

## 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	March 23 - May 15	18th - 22nd May
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Communicators Risk-Takers Reflective	Striving for understanding	Form Perspective Change	Thinking Skills
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
Where we are in place and time	Building design reflects purpose, location and available resources.	<ul style="list-style-type: none"> <li>• Types of buildings</li> <li>• The purpose and use of buildings.</li> <li>• Influence on building design.</li> </ul>	
<b>Guiding Questions:</b>		<b>Teacher Questions:</b>	
What could each building be used for? What do you think each building is made of? How old do you think each building is?			
<b>Events and Activities: Friday: Grade school spirit day.</b>			
<b>UOI:</b>	<b>Learning Outcomes/ATLs</b>	<b>Learning engagements</b>	<b>Success criteria/Assessments</b>
	<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  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	<i>Inquires/engagements</i>  Over the course of the week, students create their own 'Building Design'. Criteria/brief will be set so that students have a clear outline of the things that need to be considered in their design. Criteria will reflect the central idea and single point rubric and students will need to explain their choices for the reasons for their design the location and materials used. Students will reflect on the inquiry with an individual 'What did I learn?' reflection.	<i>Student Expectations/assessments</i>  I can follow directions and make a decision and explain my reasons for it.  I can identify and describe a range of buildings  I can compare and contrast the purpose and use of different buildings  I can suggest what factors influenced a particular building design  I can design a building and explain my design influences and choice of materials....

	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.</p> <p>S2B. Talk about the stories, writing, pictures and models they have created.</p> <p>L2A. Listen with purpose and respond in small or large groups for increasing periods of time.</p> <p>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.</p> <p>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, sentence building. What is a verb, noun and adjective. and how can they be used in my sentences to improve my writing?</p> <p>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>Week 18th -21st May Day 1 watch story video, What connections did they have if any in the story? What are their fears or worries? What could they do when they feel like that. Complete sheets throughout the week (2 each day)</p>	<p>I can reflect on how to use Seesaw and Zoom to create a caring and inclusive G1 community.</p> <p>I can write a personal narrative. I can use nouns, verbs, adjectives, the senses, conjunctions in my own writing. I can explain what a noun/verb/adjectives, conjunctions are and give examples. I can identify all the above in my own and others' writing.</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.</p> <p>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 3D and 2D shapes as they relate to the UOI.</p>	<p>I can identify and name 2D and 3D shapes in my environment. I can begin to explain how the features of the shape make it useful in building design.</p>
Specialist	<p>Art:</p> <p>Music:</p>		

	PE:  Thai  TAL		
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