

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	<i>Communities respond and adapt to circumstances</i>	Week 2: August 16, 2021
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Open Minded, Principled	Taking action ethically	Responsibility, Change, Causation	Self management, Social Skills, Communication
TD Theme:		Lines of Inquiry:	
How we organise ourselves.		Events that affect communities How we respond and adapt Actions to maintain well-being	
Guiding Questions:			
What events cause us to adapt? What actions help us to respond and change? Who we are			
Events and Activities:			
Common/shared language/vocabulary: COVID, social distancing, remote learning			
	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	Key Ideas and Details <ul style="list-style-type: none"> Identify the main topic and retell key details of a non-fiction text. Integration of Knowledge and ideas <ul style="list-style-type: none"> Use illustrations and details in a story to describe its characters, setting or events Knowledge about print PWR1. Know and apply grade-level phonics and word analysis skills in decoding words. PC1, Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> Read stories to students and discuss the story Ask why, who, how, what questions to encourage thinking about the story Draw a picture from the story 	Able to match a picture to the main part of a story. Able to write one sentence based on the story. Picture is connected to the story
Writing	Text type & purposes		

	TTP3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<ul style="list-style-type: none"> • <i>Begin to write a description of who they are</i> 	<i>Able to attempt to write a sentence</i> <i>Able to identify changes in school routines</i>
Speaking and Listening	<p>Comprehension and Collaboration: CC1. Follow essential agreements for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CC2. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas: PK11. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> • Develop classroom and specialist essential agreements and understand how to apply expectations • I can ask questions during zooms about my learning • I can talk about me 	<ul style="list-style-type: none"> • Develop classroom and specialist essential agreements and understand how to apply expectations • I can ask questions during zooms about my learning • I can talk about me
Maths	<p>N1-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point.</p> <p>N2- Recognize, model, read, write and order numbers to at least 100. Locate these numbers on a number line</p> <p>M4-Name and order months and seasons Use a calendar to identify the date and determine the number of days in each month</p>	<ul style="list-style-type: none"> • Count to 10 or 20 and back from a selected number • Create a number line from 0-9 and 9-0 • Create a number sequence of one's own. • Begin to reflect on learning. • I can order and identify dates. 	<p>I can count to 10 and back from a selected number. I can order numbers to 9 and reverse the number line.</p> <p>I can create my own number sequence and explain what I did. I can think about how I am learning.</p> <p>Able to organise days and dates in order.</p>
UOI 1 Learning to Adapt	<p>Tuning in What do we know? Prior knowledge</p> <p>Making Connections - Choosing an artifact</p>	<p>Students share their prior knowledge of events that they think affect communities</p> <p>Students choose an artifact and present how it connects to an event that affected them.</p>	<p>I can share my knowledge of events that I think affect communities.</p> <p>I can explain why I chose my artifact.</p>

	<p>Researching events</p> <p>Researching other people's perspectives of events</p> <p>Reflection Friday: The power of our thoughts!</p>	<p>Students view a video as an event provocation.</p> <p>Students interview an adult about their perspectives of events that affect communities.</p> <p>Students reflect on their learning for the week.</p>	<p>I can view media and draw conclusions.</p> <p>I can interview an adult about their perspectives.</p> <p>I can reflect and give my perspective of my learning.</p>
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