

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	From-To:	Week:
1	Lisa, Ashley, Helen		4 - August 31 2020
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 Draw a picture from the story 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</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 Covid and share learning/ using a variety of text forms</i> 	<p><i>Letters are formed correctly</i></p> <p><i>Able to identify changes in school routines</i></p> <p><i>Listing resources that are used</i></p> <p><i>Listing events that result in changes</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> <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"> • Explore how we can use units of measurement to understand social distancing. (Meter) • update and manage personal calendars. • Explore number grids 1-50. • 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 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>
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> 	<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>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>

	<ul style="list-style-type: none">• <i>Explore and research other events that affect communities.</i>	Visual media, prior knowledge, books and other resources can be used as discussion for support and provocations.	
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