

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	From-To:	Week:
1	Lisa, Ashley, Helen		6 - Sept ,72020
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Open Minded, Principled		Responsibility, Change, Causation	Self management, Social Skills, Communication
TD Theme:	Central Idea:	Lines of Inquiry:	
How we organise ourselves.	Adapting to Change	Events that affect communities How we respond and adapt Actions to maintain well-being	
Guiding Questions:			
What is Covid19 How have our routines changed			
Events and Activities:			
Common/shared language/vocabulary: COVID, social distancing, disinfectant, sanitiser			
	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</p> <ul style="list-style-type: none"> Ask and answer questions about key details in a text Retell stories, including key details and demonstrate understanding of the central message or lesson Identify the main topic and retell key details of a non-fiction text. <p>Integration of Knowledge and ideas</p> <ul style="list-style-type: none"> Use illustrations and details in a story to describe its characters, setting or events <p>Fluency</p> <ul style="list-style-type: none"> Read with sufficient accuracy and fluency to support comprehension. Use context to confirm or self-correct word 	<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 <ul style="list-style-type: none"> Draw a picture from the story Includes beg and end <ul style="list-style-type: none"> DRA Assessment to assign developing level ORT books 	<p>Able to match a picture to the main part of a story. Able to write one sentence based on the story.</p> <p>Picture is connected to the story Picture could represent beginning of story</p> <p>Reading at level books.</p>
Writing	Range of writing - handwriting	<ul style="list-style-type: none"> Practise handwriting using a variety of tools 	Pencil hold is correct

	<ul style="list-style-type: none"> • use increasingly consistent pencil grip • Fluently form lower and upper case letters with directionality and size regularity <p>Production and distribution of writing With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> • <i>gather information about events that result in community changes and share learning/ using a variety of text forms</i> • <i>writing assessment “ I like . . . ”</i> 	<p><i>Letters are formed correctly</i></p> <p><i>Able to identify and describe events</i></p> <p><i>Listing resources that are used and routines that are adopted</i></p> <p><i>Listing events that result in changes</i></p> <p><i>Free writing engagement for purpose of initial assessment to be uploaded to Managebac</i></p>
Knowledge about language	<p>Print Concepts Recognise the distinguishing features of a sentence.</p> <p>Phonological Awareness Isolate and pronounce initial, medial vowel and final sounds in spoken single-syllable words</p> <p>Conventions 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>Vocabulary acquisition Sort words into categories to gain a sense of the concepts the categories represent.</p>	<ul style="list-style-type: none"> • <i>Identify letter, word and sentence.</i> • <i>Word sort initial sounds</i> • <i>Handwriting practice of lower case.</i> • <i>Identify when we use capital letters</i> • <i>Ensure each sentence have a full stop</i> • <i>Review HFW and spelling</i> • <i>Word sort initial sounds</i> 	<p><i>Be able to write and identify each</i></p>
Maths	<p>M1 - Understand the use of standard units to measure.</p> <p>M4- Name and order the months. Use a calendar to identify the date and determine the number of days in each month.</p> <p>PF1 - Describe patterns with numbers and identify missing elements.</p>	<ul style="list-style-type: none"> • Explore how we can use units of measurement to understand social distancing. (Meter) • update and manage personal calendars. • Explore number grids 1-50. 	<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>N3 - Count collections to at least 100 by partitioning numbers using place value.</p> <p>N4 - Represent and solve simple addition problems using a range of strategies</p>	<ul style="list-style-type: none"> ● Begin to explore the concept of place value through visual media and online games. ● Using personal manipulatives and other engagements to practice forming numbers groups. 	<p>I can explain the value of individual digits in a number.</p> <p>I can successfully add two numbers together.</p>
UOI	<p>Week 2 & 3:</p> <ul style="list-style-type: none"> ● <i>Week 2 & 3: Exploration of what students know already about COVID (Tuning In). A range of provocations can be connected to, such as discussions referring to classroom experiences on how the program has changed. Visual media/books/recollections can be utilised to provoke student knowledge which can then be collated into a KWL chart.</i> <p>Week 4: Line of inquiry 1 - Events that affect communities</p> <ul style="list-style-type: none"> ● <i>Students to explore why these changes have occurred and what changes we can make to create a community in Grade 1</i> ● <i>Explore and research other events that affect communities.</i> 	<p>Classroom provocations and discussions will focus on what the students know about Covid 19.</p> <p>Brainstorm ideas of how we can create a community between all three classes.</p> <ul style="list-style-type: none"> - Activities - Tasks - Sports <p>Visual media, prior knowledge, books and other resources can be used as discussion for support and provocations.</p>	<p>I can express and share my knowledge and perspectives about what Covid 19 is.</p> <p>I can identify ways that we can adapt to our new environment to create a caring community.</p>