

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	From-To:	Week:
1	Lisa, Ashley, Helen		Week 8 (28 September 2020)
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Inquirer, Thinker,		Change Perspective Connection	Thinking skills Communication skills Self-management skills Research skills
TD Theme:	Central Idea:	Lines of Inquiry:	
How the World Works	Nature changes in observable ways	The natural world Observation Investigation	
Guiding Questions:			
What is nature? What is the natural world?			
Events and Activities:			
Common/shared language/vocabulary: 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			
	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>

<p>Reading</p>	<p>Key Ideas and Details KIDI1: Ask and answer questions about key details in a text</p> <p>Craft & Structure CS5: Know and use various text features to locate key facts or information in a text.</p> <p>Range of Reading RRL2: With prompting and support, read informational texts appropriately complex for G1</p> <p>Fluency F3: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<ul style="list-style-type: none"> • <i>DRA Assessment to assign developing level ORT books</i> 	<p><i>Reading at level books.</i></p>
<p>Writing</p>	<p>Text Types and purpose TTP2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some closure.</p> <p>Research to build and present knowledge RBPk1: Participate in shared research and writing projects.</p>	<ul style="list-style-type: none"> • Take walks to explore nature in the school environment and draw findings with labels and captions to show what they know/ observed 	<ul style="list-style-type: none"> • <i>labelling and captioning pictures</i>

<p>Knowledge about language</p>	<p>Phonics and Word Recognition: 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 determine the number of syllables in a printed word. PWR6: Decode two-syllable words following basic patterns by breaking the words into syllables. PWR7: Read words with inflectional endings. PWR8: 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>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> <p>Thinking skills: Application</p> <ul style="list-style-type: none"> ● <i>Word sort initial sounds</i> <ul style="list-style-type: none"> ● <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> <ul style="list-style-type: none"> ● <i>Word sort initial sounds</i> 	<p><i>Be able to write and identify each sound in CVC words</i></p> <p><i>Creating labels and captions for pictures after observational walks</i></p> <p><i>Working on spelling lists</i></p>
<p>Maths</p>	<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> <p>N3 - Count collections to at least 100 by partitioning numbers using place value.</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. <p>Thinking skills: Acquisition of Knowledge</p> <ul style="list-style-type: none"> ● Explore number grids 1-50. <p>Thinking skills: Acquisition of Knowledge</p> <ul style="list-style-type: none"> ● Begin to explore the concept of place value through visual media and online games. 	<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>

	N4 - Represent and solve simple addition problems using a range of strategies	<ul style="list-style-type: none"> Using personal manipulatives and other engagements to practice forming numbers groups. 	I can successfully add two numbers together.
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. Research skills: collecting and recording data</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. Research skills: collecting and recording data</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>