

## KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
5	Carole, Nic, Martyn, Koong	October 25th- 29th	4
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
<ul style="list-style-type: none"> <li>Communicator</li> <li>Open-minded</li> <li>Caring</li> </ul>	<ul style="list-style-type: none"> <li>Striving for Understanding</li> <li>Nurturing Passion in Self and Others</li> <li>Taking Action Ethically</li> <li>Creating a Caring and Inclusive Community</li> </ul>	<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><b>Social Studies</b> Human Systems and economic Activities Social Organisation and Culture</p>
Teacher Questions:		Student Questions:	
<ul style="list-style-type: none"> <li>What are the different reasons people migrate?</li> <li>What are the different types of migration?</li> <li>What are the different factors of migration ?</li> <li>What are push factors?</li> <li>What are pull factors?</li> <li>What are the impact of migrations on communities?</li> <li>What are the negative impacts of migration on communities?</li> <li>What are the positive impacts of migration on communities?</li> <li>How does a migrant population support their</li> </ul>			

community	
<ul style="list-style-type: none"> <li>What challenges does welcoming a migrant group bring to a community?</li> </ul>	

**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>Environmental and political events can cause change in a community</p> <p>Governments have an influence on the experience of the populace</p> <p>Explain causes and influences of migration</p> <p>Individual and group actions can shape the future</p> <p>Suggest future effects of individual choices</p>	<p><i>Inquires/engagements</i></p> <p><i>Tuesday</i></p> <p>Students are going to present the research findings about their chosen refugee crisis.</p> <p>Students are to actively listen to the presentations. They should note down one or two open ended questions while they are listening to the presentations.</p> <p>After the presentations, discuss what makes a good presentation with the students. Make a checklist with students that they can refer to in the future.</p> <p><i>Wednesday</i></p> <p>Focus on personal stories of migration</p> <p>Refugee voices - personal stories of migration. Students will look at a number of personal narratives of refugees who settled in Australia.</p> <p><i>Thursday</i></p> <p>Students will reflect on what they read and produced yesterday in breakout rooms and as a class.</p>	<p><i>Student Expectations/assessments</i></p> <p>Formulating and planning: Ask or design relevant questions that can be researched.</p> <p>Gather information from a variety of sources.</p> <p>Record observations by drawing, note taking and writing statements.</p> <p>Students can collaborate with their classmates to present research on a refugee crisis.</p> <p>Students understand the key features of what makes a strong and concise presentation looks like.</p>

		<p>Revisit push and pull factors of migration.</p> <p>Focus on key vocabulary terms surrounding migration and refugees.</p> <p>Formative assessment - individual asynchronous work focusing on immigrant stories and using key terms learned so far throughout the unit.</p> <p><i>Friday</i></p> <p>Halloween activities</p>	

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: <i>(LA curriculum)</i>	<p>Students can identify features of figurative language and use this in their own writing.</p> <p>Students can create a fictitious character, setting and events.</p>	<p>11/1 <b>Hyperbole-</b> match up the hyperbole statements and create some more, work as a class. Using the facts the students have researched about their character's push pull factors. Where they are emigrating to and from and the types of countryside they would have to travel through. The students will start or continue to write their first diary extract. Making sure that they are referring to the diary checklist they created as a class to make sure what they are writing is indeed a diary.</p> <p>11/2 Quick Oxymoron task to do with the class. Diaries By the end of today students should have written their first draft of</p>	<p>Apply understanding of figurative language, including hyperbole.</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</p>

		<p>their first extract and be checking it for errors in punctuation /grammar, making sure that it has facts and that they have included all of the elements from the diary checklist, especially lots of descriptive detail.</p> <p>11/3 Continue to write diary extracts, taking note of the diary checklist and adding facts from research.</p>	<p>and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
Planning for Reading	<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"> <li>• Understand the content, inference of levelled passages.</li> <li>• Students can discuss the key ideas and features of a text and the relevance to the structure of the writing.</li> </ul>
Math	<b>Conceptual Understanding:</b>	<b>Mental addition/subtraction strategies</b>	I can use a variety of mental strategies to add and subtract numbers

<p><i>(math curriculum)</i></p>	<p>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><u>Note:</u> Jamboard activities will be paired and mixed ability pairs for differentiation</p> <p><b><u>Concepts</u> ( BE EXPLICIT WHEN USING THESE TERMS)</b>  <b>Form:</b> What does this strategy look like? Can you draw it?  <b>Function:</b> How does this strategy work? Can you explain it?</p> <p><b>TUESDAY</b>  <b>What are the different methods you know to calculate this in your head? <math>48 + 36</math></b>  <b><u>Compensation strategy for additions and subtractions</u></b></p> <p>1) Use the jam board as intro to strategies - use the first slide -</p> <p>2) Primer video - Compensation  Adding or taking-away from your numbers to make them easier to work with in your head.  <b>G5C</b></p> <p><b>G5B</b></p> <p><b>G5A</b></p> <p>3) <b>Then go back to Jamboards</b>, students in pairs take one slide each (slides #2 onwards) and work on doing the problems marked <u>'Tuesday'</u> on Compensation</p> <p><b>Fast finishers: IXL G5 B1 B2 B3 ongoing</b></p> <p><b>WEDNESDAY</b>  <b>Split strategy</b>  Expanding numbers combining 10s and then combining units, finally recombining all together</p>	
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		<p>1) INVESTIGATE SPLIT STRATEGY using ppt.</p> <p>2) Using same Jamboards as yesterday, complete the middle column in pairs together again G5C  G5B  G5A</p> <p><b>THURSDAY</b> Using multiple strategies Video Warmer <b>Focus: JUMP STRATEGY</b></p> <p>1) Warmer: Jump strategy video Addition subtraction Video Jump Strategy</p> <p>2) Jamboards same again but right column now, same student pairings as before G5C  G5B  G5A</p> <p>3) Challenge for whole class differentiated groups and questions powerpoint -Focus on mental strategy used <a href="#">Mental Maths Challenge Powerpoint</a></p> <p>4) IXL challenges: B1 B2 B3 ongoing</p>	
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Other stand alone			
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**Useful Websites:**

<https://wordwall.net/community?localeId=1054&query=migration>