

## KIS International School Weekly Planning Documentation: Grade 1

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week: Term 2</b>
1	Lisa, Ashley, Helen		Week 5 (February 1 , 2021)
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Communicators Thinkers	Strive for understanding Nurture passion in self and others.	Form Connection Perspective	Communication skills Thinking skills
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
How we express ourselves	We can express ourselves through our ideas and feelings	Self expression Finding inspiration Experimenting (and Reflection)	
<b>Guiding Questions:</b>			
What is expression? What is self-expression? How do we express ourselves?			
<b>Events and Activities:</b>			
<b>Common/shared language/vocabulary:</b> expression, ideas, feelings			
	<b>Learning Outcomes</b> <i>Curriculum coverage</i>	<b>Learning engagements/inquiries</b> <i>Inquires/engagements driven by teacher questions.</i>	<b>Success criteria/Assessments</b> <i>Student Expectations/assessments</i>
Reading	<p><b>Fluency</b> F3.Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>Phonics and Word Recognition:</b> 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><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>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>
Writing	<p><b>Craft &amp; Structure (Reading)</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p>	<p><i>What is poetry?</i></p>	<p><i>I can read a variety of poems and identify at least 2 features of a poem.</i></p>

<p>Maths</p>	<p><b>N6</b>-Use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, -, use fraction names (half, quarter) to describe part and whole relationships  <b>N8</b>-Explore and model multiplication and division using their own language/ methods  <b>SS6</b>-Represent ideas about the real world using geometric vocabulary and symbols</p>	<p><i>Exploring repeated addition, skip counting as the start of multiplication. Representing this in symbols and numbers.</i></p> <p><i>Making arrays to represent multiplication.</i></p> <p><i>Continued introduction of geometric vocabulary.</i></p> <p><i>Investigation of geometric shapes and their properties.</i></p> <p><i>Investigating 3D shapes</i></p> <p><i>Students start to describe geometric shapes using appropriate vocabulary.</i></p>	<p><i>I can describe the patterns I can see in numbers and symbols.</i></p> <p><i>I can describe what I observe using mathematical language.</i></p> <p>.</p> <p><i>I can describe shapes using mathematical vocabulary to describe sides, vertices in 2D.</i></p> <p><i>Looking at and building with, creating 3D shapes.</i></p>
<p>UOI</p>	<p><b><u>UOI - Self-Expression</u></b></p> <p><b>Tuning-in:</b>  Students explore the concept of self-expression and the many different ways that this may look. They then reflect on their own self-expression and the ways the people around them express themselves.</p>	<p><i>Exploring different ways that people can express ideas or feelings. Students share their prior knowledge of the ways that they think people can express themselves.</i></p> <p><i>Students reflect on their own preferences for self-expression. How do they enjoy sharing their ideas or feelings? This may connect to a passion.</i></p> <p><i>Students interview a family member about how they like to express themselves, their ideas or feelings or perspectives.</i></p> <p><i>Students discuss and update their passions. Are these a form of self-expression?</i></p> <p><i>Students showcase their passion, video themselves demonstrating their passion.</i></p>	<p><i>I can share my perspective of self-expression.</i></p> <p><i>I can explain how I like to share my ideas or feelings.</i></p> <p><i>I can interview people about how they like to express themselves.</i></p> <p><i>I can talk about my passions.</i></p> <p><i>I can showcase my passions.</i></p>