

KIS International School Weekly Planning Documentation

Grade:	Teachers and collaborators:	From-To:	Week:
1	Ashley, John Ronyii, Danny, Nong	March 23 - May 15	25 - 29 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: House 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 W1C. Write to communicate a message to a particular audience 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> Students continue to document their building design process. Final 2 stages (Monday and Tuesday) are to detail which materials they will use and for what purpose, then a final complete drawing of their building including labels. Wednesday, Thursday, Friday they will then build their design using substitute materials found around their homes.	<i>Student Expectations/assessments</i> 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. 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 Writing Covid 19 Monday Part A Brainstorming Ideas. What do I want to write about? Tuesday Part B Brainstorming nouns, adjectives, verbs, senses and feelings. What are some interesting words I can use in my writing? Wednesday Part C Writing a story plan in pictures and words. Can I tell my story using the most important and interesting parts in the correct order? Thursday Part D Writing the introduction to your writing. How am I going to engage the reader? Friday Part E Writing my first draft of my story I can tell my story.</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 personal narrative. I can explain, give examples of different nouns/verbs/adjectives and conjunctions. 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. R2C Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p>	<p>Reading A-Z Daily task. Continue the focus on connecting to a text. Text to self Text to text Text to world.</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		