

## 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 6 (February 8, 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>-Divide</b> by sharing equally a set of objects.  <b>N9</b>-Recognise halves and quarters</p> <p><b>SS1</b>-Describe the features of three dimensional objects  <b>SS2</b>-Make models of three dimensional objects with or without digital technologies and describe key features 3D shapes can be created by putting together and or taking apart other shapes.</p>	<p><i>Continued practise through daily data and real life problem solving.</i></p> <p><i>Sharing sets of objects in 2s and 4s.</i></p> <p><i>Splitting shapes in pieces - to halves and quarters</i></p> <p><i>Explore 3D shapes and identify 2D shapes, lines, vertices.</i></p> <p><i>Make connections between shapes in the environment and the language used to describe their properties.</i></p>	<p><i>.I can use addition and subtraction in my daily life.</i></p> <p><i>I can answer questions by applying my knowledge of addition and subtraction.</i></p> <p><i>I can share equally between 2 and 4 groups.</i></p> <p><i>I can cut shapes in half and in 4 equally.</i></p> <p><i>I can identify faces on 3D shapes.</i></p>
<p>UOI</p>	<p><b><u>UOI - Self-Expression</u></b></p> <p><b>Finding/Sorting out:</b>  Students continue to reflect on different forms of self-expression, connect these to themselves and begin to explore the ideas being showcased by the person expressing themselves. This may be their own expression or that of others.</p>	<p><i>Students reflect on their own preferences and the people around them for self-expression. How do they enjoy sharing their ideas or feelings?</i></p> <p><i>Students explore types of self expression that may be alternative or new to them. Begin to adapt their mindset to change and how they express themselves presently.</i></p> <p><i>Students discuss and update their passions. Are these a form of self-expression?</i></p> <p><i>Students begin to discuss and uncover the types of ideas and feelings that self-expression can convey. What are people trying to express through their self-expression?</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 discuss other types of self-expression.</i></p> <p><i>I can begin to explain how people use self-expression to share their ideas and feelings and the types of ideas that certain forms of expression showcase. I can discuss my own self-expression in more detail .</i></p>