



Tokyo International School

# Grade One

## Grade Level Guide

to nurture confident, open-minded, independently thinking,  
well-balanced inquirers for global responsibility

**T**RUST**I**NSPIRE**S**UPPORT





## Overview

Grade One (G1) is for students who are six or seven years of age. G1 students must be six years of age by August 31 of the academic year in which they enter the grade.

We have two G1 classes. G1 classes each have up to twenty students per class with one homeroom teacher. A maximum of \*forty students per grade. The two G1 classes also share a teaching assistant. The teaching assistant moves between the classes assisting learning. G1 students also have specialist teachers for Music, Art, Library, Japanese and Physical Education.

*\*exceptions can apply*

## Spaces

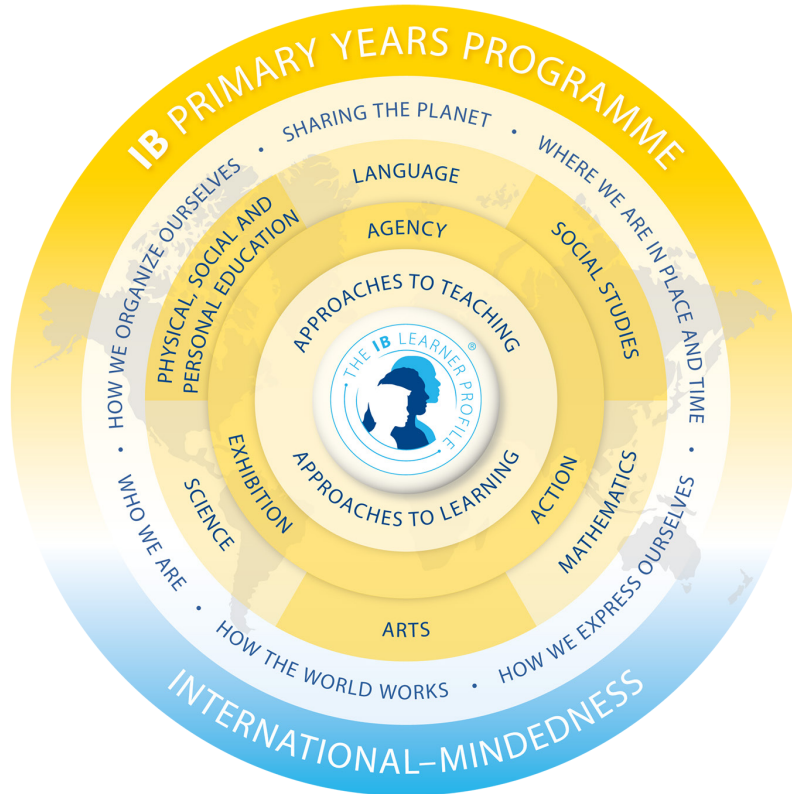
Our G1 classrooms are spacious. There is a sliding door between the two classrooms so teachers can team teach. Students move between the classrooms at certain times throughout the day and for certain projects throughout the year. The adjacent classes allow for cross grouping between classes according to interest, projects, and learning readiness. G1 students have access to a play structure and a rooftop with creative play materials.





## The International Baccalaureate Organization Primary Years Programme

Students follow the philosophy and teaching approaches of the [The IB Primary Years Programme \(IBPYP\)](https://www.ibo.org/Programme-and-Diploma/Primary-Years-Programme/). The IB PYP at TIS is for students aged 5 - 11. It nurtures and develops young students as caring, active participants in a lifelong journey of learning: [www.ibo.org](https://www.ibo.org).



### Learning

Four guiding principles shape practice in TIS learning. These are:

**Intentionality:** Teaching is intentional and purposeful. Personalized learning targets challenge individuals. Intentions are made explicit, so students can self-regulate their own learning.

**Empowerment:** Students are taught to be self-sufficient, self-directed learners. Teachers incorporate students' ideas, opinions, questions and decisions into the learning process.

**Inquiry:** Teachers nurture students' curiosity, creativity, empathy and critical thinking. Learners approach questions, challenges and issues from a range of perspectives.

**Feedback:** Teachers provide students with personalized feedback. Students use tools such as checklists, charts, and rubrics to encourage self-reflection and for students to determine their own next steps.



