

## 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 27 - 31
<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>	
		<p>How can we keep track of slow natural changes, where we can not directly observe the change?</p> <p>What happens to the resources once we throw them away?</p> <p>What responsible actions can we take related to the use of resources?</p>	
<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>L2A. Listen with purpose and respond in small or large groups for increasing periods of time.</p> <p>L2B. Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form.</p> <p>W1c. Write to communicate a message to a particular audience</p> <p>Sc.Earth and Space. Identify daily and seasonal changes, suggesting patterns and connections</p> <p>Sc.Earth and Space. Record and relate patterns in nature.</p> <p>Scientific Process: Record observations in a range of ways, including diagrammatically.</p> <p>Ask questions about observed phenomena</p>	<p><i>Inquires/engagements</i></p> <p>Night and Day. Why do we have night and day? Revisit the Global read aloud stories about day changing into night.</p> <p>Record the temperature daily. Also record the AQI daily.</p> <p>Seasons. What causes Earth to have seasons? Ask students about Watch videos and create a model which shows why we have seasons.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students record their prior knowledge of night and day using pictures and text.</p> <p>Students can record data into a table.</p> <p>Students are able to record data into a table in the appropriate place.</p> <p>Students can measure the length of their foot accurately using centimetres.</p>

	<p>Social Studies - Continuity and Change through time: Identify daily and seasonal weather changes and keep track of them.</p> <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 can accurately measure their foot using cm and record data into a table.</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. R1e- Recognize syllables in the initial, medial, or final position of words.</p> <p>Write to communicate a message to a particular audience B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality. 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. <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>Students can explain the decoding strategies and can apply them when reading aloud (when necessary..)</p>

	<p><b>R3</b> People use strategies to help them read.</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>Guided Reading - students read in small groups and respond to texts by answering questions</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 changing nature</p>	<p>Students respond in writing, drawing and orally to set texts.</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>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 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 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>			

WEEKLY PLANNING GRADE SCHOOL