

## 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 20 - Feb 7	Jan 20 - 24
<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	Form Function Change	Research Thinking
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
How the World Works	Nature changes in observable ways.	<ul style="list-style-type: none"> <li>• The Natural World</li> <li>• Growth and Change</li> <li>• Investigating and Observing</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>  L2A. Listen with purpose and respond in small or large groups for increasing periods of time. L2B. Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form. W1c. Write to communicate a message to a particular audience Sc.Earth and Space. Identify daily and seasonal changes, suggesting patterns and connections Sc.Earth and Space. Record and relate patterns in nature.	<i>Inquires/engagements</i>  Phases of the moon. Why does the moon change? Read a traditional tale about how the moon changes. Ask students what they know about the changing moon.  Night and Day. Why do we have night and day? Revisit the Global read aloud stories about day changing into night.  Record the temperature daily.  Seasons. Why does the earth have seasons?	<i>Student Expectations/assessments</i>  Students record their prior knowledge about the changing moon using pictures and text.  Students record their prior knowledge of night and day using pictures and text.  Students can record data into a table.

	<p>Gather information from a variety of primary and secondary sources.          Inquire in different contexts to gain different perspectives.          Record observations by drawing, note taking, charting.          Science. Living Things. Identify and describe personal physical growth and change.</p>	<p>Revisit personal growth. How much have you grown?          Students remeasure their height and foot length, then record the measurements in a table beside the recordings of previous measurements from earlier in the year.</p>	<p>Students are able to record data into a table in the appropriate place.          Students can measure the length of their foot accurately using centimetres.</p>
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<p>Language Arts strands:  <i>(LA curriculum)</i></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><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> <i>The sounds of spoken language can be represented visually.</i></p> <p><b>R3</b> <i>People use strategies to help them read.</i></p> <p><b>R3</b> <i>People use strategies to help them read.</i></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>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, dlagraphs, 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            Daily read aloud - see below.            G1A - Magic Tree House. Students create images in response to each chapter.</p>	<p><i>Students can explain the decoding strategies and can apply them when reading aloud (when necessary..)</i></p> <p>Students respond in writing, drawing and orally to set texts.</p> <p>Students will create a story map where each chapter is represented by an image of their making.</p>

<p><b>Math</b> <i>(math curriculum)</i></p>	<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>
<p>Other stand alone</p>			