

KIS International School Weekly Planning Documentation

| Grade: | Teachers and collaborators: | From-To: | Week: |
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| 1 | Ashley, John Ronyii, Danny, Nong | March 23 - May 15 | April 20 - 24 |
| Focus LP: | Focus QLB | Key Concepts & Related concepts: | ATLs/Skills: |
| Communicators Risk-Takers Reflective | Striving for understanding | Form Perspective Change | Thinking Skills |
| TD Theme: | Central Idea: | Lines of Inquiry: | |
| Where we are in place and time | Architectural structures reflect purpose, history and available materials. | <ul style="list-style-type: none"> Purpose and use of buildings Changes in buildings over time Influences on building design | |
| Guiding Questions: | | Teacher Questions: | |
| What could each building be used for? What do you think each building is made of? How old do you think each building is? | | | |
| Events and Activities: | | | |
| UOI: | Learning Outcomes/ATLs | Learning engagements | Success criteria/Assessments |
| | <i>Curriculum coverage</i> S1A To provide a variety of opportunities for speaking aloud with increasing detail. S2B. Talk about the stories, writing, pictures and models they have created. W1C. Write to communicate a message to a particular audience V2B. Provide opportunities to use a variety of media to gather information and present findings. L2B. Obtain simple information from accessible spoken texts. Scientific Process: Record observations in a range of ways, including diagrammatically V3B. Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip. | <i>Inquires/engagements</i> 4 days of activities related to the video: https://www.youtube.com/watch?v=XsFeVuVQE-E Monday: introduce students to the materials and their names and classify them into natural and artificial, to build the understanding of where they come from, which in turn will help to connect to building design and function. Tuesday; Focus on the same materials and look at their specific attributes and how these attributes enable them to function. For example wood and bamboo could make a limited height structure, metal would enable you to go higher. Wed and Thur: Build on previous days and students start to connect understandings from the video to materials around them and what they are, where they came from and their function. | <i>Student Expectations/assessments</i> Students can classify building materials as natural or artificial. Students can begin to explain where artificial building materials come from / how they are made. Students can choose building materials that would be suitable for different buildings/purposes. Students can identify natural and artificial building materials in their home environment. Students can explain the function of those materials. |

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| | Learning Outcomes/ATLs | Learning engagements | Success criteria/Assessments |
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| <p>Language Arts strands: (LA curriculum)</p> | <p>S1A To provide a variety of opportunities for speaking aloud with increasing detail. S2B. Talk about the stories, writing, pictures and models they have created. L2A. Listen with purpose and respond in small or large groups for increasing periods of time. S1B Ask questions to gain information and respond to inquiries directed to themselves or to the class. S2A. Use oral language to communicate during classroom activities, conversations and imaginative play.</p> <p>W1C. Write to communicate a message to a particular audience. V2B. Provide opportunities to use a variety of media to gather information and present findings. W2d: Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community. B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> | <p>Zoom meetings: Monday and Tuesday Zoom meetings: Small group meetings where teachers may introduce or model learning engagements, games, stories. Students have the opportunity to share with their peers, reflect, socialise and clarify learning engagements. This week's focus: IBLP and online agreement.</p> <p>Wednesday Zoom meetings: Optional, unstructured, mass meeting for students to join if they want to. During the meeting priority will given to students who have specific questions about learning engagements, followed by students sharing with peers</p> <p>Thursday and Friday Zoom meetings (mostly Friday): Individual or pairs of students share their learning and teachers gather evidence of learning.</p> <p>Students create a poster showing how they use the IBLP during home learning.</p> <p>Refer to one of the stories you read in Raz Kids and complete the "Adjective Inquiry" activity on Seesaw.</p> <p>Snapshots of your Songkran Holiday. Students communicate their activities over Songkran break.</p> | <p>I can reflect on how to use Seesaw and Zoom to create a caring and inclusive G1 community.</p> <p>I can take responsibility for my own learning by recognising when I need help and then asking for help when needed.</p> <p>I can answer questions to show my understanding.</p> <p>I can share my understanding of the IBLP by creating a poster that includes a heading, pictures and sentences.</p> <p>I can identify adjectives and define what an adjective is.</p> <p>I can explain clearly what I got up to over the Songkran break.</p> |

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| <p>Planning for Reading</p> | <p>R3. Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p> <p>R1A Understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community.</p> <p>R2C Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p> | <p>Reading A-Z Daily task. Select 2 books to read, 1 should be fiction and 1 non-fiction. If there is a quiz after you have read the story please complete that.</p> <p>Read to self - Books/Raz kids Listen to Read - Ms Lindsay’s read alouds Reading aloud - students use Seesaw to record themselves reading and share. Raz kids assessments</p> | <p>I can read and understand self-selected texts, showing my understanding by answering comprehension questions.</p> <p>I can read and understand self-selected texts, showing my understanding by answering comprehension questions.</p> |
| <p>Math <i>(math curriculum)</i></p> | <p>N1. Students engage with a range of concrete materials to build their understanding of place value.</p> <p>N4-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</p> <p>N6-Use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, -, use fraction names (half, quarter) to describe part and whole relationships</p> <p>N7-Describe mental and written strategies for adding and subtracting two-digit numbers.</p> <p>N3-Count collections to at least 100 by partitioning numbers using place value</p> | <p>Place Value Inquiry - Hundreds, Tens and Ones. Go to the ‘Place Value Inquiry’ on Seesaw and watch the video. Then complete the activity organiser.</p> <p>Complete the base 10 workbook addition equations.</p> | <p>I can</p> <p>I can model addition using concrete materials, and explain what I am doing during addition</p> |
| <p>Specialist</p> | <p>Art:</p> <p>Music:</p> <p>PE:</p> <p>Thai</p> | | |

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