>Multiply/divide multiples of 10/100/1000</p> <p>Units of measurements are a means of measuring things using an agreed upon standardised system.</p> <p>Different units of measurements of length are used to calculate distance.</p>	<p>8/1 MONDAY Multiply/divide numbers by powers of 10</p> <p>A) Review (5mins) Draw and Show Warmer, show a number card (decimals, whole numbers) to the screen and show a x10 or /10 or x100 or /100 or x1000 or /1000 along with that number, using whiteboards students must then change the numbers according to what the teacher showed and then present to the screen.</p> <p>B) Multiplying/Dividing by 10/100/1000 (20-30 minutes) **Focus on the decimal movement left to right because of the repeated multiplication or division of ten.**</p> <p>Using the game board given on Google Slide, in Google Classroom (Your must make your own copy of it) students must roll the dice game to alter numbers</p> <p>C) Transforming Units of Distance (mm/cm/dm/m/dam/km) Explain that through the use of a Jamboard they will use the King Henri Mnemonic given to transform 7 numbers in pairs.</p> <p>8/2 TUESDAY Converting units of distance</p> <p>A) Starter: Finish the Jamboard from yesterday</p> <p>B) Using units of measurement and converting in real contexts. Moving around the world in units of distance measurement activity. The challenges are both in equations form and in word problems.</p> <p>Using Google Search, find the distance between two locations given and convert them into the correct transform them into the different.</p> <p>Use the Mnemonic you have learned to convert and move the decimal as needed.</p>	<p>I am able to make connections between place value and the direction the decimal travels when multiplying and dividing.</p> <p>I am able to multiply and divide numbers with multiples of 10s/100s/1000s.</p> <p>I am able to multiply whole numbers and decimals using a chosen strategy.</p> <p>I am able to recognise and convert different metric units of distance</p> <p>I am able to use whole numbers and decimal numbers up to millions or beyond in real-life situations</p> <p>I am able to use different units of measurements of length to calculate distance.</p>
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Other stand alone			
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