

## KIS International School Weekly Planning Documentation: Grade 1

| Grade:  | Teachers and collaborators:  | From-To:  | Week: Term 2  |
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| 1   | Lisa, Ashley, Helen  |   | Week 3 (January 18 , 2021)  |
| Focus LP:   | Focus QLB  | Key Concepts & Related concepts:  | ATLs/Skills:  |
| Communicators<br>Reflective<br>Thinkers                                   | Strive for understanding<br>Nurture passion in self and others.  | Form<br>Connection<br>Perspective   | Research skills<br>Communication skills   |
| TD Theme:   | Central Idea:  | Lines of Inquiry:   |   |
| How we express ourselves  | We can express ourselves through our ideas and feelings  | Self expression<br>Finding inspiration<br>Experimenting (and Reflection)  |   |
| Guiding Questions:  |  |   |   |
| What is expression? What is self-expression? How do we express ourselves? |  |   |   |
| Events and Activities:  |  |   |   |
| Common/shared language/vocabulary: expression, ideas, feelings            |  |   |   |
|   | Learning Outcomes<br><i>Curriculum coverage</i>  | Learning engagements/inquiries<br><i>Inquires/engagements driven by teacher questions.</i>  | Success criteria/Assessments<br><i>Student Expectations/assessments</i>   |
| Reading   | <p><b>Fluency</b><br/>F3.Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p><b>Phonics and Word Recognition:</b><br/>PWR1: Know and apply grade-level phonics and word analysis skills in decoding words.<br/>PWR2: Know the spelling-sound correspondences for common consonant digraphs.<br/>PWR3: Decode regularly spelled one-syllable words.<br/>PWR8: Recognize and read grade-appropriate irregularly spelled words.</p> | <p><i>Read independently daily to practice appropriate reading level books</i></p> <p><i>Develop an understanding of letter and phoneme sounds to decode words.</i><br/><i>Able to recognise quickly high frequency words.</i><br/><i>Able to spell independently high frequency words.</i></p> | <p><i>I can read my ORT books with 80% accuracy.</i></p> <p><i>I can pronounce the sounds clearly and recognise the sounds in words.</i></p>                          |
| Writing   | <p><b>Text Types and purpose</b><br/>TTP3: Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, use</p>  | <p><i>Develop structure in their narrative writing.</i></p>   | <p><i>I can write a story plan so that my story has a beginning, middle and end.</i><br/><i>I can use exciting words to describe the characters and location.</i></p> |

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|       | temporal words to signal event order, and provide some sense of closure  |   |  |
| Maths | <p><b>N6</b>-Use mathematical vocabulary and symbols of addition and subtraction: add, subtract, difference, sum, +, -, use fraction names (half, quarter) to describe part and whole relationships</p> <p><b>N8</b>-Explore and model multiplication and division using their own language/ methods</p> <p><b>SS6</b>-Represent ideas about the real world using geometric vocabulary and symbols</p> | <p><i>Solve real life calculations using addition and subtraction skills.</i></p> <p><i>Explore multiplication as repeated addition and represent observations about patterns in numbers and symbols.</i></p> <p><i>Explore straight lines and identify them in the environment and on shapes.</i></p>  | <p><i>I can use my number skills to find information in daily data.</i></p> <p><i>I can increase a number of objects by adding the same number in a pattern.</i></p> <p><i>I can find straight lines at home and in shapes.</i></p>  |
| UOI   | <p><b><u>UOI - Self-Expression</u></b></p> <p><b>Tuning-in:</b><br/>Students explore the concept of self-expression and the many different ways that this may look. They then reflect on their own self-expression and the ways the people around them express themselves.</p>   | <p><i>Exploring different ways that people can express ideas or feelings. Students share their prior knowledge of the ways that they think people can express themselves.</i></p> <p><i>Students reflect on their own preferences for self-expression. How do they enjoy sharing their ideas or feelings? This may connect to a passion.</i></p> <p><i>Students interview a family member about how they like to express themselves, their ideas or feelings or perspectives.</i></p> <p><i>Students discuss and update their passions. Are these a form of self-expression?</i></p> <p><i>Students showcase their passion, video themselves demonstrating their passion.</i></p> | <p><i>I can share my perspective of self-expression.</i></p> <p><i>I can explain how I like to share my ideas or feelings.</i></p> <p><i>I can interview people about how they like to express themselves.</i></p> <p><i>I can talk about my passions.</i></p> <p><i>I can showcase my passions.</i></p> |