

## 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	Feb 3 - March 20	Feb 19 - 21
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Communicators Risk-Takers Reflective	Developing passion in ourselves and others.	Form Function Perspective	Critical and Creative Thinking Communication
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
How We Express Ourselves	Artistic experimentation can inspire creative expression.	<ul style="list-style-type: none"> <li>• Artistic Forms</li> <li>• Finding Inspiration</li> <li>• Creating Art</li> </ul>	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>	
What is an artist?		What forms of art are there? What role does inspiration play in creating art?	
<b>Events and Activities:</b>			
<b>UOI:</b>	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>
	<p><i>Curriculum coverage</i></p> <p>S2A. Use oral language to communicate during classroom activities, conversations and imaginative play.</p> <p>V1.A. Attend to visual information showing understanding through discussion, role play, illustrations.</p> <p>W1A. Write informally about their own ideas, experiences and feelings</p> <p>V1A-Understand that communication involves visual as well as verbal features.</p> <p>L2A. Listen with purpose and respond in small or large groups for increasing periods of time.</p> <p>W1C. Write to communicate a message to a particular audience</p>	<p><i>Inquires/engagements</i></p> <p>Tuning In to art and artistic expression.</p> <p>Students engage with and explore a range of artistic forms: musical instruments, poetry, painting, dancing</p> <p>What is an artist? First thinking about art. The students will reanswer the question at the end of the unit and reflect on any change in their attitudes.</p> <p>Tuning in to the central idea - unpack the central idea and develop a definition in student language.</p> <p>Students select an artifact for the unit and create an explanation of the selection process.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students will engage with the full range of tasks and express their opinions.</p> <p>During the explorations, students respond to prompts from teachers about the nature of their work and art in general. Teachers record anecdotal notes.</p> <p>Students answer the question individually using drawings and writing.</p> <p>Students can express a beginning understanding of the Central idea in their own words.</p> <p>Students can make a connection between their artifact and the Arts, explaining why they chose their artifact.</p>

		<p>Rotational tasks to tune into genres:</p> <p>Ploy: playscripts (The Little Red Riding Hood)</p> <p>Ronyii: music / dance</p> <p>Ashley: drawing</p> <p>John: painting</p> <p>Danny: collage</p> <p>Nong: painting</p>	
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<p>Language Arts strands: (LA curriculum)</p>	<p>B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>R3j-Recognizes that reading creates sensory experiences of touch, taste, smell.</p> <p>R1e- Recognize syllables in the initial, medial, or final position of words.</p> <p>Write to communicate a message to a particular audience</p> <p>B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>D. Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community.</p> <p>Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p>	<p>Haiku - introduce the style, identify the features, shared writing, then write your own. Create a piece of art upon which to display the poem.</p> <p><b>EAL Pull-Out:</b> Decoding strategies, reading comprehension, expressing ideas verbally, transferring ideas into writing, Practice self-checking for capital letters/full stops/ finger spaces</p>	<p>Students can write a Haiku poem about nature, following the structure 5, 7, 5 syllables.</p> <p>Feedback from teachers during and after writing provided on the following areas: Capital letters/Full Stops/ Finger Spaces/ Complete sentences</p>
<p>Planning for Reading</p>	<p><b>R1</b> The sounds of spoken language can be represented visually.</p> <p><b>R3</b> People use strategies to help them read.</p> <p><b>R3</b> People use strategies to help them read.</p>	<p>Introduce decoding strategies Eagle Eye/Lips the Fish/Stretchy Snake/Chunky Monkey/Flippy Dolphin/Skippy Frog/Trying Lion (Beginning &amp; end sounds, short vowels, long vowels, diagraphs, blends)</p> <p>Guided Reading - students read in small groups and respond to texts by answering questions</p>	<p>Students can explain the decoding strategies and can apply them when reading aloud (when necessary..)</p> <p>Students respond in writing, drawing and orally to set texts.</p>

	<p>Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p> <p>L2d Retell a story and express thoughts and opinions</p> <p>L4b-Listen respectfully and discriminate information.</p>	<p>Read to self - Books/Raz kids</p> <p>Listen to Read - Chrome books</p> <p>Daily read aloud - see below.</p> <p>G1A - The Wild Robot. Students record references to changin nature</p>	<p>Students can make connections with the story and changes in nature.</p>
<p>Math (math curriculum)</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</p> <p><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</p> <p><b>N7</b>-Describe mental and written strategies for adding and subtracting two-digit numbers.</p> <p><b>N3</b>-Count collections to at least 100 by partitioning numbers using place value</p> <p><b>SS1</b>-Describe the features of two dimensional objects</p> <p><b>Measurement</b></p> <p><b>M4</b>-Name and order months and seasons Use a calendar to identify the date and determine the number of days in each month We use tools to measure the attributes of objects and events</p>	<p>Number bonds - making 10/20/100</p> <p>Numicon/base tens</p> <p>Build, draw, write in words, write in numbers (Graphic organiser/whiteboards) number bonds graphic organiser</p> <p>Students engage with a range of concrete materials to build their understanding of place value, including using numicon, popsticks and base 10 blocks. Students transfer from concrete to symbolic, recording numbers on base 10 charts. They also use the materials to represent and solve addition of 1 and 2 digit numbers.</p> <p>Students will make patterns using 2D pattern blocks, create pictures using only one shape (eg triangles, rectangles, etc)</p> <p>Students will explore how time is utilised to organise our daily lives.</p>	<p>Students can explain place value of units and tens. Students can model addition using concrete materials, and explain what they are doing during addition</p> <p>Students will be bale to name and describe common 2D shapes.</p> <p>Students will use time to identify transitional times throughout the school day. students will utilise specific units of time to moderate their time-management skills.</p>
<p>Other stand alone</p>		<p>!00 Days of school activities</p> <p>Complete jigsaws with 100 pieces (middle)</p> <p>Challenges (middle)</p> <p>My 100 book (booths)</p> <p>Create something from 100 pieces of Lego (John)</p> <p>If I had 100 Baht (John)</p> <p>Self portrait - what will I look like in 100 years (John)</p> <p>Race to 100 maths game (Ronyii)</p> <p>100 days of school colouring (Ronyii)</p> <p>Number of the day (Ronyii)</p> <p>Suniya's 100 blocks (Ashley)</p>	

		See Saw (Ashley) !00 days of learning (Ashley)	
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