

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	<i>Communities respond and adapt to circumstances</i>	Week 3: August 23, 2021
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Open Minded, Principled	Taking action ethically	Responsibility, Change, Causation	Self management, Social Skills, Communication
TD Theme:		Lines of Inquiry:	
How we organise ourselves.		Events that affect communities How we respond and adapt	
Guiding Questions:			
What events cause us to adapt? What actions help us to respond and change? Who we are			
Events and Activities:			
Common/shared language/vocabulary: COVID, social distancing, remote learning			
	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</p> <ul style="list-style-type: none"> 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 <p>Knowledge about print PWR1. Know and apply grade-level phonics and word analysis skills in decoding words. PC1, Demonstrate understanding of the organization and basic features of print.</p>	<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>
<p>Writing</p>	<p>Range of writing - handwriting</p> <ul style="list-style-type: none"> use increasingly consistent pencil grip Fluently form lower and upper case letters with directionality and size regularity <p>Text type & purposes TTP3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<ul style="list-style-type: none"> Practise handwriting using a variety of tools Begin to write a description of who they are 	<p>Able to draw shapes within lines, finger spacing and correct shapes.</p> <p>Able to attempt to write a sentence Able to identify changes in school routines</p>
<p>Speaking and Listening</p>	<p>Comprehension and Collaboration: CC1. Follow essential agreements for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). CC2. Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>Presentation of Knowledge and Ideas: PK11. Describe people, places, things,</p>	<ul style="list-style-type: none"> Develop classroom and specialist essential agreements and understand how to apply expectations I can ask questions during zooms about my learning I can talk about me 	<ul style="list-style-type: none"> Develop classroom and specialist essential agreements and understand how to apply expectations I can ask questions during zooms about my learning I can talk about me

	and events with relevant details, expressing ideas and feelings clearly.		
Maths	<p>N3-Count collections to at least 100 by partitioning numbers using place value</p> <p>N2-Recognize, model, read, write and order numbers to at least 100. Locate these numbers on a number line.</p> <p>DH3-Create displays of data using lists, table and picture graphs and interpret them Collect and represent data in different types of graphs, for example, tally marks, bar graphs</p>	<ul style="list-style-type: none"> Students will reflect about what the digits in a number represent. Students will model numbers with manipulatives in tens and ones. Students will model numbers in 10s and 1s in a way of their choosing. Students will inquire into the use of tally marks and what they represent. Students will count tally marks and represent them in numbers. Students will represent numbers with tally marks. 	<ul style="list-style-type: none"> I can reflect and share information describing tens and ones in a number. I can create numbers using tens and ones with my maths resources. I can create a number in tens and ones. I can count tally marks. I can write tally marks to represent a number.
UOI 1 Learning to Adapt	<p>Tuning in / Finding Out What do we want to know? Questioning skills</p> <p>Making Connections - Areas of interest</p> <p>Classifying events</p> <p>Choosing events</p> <p>Reflection Friday: The power of our thoughts!</p>	<ul style="list-style-type: none"> Students share what questions they have about communities or events that affect communities. Students discuss any areas of interest they have about events or communities. Students classify a range of events into their perspectives of positive and not so positive. Students choose an event that they would describe as their favorite event. Students reflect on their learning for the week. 	<ul style="list-style-type: none"> I can share my wonderings of events that I think affect communities. I can share my ideas in areas of learning I am interested in. I can classify events into a given criteria. I can identify an event that I really like. I can reflect and give my perspective of my learning.

KIS WEEKLY PLANNING SPECIALISTS