

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	From-To:	Week: Term 2
1	Lisa, Ashley, Helen		Week 2 (January 11, 2021)
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Risk taker Balanced Reflective	Strive for understanding Nurture passion in self and others.	Form Change Responsibility	Thinking skills Self-management skills
TD Theme:	Central Idea:	Lines of Inquiry:	
Who we are	Mindset and self awareness can enhance personal growth	Self Regulation Self Development Strategies Personal Growth	
Guiding Questions:			
What is mindset? Do I have a growth mindset? How can I make choices that help me grow?			
Events and Activities:			
Common/shared language/vocabulary: growth, mindset, fixed, kelso, disappointment, adversity, obstacles, challenges, strategies, persistence, self-talk			
	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>Key Ideas and Details KID2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. KID3. Describe characters, settings, and major events in a story, using key details.</p> <p>Craft & Structure CS1. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. CS3. Identify who is telling the story at various points in a text.</p> <p>Integration of Knowledge and ideas IKI1. Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p><i>Recall elements of a story with beginning, middle and end.</i> <i>What is the message of the story? Is the writer telling us we should do something?</i> <i>Describe the character: Inside and outside.</i></p> <p><i>Can we identify emotional words that tell us how the character is feeling?</i> <i>Who is telling the story?</i></p> <p><i>Do the illustrations tell us more information about the characters? Do the pictures tell us emotions?</i></p>	<p><i>I can include at least two events in the beginning, middle and end. (Research: data gathering)</i></p> <p><i>I can identify the main emotion of the character. (Thinking: critical thinking)</i></p> <p><i>I can find emotional words in a story or poem. (Research: data gathering)</i></p> <p><i>I can identify one part of the illustration that gives more information. (Communication: Symbolic exploration & expression)</i></p>

<p>Writing</p>	<p>Text types and purposes W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Production and distribution of writing W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p><i>I can write about my feelings. I can comment on how I approach tasks and about my learning at school. I can write about a character in a story</i></p>	<p><i>I can use a growing list of words identifying emotion in my writing. I can write journal entries. I can write to reflect about my learning. I can describe a character using writing and illustration.</i></p>
<p>Maths</p>	<p>Measurement Estimation allows us to measure with different levels of accuracy. Recognise centimeters as a standard unit of measurement of length. Pattern and Function PF1 Describe a pattern created by skip counting and representing the pattern on a number line.</p>	<p>Explore different estimation/prediction opportunities and discuss how we can refine our ideas. Explore and practice measuring different things with a ruler and using centimeters. Explore the concept of skip counting with different numbers.</p>	<p><i>I can estimate with what I think is reasonable accuracy. I can measure the length of an object in centimeters. I can begin to explain and show how to skip count.</i></p>
<p>UOI</p>	<p>Mindset (PSPE - Identify) Identifying and understanding our emotions helps us to regulate our behaviour. A positive attitude helps us to overcome challenges and approach problems. A person's self-concept² can change and grow with experience. Using self- knowledge³ allows us to embrace new situations with confidence. Different challenges and situations require different strategies.</p>	<ul style="list-style-type: none"> ● What is mindset ● What is growth ● What is fixed ● what is mindfulness 	