

Grade: 5-6
Teacher: Korajian
Weekly Plan for Learning

Date: May 25- June 12 WEEK 9-11		
		Core competencies The students will be focusing on developing the highlighted skills throughout all areas of learning this week
English Language Arts		Communicating
Description: Students will continue to write and complete their biography project. We will end the term with a final written review of how the year went.		<ul style="list-style-type: none"> o Listening and responding o Speaking purposefully o Reading and responding o Writing o Non-verbal cues
Understand		Collaborating
Big Ideas: Developing our understanding of how language works allows us to use it purposefully.	Essential Questions: How can we use our reading, writing, and researching skills to tell a story about someone else? Why are biographies important? How can biographies serve our history? How do we write a biography?	<ul style="list-style-type: none"> o Cooperating, working collectively, sharing ideas and resources o Encouraging, including and supporting others o Group decision making
Do		Personal awareness and responsibility (Self-Management)
Curricular Competencies: Recognize how different features, forms, and genres of texts reflect various purposes, audiences, and messages Recognize how language constructs personal, social, and cultural identity Exchange ideas and viewpoints to build shared understanding and extend thinking Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation Select and use appropriate features, forms, and genres according to audience, purpose, and message	Complete a series of planning documents to assist with the end goal of having a biography written. Begin writing final copy of biography by following the structure of the planning documents Following the steps in which to complete planning documents in order to be efficient with time and effort Correct all edits/ suggestions provided by teacher after each round of editing Sharing their biography and drawing of their partner with the class.	<ul style="list-style-type: none"> o Time management o Organisation o Setting goals for learning o Self-Advocating, seeking help when in need o Accepting responsibility o Self-regulation o Making informed choices o Well-being, staying healthy and active
		Positive personal and cultural identity
		<ul style="list-style-type: none"> o Understanding relationships and cultural contexts o Recognising personal values and choices o Identifying personal strengths and abilities
		Social awareness and responsibility
		<ul style="list-style-type: none"> o Respecting others o Resolving conflict o Building relationships o Adapting a variety of roles o Recognising diversity
		Thinking Skills
		<ul style="list-style-type: none"> o Creative thinking o Generating ideas and building on ideas of others o Creating and innovating o Evaluating and developing o Critical and reflective thinking o Analysing and critiquing o Questioning and investigating o Reflecting and assessing

Know		Research Skills <ul style="list-style-type: none"> ○ Formulating questions ○ Observing ○ Planning ○ Collecting data ○ Recording data ○ Organizing data ○ Interpreting data ○ Presenting research
<p>Curricular Content: Story functions and the purposes of text</p> <p>Oral language strategies; focusing on the speaker, asking questions to clarify, listening for specifics, staying on topic, taking turns.</p> <p>Writing processes; revising, editing, considering audience</p> <p>Language features, structures, and conventions; sentence structure, spelling, formal versus informal, punctuation, capitalization, transitional words, etc.</p>	<p>How to write a biography</p> <p>How to fill in planning sheets and use them to assist with the final copies of writing</p> <p>Understand the differences between audiences and when informal or formal writing should be used</p> <p>How to correct mistakes in writing when provided with feedback</p> <p>Using your memory and what you can see during our Google meets, draw a neat picture of your partner to include with their biography.</p>	
<p>Required Resources and Materials:</p> <ul style="list-style-type: none"> - laptop with internet access - pencil crayons - pencil and paper - eraser - fine liner 		
Exploration		
<p>Description: Students will research, create, and present their term-end project on matter.</p>		
Understand		
<p>Big Ideas: Solutions are homogeneous</p>	<p>Essential Questions: What happens to matter when we are done using it?</p>	
Do		
<p>Curricular Competencies: Demonstrate a sustained curiosity about a scientific topic or problem of personal interest</p> <p>Identify questions to answer or problems to solve through scientific inquiry.</p> <p>With support, plan appropriate investigations to answer their questions or solve problems they have identified</p> <p>Choose appropriate data to collect to answer their questions</p>	<p>Choose an item that gets disposed, to research</p> <p>Filter through resources to identify useful information and record it</p> <p>Take notes from a variety of sources; websites, videos, books, etc.</p> <p>Create a flyer that is visually appealing and engaging.</p> <p>Present all your findings to the class</p>	

Observe, measure, and record data, using appropriate tools, including digital technologies		
Know		<i>Which activities will teach the highlighted Core Competencies? How will they be inquiry-based?</i>
<p>Curricular Content: Solutions and solubility</p> <p>the nature of sustainable practices around BC's resources</p> <p>First Peoples concepts of interconnectedness</p>	<p>Define the term "biodegradable" and then give several examples of matter that is biodegradable.</p> <p>Have an understanding that everything in the environment is one/connected (e.g., sun, sky, plants and animals) and we have a responsibility to care for them</p> <p>Explain what happens to matter when we are done using it</p> <p>Explain how matter enters landfills and the potential dangers that using matter has on the environment</p> <p>Household waste is a part of everyday life. When your parents cook dinner you may notice that there is a lot of food scraps that must be discarded. When you finish eating dinner, your napkins also must be disposed of. When you are doing your homework and make a big mistake you may choose to discard the page you are working on and get a new one to start fresh. When you go to the bathroom, you are creating human waste that must also be properly disposed of. The previous examples are of common waste; there are also times when you will need to dispose of more hazardous materials such as batteries, or paint cans. In this project you will be required to choose one of the types of waste from the list below and create a unique flyer that...</p> <ul style="list-style-type: none"> - Informs people about the potential dangers of disposing of this particular type of waste. - Promotes the proper disposal method of the waste product. 	

	<ul style="list-style-type: none">- Informs people how to properly dispose of the waste.	
Required Resources and Materials: <ul style="list-style-type: none">- computer with internet access- pencil crayons- paper- pencil and eraser- fine liner- markers		