

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	From-To:	Week: Term 2
1	Lisa, Ashley, Helen		Week 10 (March 8, 2021)
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Knowledgeable Thinker	Strive for understanding	Form Function Perspective	Thinking Research
TD Theme:	Central Idea:	Lines of Inquiry:	
Where We are in Place and Time	Building design reflects purpose, location and available resources.	Types of buildings The purpose and use of buildings. Influence on building design.	
Guiding Questions:			
What is the form of buildings? What are they constructed of? How are they designed?			
Events and Activities: Field trip in moo baan (Kisinee)			
Common/shared language/vocabulary: materials, shapes, structure			
	Learning Outcomes <i>Curriculum coverage</i>	Learning engagements/inquiries <i>Inquires/engagements driven by teacher questions.</i>	Success criteria/Assessments <i>Student Expectations/assessments</i>
Reading	<p>Fluency F4: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Phonics and Word Recognition: PWR1: Know and apply grade-level phonics and word analysis skills in decoding words. PWR2: Know the spelling-sound correspondences for common consonant digraphs. PWR3: Decode regularly spelled one-syllable words. PWR8: Recognize and read grade-appropriate irregularly spelled words.</p> <p>Integration of Knowledge and Idea IKI3 Use illustrations and details in a text to describe its key ideas</p>	<p><i>Read independently daily to practice appropriate reading level books</i></p> <p><i>Develop an understanding of letter and phoneme sounds to decode words.</i> <i>Able to recognise quickly high frequency words.</i> <i>Able to spell independently high frequency words.</i></p> <p><i>Connect illustrations with the meaning in texts.</i></p>	<p><i>I can read my ORT books with 80% accuracy.</i></p> <p><i>I can pronounce the sounds clearly and recognise the sounds in words.</i></p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Guided reading groups • AAR (Marie, Nitcharee, Danny)

	<p>IK15 Identify basic similarities in and differences between two texts</p> <p>Range of REading and Level of Text Complexity: RRL2 With prompting and support, read informational texts appropriately complex for grade 1.</p>		
Writing	<p>Text Types and Purpose TTP2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>Research to Build and present knowledgeR RBPK1 Participate in shared research and writing projects (explore how to books and use them to write instructions)</p>	<p><i>Develop an understanding of how to write instructional texts.</i></p>	<p><i>I can write instructions for recipes. I can write simple instructions for everyday tasks</i></p> <p>Differentiation</p> <ul style="list-style-type: none"> • EA support small groups • Personal dictionary • Sample on board
Maths	<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 -N8-Explore and model multiplication and division using their own language/ methods -Divide by sharing equally a set of objects. N9-Recognise halves and quarters</p> <p>SS1-Describe the features of three dimensional objects SS2-Make models of three dimensional objects with or without digital technologies and describe key features 3D shapes can be created by putting together and or taking apart other shapes.</p>	<p><i>Continued practise through daily data and real life problem solving.</i></p> <p><i>Sharing sets of objects in 2s and 4s.</i></p> <p><i>Splitting shapes in pieces - to halves and quarters</i></p> <p><i>Explore 3D shapes and identify 2D shapes, lines, vertices.</i></p> <p><i>Make connections between shapes in the environment and the language used to describe their properties.</i></p>	<p><i>.I can use addition and subtraction in my daily life.</i></p> <p><i>I can answer questions by applying my knowledge of addition and subtraction.</i></p> <p><i>I can share equally between 2 and 4 groups.</i></p> <p><i>I can cut shapes in half and in 4 equally.</i></p> <p><i>I can identify faces on 3D shapes.</i></p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Weekly open ended challenge for students to discuss

UOI	<u>UOI - Self-Expression</u> Finding out: Students explore, try to identify and reflect on different buildings in their local community and at home. How are they designed? How are they constructed? Does this connect to where the houses are?		
-----	--	--	--