

G1 Weekly Plan

Grade 1	Teachers:	Ashley, John, Ronyii, Danny, Nong	Unit Dates:	From: November 4th	To: December 13	Date: 25-29 Nov
Notes:	Transdisciplinary Theme:	Sharing the planet	Unit Title:	Choices***		
	Central idea:	People's actions reflect awareness of community responsibility.				
	Lines of Inquiry:	<ul style="list-style-type: none"> ● Use of school resources ● Needs in the community ● Responsible action 				
	Key Concepts:	Function, Causation & Responsibility	Quality Learning Behaviours:			
	Focus LP:	Principled, Caring & Balanced	Approaches to Learning:	listen actively to other perspectives and ideas ask for clarifications listen actively and respectfully while others speak Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds. Express oneself using words and sentences. Participate in conversations. Make summary notes. Practise empathy and care for others. Advocate for one's own rights and needs, and those of others Ask or design relevant questions of interest that can be researched. Gather information from a variety of primary and secondary sources. Sort and categorize information: arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams. Present information in a variety of formats and platforms.		
	Learning Outcomes: ATLs:	Guiding Questions/ Provocations:	Learning Engagements:	Success Criteria:		

<p>UOI experiences</p> <p>(Science, Social Studies, PSPE, Math, Language, Arts)</p>	<p><i>Intentions from curriculum & skills continuum:</i></p> <p>Listening and speaking 2 Spoken language varies according to the purpose and audience. Use oral language to communicate during classroom activities, conversations and imaginative play. ATL listen actively to other perspectives and ideas ask for clarification listen actively and respectfully while others speak</p> <p>Listening and Speaking 3 people interpret messages according to their unique experiences and ways of understanding. Viewing: Relate to different contexts presented in visual texts according to their own experiences. ATL express oneself using words and sentences</p> <p>KWL Investigation into resources</p>	<p><i>Teacher questions to drive inquiry:</i></p> <p>Different questions on each provocation, such as “What do you think is happening in this picture? Why do you think this is here?”</p> <p>What type of work samples are worthy to be put into your portfolio?</p> <p>What do we know? What do we want to know?</p> <p>What do we know? What do we want to know?</p>	<p><i>Engagement(s):</i></p> <p>Chalk talk Different provocations placed onto large sheets of paper (in the form of photos and questions). Students move to the different sheets of paper and respond with drawings, questions and statements.</p> <p>Portfolio - students reflect on our UOI “Community” unit, select work samples that reflect their growth and understanding.</p> <p>KWL - Collate student understandings at the outset of the unit onto class chart.</p> <p>Students will explore a range of engagements in different forms to tune into resources, what they are, what are they used for, are they precious?</p>	<p>Students responses will guide our decision making for the next steps in the “tuning in” stage of the UOI.</p> <p>4 pieces of work that shows understanding of the unit.</p> <p>Reflections for each piece</p> <p>Students will begin to orientate themselves to our inquiry and begin to identify some of their learning quests! (Things they want to learn) Students will be to construct understandings of resources on a global scale and then connect them to their immediate community.</p>
<p>Maths</p>	<p><i>Intentions from curriculum & skills continuum:</i></p> <p>N1-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point.</p> <p>Skip count by twos, fives and tens starting from zero recognise model, read, write and order numbers to at least 100. Locate these numbers on a number line</p>	<p><i>Teacher questions to drive inquiry:</i></p> <p>How can you practice counting?</p> <p>How can knowing number bonds help us?</p>	<p><i>Engagement(s):</i></p> <p>Students work with a partner to count forwards and backwards from any starting point. Use hundreds chart for support and for peer assessment.</p> <p>Students are given one piece of a number chart jigsaw puzzle, place it on a mini whiteboard and add the rest of the numbers to 100, or at least the numbers around the puzzle piece.</p>	<p><i>Person(s)responsible:</i></p> <p>Students add their name to a “I can count forwards and backwards” once they have been peer and teacher assessed with 4 accurate answers in a row. (From any starting point.)</p> <p>Able to demonstrate improving number sense by automatic recall of number bonds.</p> <p>Show numbers 0-20 in different ways</p> <p>Can skip count fluently by 2s, 5s and 10s.</p>

