

## KIS International School Weekly Planning Documentation: Grade 1

<b>Grade:</b>	<b>Teachers and collaborators:</b>	<b>Central Idea:</b>	<b>Week:</b>
1	Lisa, Ashley, Helen	<i>Communities respond and adapt to circumstances</i>	Week 5: September 6, 2021
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	<b>ATLs/Skills:</b>
Open Minded, Principled	Taking action ethically	Responsibility, Change, Causation	Self management, Social Skills, Communication
<b>TD Theme:</b>		<b>Lines of Inquiry:</b>	
How we organise ourselves.		Events that affect communities How we respond and adapt	
<b>Guiding Questions:</b>			
What events cause us to adapt? What actions help us to respond and change? Who we are			
<b>Events and Activities:</b>			
<b>Common/shared language/vocabulary:</b> 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><b>Key Ideas and Details</b></p> <ul style="list-style-type: none"> <li>Identify the main topic and retell key details of a non-fiction text.</li> </ul> <p><b>Integration of Knowledge and ideas</b></p> <ul style="list-style-type: none"> <li>Use illustrations and details in a story to describe its characters, setting or events</li> </ul> <p><b>Fluency</b></p> <ul style="list-style-type: none"> <li>Read with sufficient accuracy and fluency to support comprehension.</li> <li>Use context to confirm or self-correct word</li> </ul> <p><b>Knowledge about print</b> 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"> <li>Read stories to students and discuss the story</li> <li>Ask why, who, how, what questions to encourage thinking about the story</li> <li>Draw a picture from the story</li> <li>DRA Assessment to assign developing level ORT books</li> </ul>	<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><b>Range of writing - handwriting</b></p> <ul style="list-style-type: none"> <li>use increasingly consistent pencil grip</li> <li>Fluently form lower and upper case letters with directionality and size regularity</li> </ul> <p><b>Text type &amp; purposes</b> 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"> <li>Practise handwriting using a variety of tools</li> <li>Begin to write a description of who they are</li> </ul>	<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><b>Comprehension and Collaboration:</b> 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><b>Presentation of Knowledge and Ideas:</b> PK11. Describe people, places, things,</p>	<ul style="list-style-type: none"> <li>Develop classroom and specialist essential agreements and understand how to apply expectations</li> <li>I can ask questions during zooms about my learning</li> <li>I can talk about me</li> </ul>	<ul style="list-style-type: none"> <li>Develop classroom and specialist essential agreements and understand how to apply expectations</li> <li>I can ask questions during zooms about my learning</li> <li>I can talk about me</li> </ul>

	and events with relevant details, expressing ideas and feelings clearly.		
Maths	<p><b>N3</b>-Count collections to at least 100 by partitioning numbers using place value.</p> <p><b>N1</b>-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point.</p> <p><b>ATL Creative thinking</b>  <b>Considering new perspectives:</b></p> <ul style="list-style-type: none"> <li>• Ask 'what if 'questions and generate new hypotheses</li> <li>• Use models and simulations to explore systems and issues</li> </ul>	<ul style="list-style-type: none"> <li>• The students will count a large collection of marbles and share their system for counting - <b>tuning in</b></li> <li>• Grouping objects into 10s and counting accurately- <b>directed</b></li> <li>• Practicing 10s and 1s , tallying in daily data</li> <li>• Making a number line to 50. Writing and ordering numbers.</li> <li>• Making a numberline in 1s from a stated number</li> <li>• The students will carry out an inquiry based on a student generated question or questions.</li> <li>• Students will share their suggestions for organising numbers and counting objects from their own experience.</li> </ul>	<ul style="list-style-type: none"> <li>• I can count marbles accurately and explain how I did it.</li> <li>• I can count a large number of marbles by organising groups of 10.</li> <li>• I can complete my daily data.</li> <li>• I can write numbers and place them on a number line.</li> <li>• I can organise numbers and explain my system.</li> <li>• I am a thinker. I wonder about the meaning of numbers.</li> <li>• I can create a system to organise a group of numbers and explain what I did.</li> </ul>
<b>UOI 1</b> <b>Learning to Adapt</b>	<p><b>Sorting Out</b>  <b>Researching Events</b>  <b>Key Concept Change/Causation</b></p> <p>How events connect to and cause change</p> <p>How events connect to and cause change</p>	<ul style="list-style-type: none"> <li>• Students research events in books and draw conclusions about change.</li> <li>• Students research events in books and draw conclusions about change.</li> </ul>	<ul style="list-style-type: none"> <li>• I can research a text and identify change within the contents.</li> <li>• I can research a text and identify change within the contents.</li> </ul>

	<p>How events connect to and cause change</p> <p>Student Question - How events connect to and cause change</p> <p>Reflection Friday: How we can reflect on our learning.</p>	<ul style="list-style-type: none"> <li>● Students have time to catch up with the inquiries from Monday and Tuesday.</li> <li>● Student Question: How was the Earth formed? Students research this event and identify how they think the Earth was formed and how it has changed.</li> <li>● Students reflect on their learning for the week.</li> </ul>	<ul style="list-style-type: none"> <li>● I can research a text and identify change within the contents.</li> <li>● I can research a text to try and share my perspectives of a question.</li> <li>● I can reflect and give my perspective of my learning.</li> </ul>
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