## Curriculum

**Literacy:** Tokyo International School is a Columbia University Teachers College Reading and Writing Project (TCRWP) school. Students learn to read and write using the reading and writing workshop approach. Literacy learning focuses on building a repertoire of strategies for reading, writing and word study. Learning is personalized with students working on their own individualized learning goals. Example G1 outcomes include: sitting collaboratively with a reading partner, willingly discussing their thoughts and opinions about books, describing what a character might be thinking, using clues from the cover and the pictures to predict what a story is about and building strategies to work out 'tricky words'.

**Mathematics:** Mathematics at TIS is based on the [USA Common Core Standards](#). Students learn mathematics through a workshop approach. Mathematics learning focuses on building a repertoire of strategies for solving problems, emphasizes the development of working flexibly and fluently with numbers and conceptual understanding. Learning is personalized with students working on their own individualized learning goals.

**Science & Social Studies:** Science and Social Studies are taught through engaging units of inquiry. Additional subjects such as Reading, Writing, The Arts and Mathematics are often used in context of these units of inquiry. The emphasis of Science and Social studies at TIS and in G1 is developing transferable inquiry skills and transferable big ideas about science and social studies which transcend cultures.

**International Mindedness:** Students learn to celebrate their own culture and appreciate the similarities and differences of others. This happens through their learning experiences, their peers multicultural and multinational resources. Teachers promote and nurture students to consider a range of perspectives and to develop empathy for others. Students learn that other people with their differences can also be right.

**Technology:** In G1 we begin to implement technology. Students have access to 1:1 iPads on occasion provided by the school. Technology is used in a way which transforms student learning allowing them to communicate, collaborate and to create. Technology use includes using [Seesaw](#) an online portfolio which allows students to reflect on their learning and self assess their learning and share this with their parents.

**Music:** Our Music curriculum is drawn and adapted from the [USA Core Arts](#). Each year, students develop their musical understanding through five conceptual lenses; melody, rhythm, harmony, composition, and performance. In order to develop their musicianship, students use their voices and pitched/unpitched percussion instruments to further their understanding. Movement is also a learning tool implemented year-round. All students have an opportunity to showcase their learning for the community in the annual Spring Concert.

**Art:** Visual Arts curriculum is drawn and adapted from the [USA Core Arts](#) and Harvard Universities [Studio Habits](#). Our young artists explore a rich range of creative drawing, painting, sculpting, printing and digital tools and media. They engage with creative processes (ideation, exploration, drafting, planning, creation, critique, evolution and refinement) all the while building upon conceptual understandings, competencies and artistic mindfulness.

**Physical Education:** The PE curriculum is drawn and adapted from [the Australian National Curriculum](#). Students enjoy a range of sports including games, adventure challenges, athletics and gymnastics. Every year students compete in Sports Day.

**Social and Emotional Learning:** In addition to daily morning meeting and ongoing social emotional support, students also attend specific Social Thinking lessons approximately once per week. During these times students specifically investigate social interaction and social skills. Most conflicts at G1 are resolved with the help of the







teachers however we do have a full time counselor for G1 students should the need arise for specialized support.

**Japanese:** In G1 we offer four levels of Japanese: three levels of Language Acquisition and one level of Language & Literature. Students in Language & Literature class are native or near native Japanese speakers. To be eligible for Language & Literature, students must be able to use, 'think with' and access age appropriate, more complex literacy academic language. The focus of this course is learning about the Japanese language and Japanese Literature. Japanese Language & Literature instruction is based on a balanced literacy approach including read aloud, guided reading, shared reading, independent reading, character study (Hiragana, Katakana and Kanji) and handwriting.

The focus of the Japanese Language Acquisition program is functional language for daily, real life application. Japanese, use of the target language and an emphasis on speaking and listening. Students attend Japanese almost every day.

**Learning Support:** Learning support for mild to moderate learning challenges is most often catered for by classroom teachers. Students are supported and challenged according to personalized targets and readiness levels. For students with a specific identified challenge we also have a Support Team. Students may occasionally be pulled out of lessons for specialized support and most often teachers and student assistants push into classes - assisting groups of students within the classroom.







