

## 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		Jan 13-17
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Principled, Caring & Balanced	Striving for Understanding Creating a caring community	Function, Causation & Responsibility	Research Thinking
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
Sharing the Planet	People's actions reflect awareness of community responsibility.	<ul style="list-style-type: none"> <li>• Use of school resources</li> <li>• Needs in the community</li> <li>• Responsible action</li> </ul>	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>	
		What resources do we use at school and at home? What happens to the resources once we throw them away? What responsible actions can we take related to the use of resources?	
<b>Events and Activities:</b>			
	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>
UOI:	<i>Curriculum coverage</i>  Outline a plan for finding necessary information. Gather information from a variety of primary and secondary sources. Speak and express ideas clearly and logically in small and large groups. Listen actively and respectfully while others speak. Inquire in different contexts to gain different perspectives. S1B Ask questions to gain information  Provide opportunities to use a variety of media to gather information and present findings.	<i>Inquires/engagements</i>  Students create flow charts to show what happens to resources used by the school.  Responsible use of resources. Students reflect on how they can help within the school community in regards to responsible use of resources - food, playground resources, classroom resources, items from home that they could added to the red bin donations, recycle bins (paper, plastic)  Mixed media presentation to display in the school to remind the community about taking responsible action.	<i>Student Expectations/assessments</i>  Students are able to apply understanding of flow charts (from inquiring into procedural texts) to create simple flow charts. Chn will use transitional words to label flowcharts e.g. first, next, then, after that, finally  Students write an action goal related to the responsible use of a resource, in the form of a pledge, explaining why they think it is important to take such an action.

	<p>Record observations by drawing, note taking, charting.</p> <p>W1c. Write to communicate a message to a particular audience</p>	<p>Homework -1. responsible use of resources in the home. 2. Suggest that parents can talk to students at home about other examples in the broader community of people making responsible choices and taking responsible action regarding the use of resources.</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>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>Practice forming letters correctly in the sand.</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>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 Read to self - Books/Raz kids Listen to Read - Chrome books</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>

	Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.	Daily read aloud/Global Book Read - see below.	
Math <i>(math curriculum)</i>	<p><b>N1</b>-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point.</p> <p>Skip count by <b>twos, fives</b> and <b>tens</b> starting from zero Recognise model, read, write and order numbers to at least 100. Locate these numbers on a number line Recognize even, odd numbers</p> <p><b>Measurement</b></p> <p>We use tools to measure the attributes of objects and events</p>	<p>Students work with a partner to count forwards and backwards from any starting point. Use hundreds chart for support and for peer assessment.</p> <p>Students are given one piece of a number chart jigsaw puzzle, place it on a mini whiteboard and add the rest of the numbers to 100, or at least the numbers around the puzzle piece.</p> <p>Number bonds - making 10/20/100 Numicon/base tens Build, draw, write in words, write in numbers (Graphic organiser/whiteboards) number bonds graphic organiser</p> <p>Counting 2s/5s/10s finding patterns</p> <p>Ordering numbers - missing 100 chart pieces/jig - saw</p> <p>Students will explore how time is utilised to organise our daily lives.</p>	<p>Students add their name to a "I can count forwards and backwards" once they have been peer and teacher assessed with 4 accurate answers in a row. (From any starting point.)</p> <p>Able to demonstrate improving number sense by automatic recall of number bonds.</p> <p>Show numbers 0-20 in different ways</p> <p>Can skip count fluently by 2s, 5s and 10s.</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>
Other stand alone			