

## 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	Feb 3 - March 20	March 2 - 6
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Communicators Risk-Takers Reflective	Developing passion in ourselves and others.	Form Function Perspective	Critical and Creative Thinking Communication
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
How We Express Ourselves	Artistic experimentation can inspire creative expression.	<ul style="list-style-type: none"> <li>• Artistic Forms</li> <li>• Finding Inspiration</li> <li>• Creating Art</li> </ul>	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>	
What is an artist?		What forms of art are there? What role does inspiration play in creating art?	
<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>W1A. Write informally about their own ideas, experiences and feelings V1A-Understand that communication involves visual as well as verbal features. ATL: Practise “visible thinking” strategies and techniques.</p> <p>L3B. Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form.</p> <p>S2A. Use oral language to communicate during classroom activities, conversations</p> <p>L4B. Students demonstrate open-mindedness by taking others’ opinions into consideration. S1B B Ask questions to gain information and respond to inquiries directed to themselves or to the class.</p>	<p><i>Inquires/engagements</i></p> <p>What is an artist? First thinking about art. The students will reanswer the question at the end of the unit and reflect on any change in their attitudes, and complete “I used to think, now I think” reflection.</p> <p>How can we use playscripts to; build a story, create atmosphere, use expression in your voice, become the character, create scenes, stage directions, Sound effects and props?</p> <p>What form of art would you like to experiment with? Students will express their preferences. Then students will get the opportunity to experiment with the suggested artforms, as well as other art forms, on a day of artistic experimentation.</p> <p>Visible Thinking strategy - Think, Pair, Share Students engage in Think, Pair, Share across a range of topics at different times.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students answer the question individually using drawings and writing.</p> <p>Students reflect on feedback from peers and teachers, then use the feedback to improve their chosen form of expression.</p> <p>Students can express a preference for what art they would like to try, then willingly be risk-takers as they experiment with the artform.</p> <p>Students can follow the routine regularly.</p>

	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<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>Students engage in writing for a range of purposes.</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>
Planning for Reading	<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><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. L2d Retell a story and express thoughts and opinions 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 - The Wild Robot. Students record references to changing nature</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> <p>Students can make connections with the story and changes in nature.</p>
Math (math curriculum)	<p><b>N4</b>-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts <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>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>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</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><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>SS1</b>-Describe the features of two dimensional objects</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>the materials to represent and solve addition of 1 and 2 digit numbers.</p> <p>Intro Subtraction using drawings, building it (using Base tens), using counting on and counting back to solve simple subtraction problems</p> <p>Students will make patterns using 2D pattern blocks, create pictures using only one shape (eg triangles, rectangles, etc)</p> <p>Students will explore how time is utilised to organise our daily lives.</p>	<p>Number lines to count on/back</p> <p>Students will be able to name and describe common 2D shapes.</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			