

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
1	Ashley, John Ronyii, Danny, Nong	NA	1-5 June
Events and Activities: Wednesday is a holiday			

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: <i>(LA curriculum)</i>	<p>S1A To provide a variety of opportunities for speaking aloud with increasing detail. S2B. Talk about the stories, writing, pictures and models they have created. L2A. Listen with purpose and respond in small or large groups for increasing periods of time. S1B Ask questions to gain information and respond to inquiries directed to themselves or to the class.</p> <p>W2B Demonstrate an awareness of the conventions of written text, for example, verbs, adjectives, nouns conjunctions/connectives/ joining words. W1B. Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged. W3a: Enjoy writing and value their efforts.</p>	<p>Zoom meetings: <u>Small group meetings</u> where teachers may introduce or model learning engagements, games, stories. Students have the opportunity to share with their peers, reflect, socialise and clarify learning engagements.</p> <p>Students complete 1 task from the Seesaw choice grid.</p>	<p>I can reflect on how to use Seesaw and Zoom to create a caring and inclusive G1 community.</p> <p>I can take on and complete tasks. I can use time effectively and appropriately.</p>
Planning for Reading	<p>R3. Read and understand the meaning of self-selected texts at an appropriate level. R1A Understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community. R2C Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p>	<p>Reading A-Z, Tumblebooks or other books Students read independently and then complete a daily task from the Seesaw choice grid.</p>	<p>I can read and understand self-selected texts, showing my understanding by responding in different ways.</p>
Math <i>(math curriculum)</i>	<p>SS1-Describe the features of three dimensional objects M3-Tell time to the quarter-hour, using the language of ‘past’ and ‘to’ DH3-Create displays of data using lists, table and picture graphs and interpret them</p>	<p>Students complete 1 task from the Seesaw choice grid.</p>	<p>I can show my understanding of different maths areas.</p>

	PF3 -Represent patterns in various ways, using words, drawing, symbols, materials, actions, and numbers.		
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