

## KIS International School Weekly Planning Documentation: Grade 1

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>From-To:</b>	<b>Week:</b>
1	Lisa, Ashley, Helen		Week 11 (October 26, 2020)
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Inquirer, Thinker,		Change Perspective Connection	Thinking skills Communication skills Self-management skills Research skills
<b>TD Theme:</b>	<b>Central Idea:</b>	<b>Lines of Inquiry:</b>	
How the World Works	Nature changes in observable ways	The natural world Observation Investigation	
<b>Guiding Questions:</b>			
What is nature? What is the natural world?			
<b>Events and Activities:</b>			
<b>Common/shared language/vocabulary:</b> Canal, Bridge, Dam, Lighthouse, Island, Bay, Riverbank, Beach, Sea, Ocean, Coast, Ground Dune Desert Cliff Park Meadow Jungle Forest Glacier Land Hill Field Grass Soil Seashell Mushroom Pebble Rock Stone Smoke Pond River Wave Sky Water Tree Plant Moss Flower Bush Sand Mud Stars Planet Mine Path Road Tunnel Volcano Cave observe investigate			
	<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>

<p>Reading</p>	<p><b>Key Ideas and Details</b> KIDI1: Ask and answer questions about key details in a text</p> <p>KID5: Describe the connection between two individuals, events, ideas or pieces of informational text</p> <p><b>Craft &amp; Structure</b> CS5: Know and use various text features to locate key facts or information in a text.</p> <p><b>Range of Reading</b> RRL2: With prompting and support, read informational texts appropriately complex for G1</p> <p><b>Fluency</b> F3: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<ul style="list-style-type: none"> <li>Review NF books and look at facts</li> <li>Explore NF books during UOI 2 Observing nature and connecting information</li> <li>DRA Assessment to assign developing level ORT books</li> <li>Explore features of NF books (content, index, vocab)</li> <li>Class library to support a range of NF topics for students to explore and find information.</li> <li>Weekly guided reading groups</li> </ul>	<p>Find 3 facts in a NF book</p> <p>Able to find information on one topic in two books</p> <p>Able to identify main features of NF books. Able to explain what a fact is Identify 3 facts from a book</p> <p>Selecting at level books. Selecting interest books.</p> <p>Reading with fluency, pausing at full stops.</p>
<p>Writing</p>	<p><b>Text Types and purpose</b> TTP2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some closure.</p> <p><b>Research to build and present knowledge</b> RBPk1: Participate in shared research and writing projects.</p>	<ul style="list-style-type: none"> <li>Write facts from non-fiction books</li> <li>write questions for research</li> </ul>	<p>Identify differences between fact and fiction.</p> <p>Prepare and write down questions to be used for research purposes. Share information with peers about non-fiction information - wonder and write about knowledge</p>
<p>Knowledge about language</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. PWR4: Know final -e and common vowel team conventions for representing long vowel sounds. PWR5: Use knowledge that every syllable must have a vowel sound to</p>	<ul style="list-style-type: none"> <li>Identify letter, word and sentence. Thinking skills: Application</li> <li>Word sort initial sounds Thinking skills: Analysis</li> <li>Handwriting practice of lower case.</li> <li>Identify when we use capital letters</li> <li>Ensure each sentence have a full stop</li> <li>Review HFW and spelling</li> </ul>	<p>Be able to write and identify each sound in CVC words</p> <p>Creating labels and captions for pictures after researching through walks, videos, non-fiction texts.</p> <p>Working on spelling lists</p>

	<p>determine the number of syllables in a printed word.  <b>PWR6:</b> Decode two-syllable words following basic patterns by breaking the words into syllables.  <b>PWR7:</b> Read words with inflectional endings.  <b>PWR8:</b> Recognize and read grade-appropriate irregularly spelled words.  Print all upper and lower case letters  Capitalise dates and names  Use end punctuation for sentences.  Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p><b>Vocabulary acquisition</b>  Sort words into categories to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> <li>• <i>Word sort initial sounds</i></li> </ul>	
<p>Maths</p>	<p><b>M1</b> - Understand the use of standard units to measure.</p> <p><b>M4</b>- Name and order the months. Use a calendar to identify the date and determine the number of days in each month.</p> <p><b>PF1</b> - Describe patterns with numbers and identify missing elements.</p> <p><b>N1:</b>Develop confidence with number sequences to and from 100</p> <p><b>N2:</b> Count by 2, 5, and 10s starting from zero  Recognise odd/even and negative numbers</p> <p><b>N3</b> - Count collections to at least 100 by partitioning numbers using place value.</p> <p><b>N4</b> - Represent and solve simple addition problems using a range of strategies</p> <p><b>DH2:</b> Collect, check and classify data. Represent the relationship between objects in sets using tree diagram</p>	<ul style="list-style-type: none"> <li>• Explore how we can use units of measurement to understand social distancing. (Meter)</li> <li>• update and manage personal calendars.</li> </ul> <p>Thinking skills: Acquisition of Knowledge</p> <ul style="list-style-type: none"> <li>• Explore number grids 1-50.</li> </ul> <p>Thinking skills: Acquisition of Knowledge</p> <ul style="list-style-type: none"> <li>• Begin to explore the concept of place value through visual media and online games.</li> <li>• Using personal manipulatives and other engagements to practice forming numbers groups.</li> </ul> <ul style="list-style-type: none"> <li>• Collect data from tally marks and represent the information in a graph</li> </ul>	<p>I can use a meter to try to be a safe distance from my classmates. (Social distancing)</p> <p>I can begin to explain the form and function of a calendar.</p> <p>I can identify patterns in numbers and number grids.</p> <p>I can explain the value of individual digits in a number.</p> <p>I can successfully add two numbers together.</p> <p>I can show data in a pictorial graph or bar chart.</p>

	<b>DH3:</b> Create displays of data using lists, tables and picture graphs and interpret them.		
UOI	<p><u>Week 1 - Tuning In</u> KWL what is nature and what do we know about observation</p> <p><u>Week 2 - Tuning In/Finding Out</u> Explore our own environment and media/books about nature. Student's to form ideas about what nature is and how we can tell it is nature.</p> <p><u>Week 3 - Tuning In/Finding Out</u> Identify what nature is. How do we know if it is nature? Developing observational skills to support our understanding</p> <p><u>Week 4 - Finding Out</u> Class inquiry into a part of nature looking at the features of nature, characteristics and if we can identify change.</p>	<p>Students discuss (teacher record) what their prior knowledge is of nature. What does it mean to observe something. How do we know it is nature?</p> <p>Students work collaboratively to find facts about a part of nature, looking at language to describe the object. Students will observe any changes and create hypotheses of what changes might occur.</p>	<p>I can identify one feature of nature.</p> <p>I can use scientific language to describe my observations, create predictions of change, and identify changes that occur.</p>