

## KIS International School Weekly Planning Documentation

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>
1	Ashley, John Ronyii, Danny, Nong	March 23 - May 15	April 27 - April 30
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Communicators Risk-Takers Reflective	Striving for understanding	Form Perspective Change	Thinking Skills
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
Where we are in place and time	Architectural structures reflect purpose, history and available materials.	<ul style="list-style-type: none"> <li>• Purpose and use of buildings</li> <li>• Changes in buildings over time</li> <li>• Influences on building design</li> </ul>	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>	
What could each building be used for? What do you think each building is made of? How old do you think each building is?			
<b>Events and Activities:</b>			
<b>UOI:</b>	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>
	<i>Curriculum coverage</i>  <u>ATL (Skills)</u> Thinking skills: Consider meaning of materials Observe carefully <u>Science:</u> Connect a basic property of a material to its use Select suitable materials for design purposes <u>Speaking:</u> S1A: speak aloud with increasing detail <u>Viewing and presenting:</u> V1a: attend to visual information showing understanding through discussion V2a: Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed. V3B. Connect visual information with their own experiences to construct their own meaning <u>Writing</u> W1C. Write to communicate a message to a particular audience	<i>Inquires/engagements</i>  Visual media (videos and books) will also introduce the concept of individual purposes of buildings and their classifications (Housing, Worship/Religion, Leisure, Transportation, Artistic).  Students will source Artifacts which will support them to showcase some of the connections they are making to the inquiry.  Students will be shown a selection of buildings and asked which one they would use as a school. They will be asked to explain what it is about the design of the building that they think makes it suitable for use as a school.	<i>Student Expectations/assessments</i>  I can predict the purpose (function) of a building by focussing carefully on its design.  I can select artifacts in my home that are in some way connected to the UOI. I can explain a connection between structures and the artifact related to: - purpose - how the design of the object has changed - the materials used  When shown a selection of buildings, I can form an opinion about which building would be most suitable for a given purpose (eg as a school). I can justify my opinion with reasons related to the design of the building (demonstrating that I understand how design is connected to purpose)

	<p>Continued from previous page:  Social Studies:  Identify factors that influence the design of structures in various locations.  Identify how natural and man-made resources can be used in construction</p>	<p>Students examine a picture of an incomplete building, with materials laying out the front of the building. Students make predictions about how the materials will be used in the building.</p> <p>Students examine a graph showing the history of the world's tallest skyscrapers. Students are asked why people can build taller skyscrapers than we were able to build 100 years ago.</p>	<p>I can identify materials and explain what they can be used for.</p> <p>I can share my opinion and justify and give reasons.</p>
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<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, for example, a news story, instructions, a fantasy story.</p> <p>W2 B Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality. conventionally and legibly, with an understanding as to why this is important within a language community.</p> <p>W1B. Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged.</p>	<p>Zoom meetings:  <u>Small group meetings</u> 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.</p> <p><u>Optional, unstructured, mass meetings</u> 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><u>Individual or pairs of students</u> share their learning and teachers gather evidence of learning.</p> <p>What are adjectives and how can they improve my writing? Rainforest as an example, videos, pictures examples of work.  Day 1 Students have to think of a place, action or a thing they really like and draw it. Then label it with nouns. E.g rainforest, Beyblades etc</p> <p>Day 2 Students need to choose adjectives that go with their nouns.</p> <p>Day 3 Then write about it using their adjectives. Fix up mistakes spelling, grammar etc</p> <p>Day 4 present to the class via Seesaw and chn to comment</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 identify nouns and adjectives in others and my own writing. I can use adjectives to improve my writing. I can use a thesaurus to help me find new words. (online thesaurus)  I can respond respectfully to others work.</p>

<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. 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><b>N4</b>-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts <b>N6</b>-Use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, -, use fraction names (half, quarter) to describe part and whole relationships <b>N7</b>-Describe mental and written strategies for adding and subtracting two-digit numbers. <b>N3</b>-Count collections to at least 100 by partitioning numbers using place value <b>N8</b>-Explore and model multiplication and division using their own language/ methods <b>N8</b>-Explore and model multiplication and division using their own language/ methods <b>N8</b>-Explore and model multiplication and division using their own language/ methods</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>Telling the time to O’clock, half past and quarter past.</p> <p>Students share their understanding of multiplication using any combination of drawings, symbols, numbers and words.</p> <p>Students use virtual base ten blocks to model simple multiplication equations, the language of “groups of” objects. Students also solve the equations that they have modelled.</p> <p>Students create a poster or multimedia presentation explaining how to multiply numbers.</p>	<p>I can model the base ten place value system using base ten blocks (virtual blocks) and explain the system in my own words, including the terms hundreds, tens and units.</p> <p>I can model addition using concrete materials, and explain what I am doing during addition</p> <p>I can read and tell the time to O’clock, half past and quarter past. I can make time connections in real life situations e.g when I wake up, eat breakfast, lunch, dinner and when I go to bed.</p> <p>I can share my understanding of multiplication.</p> <p>I can share my understanding of multiplication.</p> <p>I can share my understanding of multiplication.</p>
<p>Specialist</p>	<p>Art:</p>		

	Music:		
	PE:		
	Thai		
	TAL		