

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	Communities respond and adapt to circumstances	Week 7: September 20, 2021
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
Open Minded, Principled	Taking action ethically	Perspective Change, Causation	Thinking Skills
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"> Connect words and illustrations to understand the story. Connect story with the illustrations Students to read aloud in small groups to develop confidence and understanding. Lower reading levels to focus on concept of book Upper reading levels to focus on strategies to decode words. 	<p><i>Able to find more information in the illustration that supports the development of a story</i></p> <p><i>Reading at level books.</i></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 Write stories based on a story plan 	<p><i>Able to draw shapes within lines, finger spacing and correct shapes.</i></p> <p><i>Able to write a beginning, middle and end based on a story plan.</i></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 Ideas:</p> <p>PKI1. 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 	<p><i>Develop classroom and specialist essential agreements and understand how to apply expectations</i></p> <p><i>I can ask questions during zooms about my learning</i></p> <p><i>I can talk about me</i></p>

	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>DH1-Identify a question of interest based on one categorical variable. Gather data relevant to the question</p> <p>N1 Recognize even, odd and negative numbers number</p> <p>ATL Creative thinking Considering new perspectives:</p> <ul style="list-style-type: none"> Ask 'what if 'questions and generate new hypothese 	<ul style="list-style-type: none"> The students will count a large collection of toys by grouping in 10s. The students will record the objects and totals in a table. Grouping objects in 10s and counting on a worksheet. Practicing 10s and 1s , tallying in daily data Students will use pairing or sorting into two groups to work out if they have an odd or even number of objects. 	<ul style="list-style-type: none"> I can count toys accurately by grouping in 10s and record the totals. I can count objects by organising groups of 10. I can complete my daily data. I am an inquirer using grouping to learn about odd and even numbers.
UOI 1 Learning to Adapt	<p>Making Conclusions Key Concepts Change/Causation/Perspective</p> <p>What connections did you make to our inquiry?</p>	<ul style="list-style-type: none"> Students chose a book and give their perspective of how it connects to change and causation. Students read 'The Dot' and give their perspectives of how Vashti's perspectives of herself have changed as an artist and what caused the change. Students recall their perspectives of how a community has been affected by an event and the change that took place. Students create a community and an event that affects their community and explain 	<ul style="list-style-type: none"> I can give my perspectives of the Key Concepts Change and Causation. I can give my perspectives of the Key Concepts Change and Causation. I can give my perspectives of my understanding of how a community has changed because of an event. I can give my perspectives of my understanding of how a community has changed because of an event.

		how the community changes/responds to the event.	
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