	<p>Recognize even, odd numbers</p> <p>Measurement</p> <p>We use tools to measure the attributes of objects and events</p>	<p>What patterns do you see in these numbers?</p> <p>Do you know what is 1 more/less 10 less/more</p> <p>What time is it now? What are the different units of time we can use to measure and plot events?</p>	<p>Number bonds - making 10/20/100 Numbicon/base tens Build, draw, write in words, write in numbers (Graphic organiser/whiteboards) number bonds graphic organiser</p> <p>Counting 2s/5s/10s finding patterns</p> <p>Ordering numbers - missing 100 chart pieces/jig - saw</p> <p>Students will explore how time is utilised to organise our daily lives.</p>	<p>Students will use time to identify transitional times throughout the school day. students will utilise specific units of time to moderate their time-management skills.</p>
<p>Literacy</p> <p>Writing/ Reading & Speaking</p>	<p><i>Intentions from curriculum & skills continuum:</i></p> <p>B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>Write to communicate a message to a particular audience</p> <p>B. Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p> <p>D. Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community.</p> <p>Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.</p>	<p><i>Teacher questions to drive inquiry:</i></p> <p>How can we create a procedure that can be clearly followed?</p> <p>How can we create a procedure that can be clearly followed?</p> <p>How can we create a procedure that can be clearly followed?</p> <p><i>What do good writers/readers do? How and when do we use capital letters? How and when do we use full stops? What strategies do you use for finger spaces in your writing?</i></p> <p><i>How can you check your writing makes sense?</i></p>	<p><i>Engagement(s):</i></p> <p>Students participate in a range of tasks, then write the procedure for that task.</p> <p>Students create a small object out of Lego (10 pieces maximum) then write a procedure for a classmate to follow.</p> <p>Mini whiteboard barrier game. Students draw on the whiteboard and then give their partner instructions to create the same drawing on their own whiteboard.</p> <p><i>Feedback from teachers during and after writing provided on the following areas: Capital letters/Full Stops/ Finger Spaces/ Complete sentences</i></p> <p><i>Practice forming letters correctly in the sand.</i></p>	<p><i>Person(s) responsible:</i></p> <p>Students independently include these features in their procedure: illustrations, numbered written steps, What You Need section, action verbs, title.</p> <p>Peer is able to follow the procedure to create the same item.</p> <p>Oral instructions are clear enough for the peer to create a similar drawing. Peer feedback based on comparing whiteboards.</p> <p><i>Students can incorporate feedback into independent writing.</i></p>

	<p>Reading R1 <i>The sounds of spoken language can be represented visually.</i> R3 <i>People use strategies to help them read.</i></p> <p>R3 <i>People use strategies to help them read.</i></p> <p>Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.</p>	<p>What do good readers do? What strategies/tools do you use to help read tricky words?</p> <p>How do we make sense of text?</p> <p>What are the roles of the author and illustrator in telling a story? How did Yuyi create the illustrations for this book? What different mediums did she use? How is your artwork connected to the work of Yuyi?</p>	<p>Introduce decoding strategies Eagle Eye/Lips the Fish/Stretchy Snake/Chunky Monkey/Flippy Dolphin/Skippy Frog/Trying Lion (Beginning & end sounds, short vowels, long vowels, dlagraphs, blends)</p> <p>Guided Reading - students read in small groups and respond to texts by answering questions Read to self - Books/Raz kids Listen to Read - Chrome books Daily read aloud/Global Book Read - see below.</p> <p>Global read aloud: <i>Reading the book Viva Frida</i> by Yuyii Morales.</p> <p>The final selection for this year's Global Read Aloud is a book similar to Grandfather Twilight. The Little Night. Comparing the two stories using a story mountain and venn diagram.</p>	<p><i>Students can explain the decoding strategies and can apply them when reading aloud (when necessary..)</i></p> <p>Students respond in writing, drawing and orally to set texts.</p> <p>Students create their own work of art inspired by Yuyi and can explain the connection between their artwork and Yuyi Morales books.</p>
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Art and Design	VC. Provide opportunities to develop skills in computer technology in the classroom.	How can we use the keyboard more effectively?	Touch typing Coding	
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