## A Usual School Day

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A usual school day begins in the homeroom at 8:10. The morning starts with taking attendance and routines which build learners' self-management and social skills. The mornings are often dedicated to Reading or Writing workshops and/or Mathematics. During this time the homeroom teacher works with individuals assessing and developing their learning and personalized goals. The teaching assistant may also work with individual students or groups. Time is always set aside for the students to enjoy their snack and to ensure their classroom is tidy. Then they go out to recess.

Depending on the day, after recess the students might return for a Mathematics lesson. Time is made available for the students to enjoy their lunch and to clean up after themselves - including of course hand hygiene. Then they go out to recess.

After recess, students may then enjoy one or more of their specialist subjects with a specialist teacher such as Art, Japanese, Music or Physical Education. Or depending on the day, they may investigate one of their units of inquiry. The usual school day ends at 15:20. Students who are attending a co curricular afternoon activity that day will stay at school until 16:30.





## Sample Timetable

Here is an example G1 schedule. You will notice the schedule follows a six day cycle. Students only attend school on weekdays Monday to Friday. For example Monday Day 1, Tuesday Day 2, Wednesday Day 3, Thursday Day 4, Friday Day 5, Monday Day 6 (and so on).

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:10 - 8:20				Homeroom		
8:20 - 9:10	Reading Workshop	Reading Workshop	Reading Workshop	Japanese	Reading Workshop	Assembly
9:10 - 10:00	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Japanese	Writers Workshop
10:00 - 10:20				Recess		
10:20 - 11:10	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop	Math Workshop
11:10 - 12:00	Japanese	Japanese	Japanese	UOI	Social Thinking	UOI
12:00 - 12:25				Lunch		
12:25 - 12:50				Recess		
12:50 - 14:10	PE	UOI	UOI	Music	Word Study & Handwriting	UOI
14:10 - 14:30	Art	Library/ Social Thinking	UOI	Art	PE	Reading Workshop
14:30 - 15:20				Recess		
	UOI	Word Study/ Hand-writing	Genius Hour	Word Study/ Hand-writing	Music	PE

\* PE - Physical Education \* UOI - Unit of Inquiry

## Co-curricular Activities

Primary School students enjoy access to a wide range of after school co-curricular activities. Clubs include Mystery Science, Futsal, Tag Games, Arts 'n' Crafts, Cooking Monsters and Bicycle Club. Co-curricular activities are booked through the [SchoolsBuddy](#) system. Places are limited. The system is designed to allocate co-curricular activities fairly. There is no cost for co-curricular activities except for outsourced coaches.

## Field Trips

G1 enjoys several field trips across the academic year, for example to Kidzania and Yumenoshima Greenhouse Dome.



## Homework

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It is important that your child is allocated time to play freely. Please read to or read with your child including in your own language. Homework in G1 is most often reading 0-15 minutes, 4 days per week.

## Schoolwear

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All schoolwear is purchased through a company called [Top of the Class](#) where both winter and summer options are available. So long as it is from Top of the Class students can choose. Students wear sturdy, safe school footwear of their choice throughout the day. Sneakers of any color are appropriate. Students must be able to tie their own laces - if not please supply velcro shoes. Students walk across the school including up and down stairs, so sensible shoes are important. In Grade One students must come to school with their 'eco bag'.

On specialist Physical Education days especially, students should wear clothing and sports shoes suitable for physical activities (e.g. sports trousers or shorts; no skirts or dresses).



## Items to be Supplied

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- School bag: A suitable-size school backpack for daily use (ideally that A4 paper size can fit in)
- A spill-proof drink bottle that your child can independently open and close (no canned or bottled drinks please)
- 1-set of nutritional, nuts-free lunch (daily item)
- 1-set of healthy, nuts-free snack (morning)
- Own set of cutlery/utensils (for meal times)
- All clothes should be clearly labelled with your child's name.

All students are provided with stationery. This is included in the tuition fees.

## Birthday Parties

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Children may celebrate their birthday at school. Please talk to your child's teacher at least two weeks in advance regarding a simple party. Summer birthdays may be celebrated in September or in June. Note: Bags with party favors (goodie bags), presents, and/or invitations to private birthday parties will not be accepted at school for distribution. Parents must contact all class parents prior to the date, before bringing cakes to school, to check if any children have allergies. All food must be 'nut-free.'