

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
1	Ashley, John Ronyii, Danny, Nong	March 23 - May 15	March 23 - 27
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Communicators Risk-Takers Reflective	Striving for understanding	Form Perspective Change	Thinking Skills
TD Theme:	Central Idea:	Lines of Inquiry:	
Where we are in place and time	Architectural structures reflect purpose, history and available materials.	<ul style="list-style-type: none"> • Purpose and use of buildings • Changes in buildings over time • Influences on building design 	
Guiding Questions:		Teacher Questions:	
What could each building be used for? What do you think each building is made of? How old do you think each building is?			
Events and Activities:			
UOI:	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
	<p><i>Curriculum coverage</i></p> <p>Outcomes relevant to tuning in tasks:</p> <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. W1C. Write to communicate a message to a particular audience V2B. Provide opportunities to use a variety of media to gather information and present findings.</p> <p>Scientific Process: Record observations in a range of ways, including diagrammatically</p>	<p><i>Inquires/engagements</i></p> <p>Students will engage with a range of tuning in activities from home that will help to activate their prior knowledge and elicit current understandings, including:</p> <p>See, Think, Wonder Students examine photos of buildings posted on Seesaw and complete a See Think Wonder thinking routine.</p> <p>Students can use Google Earth /google maps/ google online virtual museums tours etc look at various buildings from around the world.</p> <p>Students will look out different windows in their home and draw the buildings that they can see from each perspective (at least 3 windows). After drawing, students post photos of their drawings as well as photos of the actual buildings from the same angle, and answer questions.</p>	<p><i>Student Expectations/assessments</i></p> <p>Students answer the following questions about each building: What do you see? What does it make you think? What do you wonder?</p> <p>Students can answer the questions: What could each building be used for? What do you think each building is made of? How old do you think each building is?</p> <p>Students can answer the questions: What could each building be used for? What do you think each building is made of? How old do you think each building is?</p>

	<p>V3B. Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip.</p> <p>SS2-Make models of three dimensional objects with or without digital technologies and describe key features. 3D shapes can be created by putting together and or taking apart other shapes.</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>W1C. Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story.</p> <p>DA: use appropriate terminology to discuss artwork DA: identify with characters through role-play development.</p> <p>People communicate ideas, feelings and experiences through the arts.</p>	<p>Students walk around their neighbourhood with an adult, taking photos of different buildings. Post photos of the buildings on Seesaw and answer questions.</p> <p>Students create buildings at home using blocks / lego / recycled materials etc, post photos on Seesaw and share information about their creations.</p> <p>What is an artist? Revisit first thinking about art. The students will reanswer the question and reflect on any change in their attitudes, and complete “I used to think, now I think” reflection.</p> <p>Students will engage in a range of tasks that require them to respond to art and, in so doing, apply their understanding that art can be used to express an idea, perspective or message. Including the following:</p> <p>Story writing - students write a story that contains a message.</p> <p>Students consider and respond to the roles of individual characters in plays, explaining the purpose of the character in the play.</p> <p>Students will respond to visual art by discussing with peers their perspectives on the messages they believe artists were trying to convey.</p>	<p>Students can answer the questions: What could each building be used for? What do you think each building is made of? How old do you think each building is?</p> <p>Students can describe their buildings and explain what it could be used for.</p> <p>Students answer the question individually using drawings and writing.</p> <p>Students can apply their understanding that art can express ideas, using the medium of creative writing. Students can summarise the message that their story conveyed.</p> <p>Students can explain how a particular character, or interactions between characters, was used by an artist (playwright) to convey a message. eg “the playwright wanted to show that bullying is mean by” Students can demonstrate</p>
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
<p>Language Arts strands: (LA curriculum)</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</p>	<p>Students engage in writing for a range of purposes.</p>	<p>Feedback from teachers during and after writing provided on the following areas: Capital letters/Full Stops/ Finger Spaces/ Complete sentences</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>EAL Pull-Out: Decoding strategies, reading comprehension, expressing ideas verbally, transferring ideas into writing, Practice self-checking for capital letters/full stops/ finger spaces</p>	
<p>Planning for Reading</p>	<p>R1 The sounds of spoken language can be represented visually.</p> <p>R3 People use strategies to help them read.</p> <p>R3 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>Introduce decoding strategies Eagle Eye/Lips the Fish/Stretchy Snake/Chunky Monkey/Flippy Dolphin/Skippy Frog/Trying Lion (Beginning & 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>
<p>Math (math curriculum)</p>	<p>N4-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</p> <p>N6-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>N7-Describe mental and written strategies for adding and subtracting two-digit numbers.</p> <p>N3-Count collections to at least 100 by partitioning numbers using place value</p> <p>SS1-Describe the features of two dimensional objects</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 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 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>Number lines to count on/back</p> <p>Students will be ale to name and describe common 2D shapes.</p>

	<p>Measurement</p> <p>M4-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>Students will explore how time is utilised to organise our daily lives.</p> <p>Students explore different units of measurement that connected to measuring themselves and other things (millimeter, centimeter and meter).</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			