

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	From-To:	Week: Term 3
1	Lisa, Ashley, Helen		Week 1 April 19, 2021)
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Knowledgeable Thinker	Strive for understanding	Form Function Perspective	Thinking Research
TD Theme:	Central Idea:	Lines of Inquiry:	
Where We are in Place and Time	Building design reflects purpose, location and available resources.	Types of buildings The purpose and use of buildings. Influence on building design.	
Guiding Questions:			
What is the form of buildings? What are they constructed of? How are they designed?			
Events and Activities: Field trip in moo baan (Kisinee)			
Common/shared language/vocabulary: materials, shapes, structure			
	Learning Outcomes <i>Curriculum coverage</i>	Learning engagements/inquiries <i>Inquires/engagements driven by teacher questions.</i>	Success criteria/Assessments <i>Student Expectations/assessments</i>
Reading	<p>Fluency F4: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Phonics and Word Recognition: PWR1: Know and apply grade-level phonics and word analysis skills in decoding words. PWR2: Know the spelling-sound correspondences for common consonant digraphs. PWR3: Decode regularly spelled one-syllable words. PWR8: Recognize and read grade-appropriate irregularly spelled words.</p> <p>Integration of Knowledge and Idea IKI3 Use illustrations and details in a text to describe its key ideas</p>	<p><i>Read independently daily to practice appropriate reading level books</i></p> <p><i>Develop an understanding of letter and phoneme sounds to decode words.</i> <i>Able to recognise quickly high frequency words.</i> <i>Able to spell independently high frequency words.</i></p> <p><i>Connect illustrations with the meaning in texts.</i></p>	<p><i>I can read my ORT books with 80% accuracy.</i></p> <p><i>I can pronounce the sounds clearly and recognise the sounds in words.</i></p> <p>Differentiation:</p> <ul style="list-style-type: none"> • Guided reading groups • AAR (Marie, Nitcharee, Danny)

	<p>IKI5 Identify basic similarities in and differences between two texts</p> <p>Range of REading and Level of Text Complexity: RRL2 With prompting and support, read informational texts appropriately complex for grade 1.</p>		
Writing	<p>Text Types and Purpose TTP2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure</p> <p>Research to Build and present knowledgeR RBPK1 Participate in shared research and writing projects (explore how to books and use them to write instructions)</p>	<p><i>Develop an understanding of how to write instructional texts.</i></p>	<p><i>I can write instructions for recipes. I can write simple instructions for everyday tasks</i></p> <p>Differentiation</p> <ul style="list-style-type: none"> ● EA support small groups ● Personal dictionary ● Sample on board
Maths	<p>PF2-Solve problems by using number sentences for addition or subtraction Understand the inverse relationship between addition and subtraction Understand the associative and commutative properties of addition.</p> <p>PF3-Represent patterns in various ways, using words, drawing, symbols, materials, actions, and numbers.</p>	<p><i>The students will create number stories to show the inverse relationship between addition and subtraction.</i></p> <p><i>Use appropriate vocabulary to describe patterns. Begin to recognise that patterns repeat consistently.</i></p> <p><i>Begin to identify a core in a pattern.</i></p>	<p><i>I can tell an emoji story using addition and subtraction.</i></p> <p><i>Begin to see the patterns in inverse relationships.</i></p> <p><i>I am learning appropriate vocabulary to describe patterns in math.</i></p> <p><i>I can identify the core of a pattern.</i></p>
UOI	<p><u>UOI - Building Design</u> Sorting out/Going Further: Students explore and identify different buildings in their local community and at home. How and why are they designed?</p>	<p><i>Students will reflect on and review the different aspects of building design and the knowledge that they have acquired so far in the inquiry process.</i></p>	<p><i>I can discuss a number of different uses for building and why they are designed.</i></p> <p><i>I can begin to explain a number of different materials that are used in building design.</i></p>

	How are they constructed? Do the materials used connect to their location?		<i>I can begin to explain why buildings are designed in a specific way and why materials may be selected for that purpose.</i>
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