

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 4: August 30, 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</p> <p>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</p> <p>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:</p> <p>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</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 	<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

	<p>Ideas: PK11. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<ul style="list-style-type: none"> I can talk about me 	<ul style="list-style-type: none"> I can talk about me
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>N4-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</p> <p>N5-Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies or by using a calculator.</p> <p>ATL Creative thinking Considering new perspectives:</p> <ul style="list-style-type: none"> Ask 'what if 'questions and generate new hypotheses 	<ul style="list-style-type: none"> Count to and from a given number Represent numbers as tens and ones. Generate simple addition equations and solve them. Use creative thinking skills and select a method for solving a real-life maths problem. Generate questions about numbers to inspire one's own and others' inquiries. 	<ul style="list-style-type: none"> I can count forwards and backwards from a number. I can share a number as tens and ones. I can make addition equations and find a way to solve them. I can help Ms. Helen to solve a problem. I can ask questions about numbers.
<p>UOI 1 Learning to Adapt</p>	<p>Tuning in / Finding Out What do we want to know? How events affect communities</p> <p>How events affect communities</p>	<ul style="list-style-type: none"> Students research how Covid 19 has affected the actions of communities. Students research how the first day of school affects the actions of a community. 	<ul style="list-style-type: none"> I can share my perspectives of how Covid 19 has affected communities. I can share my perspectives of how a first day at school can affect a community.

	<p>How events affect communities</p> <p>How events affect communities</p> <p>Reflection Friday: How we can reflect on our learning.</p>	<ul style="list-style-type: none"> ● Students research how a trip to the Dentist affects the actions of a community. ● Students research how a holiday/vacation affects the actions of a community. ● Students reflect on their learning for the week. 	<ul style="list-style-type: none"> ● I can share my perspectives of how a trip to the Dentist can affect a community. ● I can share my perspectives of how a holiday/vacation can affect a community. ● I can reflect and give my perspective of my learning.
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