

KIS International School Weekly Planning Documentation

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| Grade: | Teachers and collaborators: | From-To: | Week: |
| 1 | Ashley, John Ronyii, Danny, Nong | March 23 - May 15 | May 5th - 8th 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: | | | |
| 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> Visual media (videos and books) will also introduce the concept of individual purposes of buildings and their classifications (Housing, Worship/Religion, Leisure, Transportation, Artistic). Students organise and classify buildings into similar purposes. 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. I Visual media exploration into design of places of worship: churches/temples/mosques Students create a range of bridges using paper and compare the strength of different designs. | <i>Student Expectations/assessments</i> I can begin to appreciate that buildings have different purposes. I can begin to explain the purpose of different buildings. I can identify buildings and their purpose in my local environment. I can begin to explain how building design may connect to culture. I can follow instructions to conduct an experiment and draw a conclusion from the experiment. |

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| | <p>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</p> | <p>Students will source Artifacts which will support them to showcase some of the connections they are making to the inquiry.</p> | <p>I can select artifacts in my home that are in some way connected to the UOI. I can explain a connection between structures and the artifact related to: - purpose - how the design of the object has changed - the materials used</p> |
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| | Learning Outcomes/ATLs | Learning engagements | Success criteria/Assessments |
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| <p>Language Arts strands: (LA curriculum)</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. 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. S2A. Use oral language to communicate during classroom activities, conversations and imaginative play. W1C. Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story. W2B Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality. conventionally and legibly, with an understanding as to why this is important within a language community. 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. <u>Optional, unstructured, mass meetings</u> for students to join if they want to. During the meeting priority will given to students who have specific questions about learning engagements, followed by students sharing with peers <u>Individual or pairs of students</u> share their learning and teachers gather evidence of learning. Personal Narrative continuation. What is a conjunction and how can they be used in my sentences to improve my writing? W2B Demonstrate an awareness of the conventions of written text, for example, adjectives, nouns conjunctions/connectives/ joining words. Children over the week to work on writing a personal narrative. Main focus on making sure sentences have nouns, adjectives in them 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. I can take responsibility for my own learning by recognising when I need help and then asking for help when needed. I can answer questions to show my understanding. I can use adjectives and nouns in my own writing. I can use adjectives to improve my writing. I can identify basic joining words e.g. and, but, so, because and or. I can use basic joining words to join two sentences together in my writing. I can use conjunction/connectives/ joining word to improve my writing</p> |

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| <p>Planning for Reading</p> | <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> |
| <p>Math <i>(math curriculum)</i></p> | <p>N1. Students engage with a range of concrete materials to build their understanding of place value.</p> <p>N8-Explore and model multiplication and division using their own language/ methods</p> <p>N8-Explore and model multiplication and division using their own language/ methods</p> | <p>Place Value Inquiry - Hundreds, Tens and Ones. Go to the ‘Place Value Inquiry’ on Seesaw and watch the video. Then complete the activity organiser.</p> <p>Students share their understanding of multiplication using any combination of drawings, symbols, numbers and words.</p> <p>Students use virtual base ten blocks to model simple multiplication equations, the language of “groups of” objects. Students also solve the equations that they have modelled.</p> | <p>I can model the base ten place value system using base ten blocks (virtual blocks) and explain the system in my own words, including the terms hundreds, tens and units.</p> <p>I can share my understanding of multiplication.</p> <p>I can share my understanding of multiplication.</p> |
| <p>Specialist</p> | <p>Art:</p> <p>Music:</p> <p>PE:</p> <p>Thai</p> <p>TAL</p> | | |