

## KIS International School Weekly Planning Documentation: Grade 1

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week: Term 3</b>
1	Lisa, Ashley, Helen		Week 2 April 26, 2021
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Knowledgeable Thinker	Strive for understanding	Form Function Perspective	Thinking Research
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
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.	
<b>Guiding Questions:</b>			
What is the form of buildings? What are they constructed of? How are they designed?			
<b>Events and Activities:</b> Field trip in moo baan (Kisinee)			
<b>Common/shared language/vocabulary:</b> materials, shapes, structure			
	<b>Learning Outcomes</b> <i>Curriculum coverage</i>	<b>Learning engagements/inquiries</b> <i>Inquires/engagements driven by teacher questions.</i>	<b>Success criteria/Assessments</b> <i>Student Expectations/assessments</i>
Reading	<p><b>Key Ideas and Details</b></p> <p>KID5. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p><b>Craft &amp; Structure</b></p> <p>CS1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p><b>Integration of Knowledge and ideas</b></p> <p>IKI4. Identify the reasons an author gives to support points in a text.</p> <p><b>Fluency:</b></p> <p>F1. Read with sufficient accuracy and fluency to support comprehension.</p> <p>F2. Read grade-level text with purpose and understanding.</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></p> <p><i>Able to recognise quickly high frequency words.</i></p> <p><i>Able to spell independently high frequency words.</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><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>• <b>Guided reading groups</b></li> <li>• <b>AAR (Marie)</b></li> </ul>

	F3. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. F4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Writing	<p><b>Text type and purpose</b> TTP1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p><b>Production and Distribution of Writing</b> PDW1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><i>Develop an understanding of how to write opinions.</i> <i>Distinguish between fact and fiction</i></p>	<p><i>I can write an opinion.</i></p> <p><b>Differentiation</b></p> <ul style="list-style-type: none"> <li>• EA support small groups</li> <li>• Personal dictionary</li> <li>• Sample on board</li> </ul>
Maths	<p><b>PF2</b>-Solve problems by using number sentences for addition or subtraction Understand the inverse relationship between addition and subtraction Understand the associative and commutative properties of addition.</p> <p><b>PF3</b>-Represent patterns in various ways, using words, drawing, symbols, materials, actions, and numbers.</p>	<p><i>The students will create fact families within addition and subtraction equations.</i></p> <p><i>Identify and continue the core in a pattern.</i></p> <p><i>Recognise that the core in a pattern does not change.</i></p>	<p><i>I can create a number family using 3 numbers.</i></p> <p><i>I am learning about the relationship between numbers in a family.</i></p> <p><i>I can create a pattern.</i></p> <p><i>I can spot mistakes in a pattern.</i></p>
UOI	<p><b>UOI - Building Design</b> <b>Going Further:</b> Students begin to summarise their understandings of the different elements which affect building design.</p>	<p><i>Students will be invited to embark on design projects that allow them to take on the role of an Architect.</i></p>	<p><i>I can choose or reflect on locations and design a building that fits with the needs of that location.</i></p> <p><i>During the building design process I can explain the function/purpose of the building I have designed and discuss why the building is necessary.</i></p> <p><i>I can begin to explain my choices for the materials I have used in my building design, why I have selected them and their individual functions.</i></p>

KIS WEEKLY PLANNING SPECIALISTS