

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
1	Ashley, John Ronyii, Danny, Nong	March 23 - May 15	May 11th - 15th May
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: Friday: Grade school spirit day.			
UOI:	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
	<i>Curriculum coverage</i> <u>ATL (Skills)</u> Thinking skills: Consider meaning of materials Observe carefully <u>Science:</u> Connect a basic property of a material to its use Select suitable materials for design purposes <u>Speaking:</u> S1A: speak aloud with increasing detail <u>Viewing and presenting:</u> V1a: attend to visual information showing understanding through discussion V2a: Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed. V3B. Connect visual information with their own experiences to construct their own meaning <u>Writing</u> W1C. Write to communicate a message to a particular audience	<i>Inquires/engagements</i> Students do a building hunt in the immediate environment, explaining the purpose of unique buildings. Students can explore their immediate/local surroundings and see what connections they can make to purpose of buildings. Students create a range of bridges using paper and compare the strength of different designs. Visual media exploration into the design of houses. Students will begin to design certain aspects of buildings giving their perspectives on their choices for design such as buildings purpose and resources. Students inquire into several design challenges and respond to teacher directions.	<i>Student Expectations/assessments</i> I can identify buildings and their purpose in my local environment. I can follow instructions to conduct an experiment and draw a conclusion from the experiment. I can begin to explain how building design may connect to culture. I can follow a design brief and explain and give reasons for my choice of design, it's purpose, the resources I used and why.

	Continued from previous page: Social Studies: Identify factors that influence the design of structures in various locations. Identify how natural and man-made resources can be used in construction		
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	Learning Outcomes/ATLs	Learning engagements	Success criteria/Assessments
Language Arts strands: (LA curriculum)	<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.</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>Personal Narrative continuation. What is a verb and how can they be used in my sentences to improve my writing? Students over the week to work on writing a personal narrative. Main focus on making sure sentences have verbs, nouns, adjectives and they use joining words to link sentences.</p>	<p>I can reflect on how to use Seesaw and Zoom to create a caring and inclusive G1 community.</p> <p>I can use verbs, adjectives and nouns in my own writing. I can use verbs to improve my writing. I can identify verbs in my own and others writing I can use verbs in my writing to describe what is happening.</p>
Planning for Reading	<p>R3. Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p> <p>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 Daily task. Select 2 books to read, 1 should be fiction and 1 non-fiction. If there is a quiz after you have read the story please complete that.</p> <p>Read to self - Books/Raz kids Listen to Read - Ms Lindsay’s read alouds Reading aloud - students use Seesaw to record themselves reading and share. Raz kids assessments</p>	<p>I can read and understand self-selected texts, showing my understanding by answering comprehension questions.</p> <p>I can read and understand self-selected texts, showing my understanding by answering comprehension questions.</p>
Math (math curriculum)	<p>SS1-Describe the features of three dimensional objects</p>	<p>Each day students will identify and investigate the properties of a 3D shape in their home, choosing a different 3D shape each day. Students will be challenged to make connections between the shapes, their features and how the shapes are used in building design.</p>	<p>I can identify and name 3D shapes in my environment. I can begin to explain how the features of the shape make it useful in building design.</p>

Specialist	Art: Music: PE: Thai TAL		
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