

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 6: September 13, 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>N1-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point.</p> <p>ATL Creative thinking Considering new perspectives:</p> <ul style="list-style-type: none"> • Ask 'what if 'questions and generate new hypotheses • Use models and simulations to explore systems and issues 	<ul style="list-style-type: none"> • The students will count a large collection of marbles and share their system for counting - tuning in • Grouping objects into 10s and counting accurately- directed • Practicing 10s and 1s , tallying in daily data <ul style="list-style-type: none"> • Making a number line to 50. Writing and ordering numbers. • Making a numberline in 1s from a stated number <ul style="list-style-type: none"> • The students will carry out an inquiry based on a student generated question or questions. 	<ul style="list-style-type: none"> • I can count marbles accurately and explain how I did it. • I can count a large number of marbles by organising groups of 10. • I can complete my daily data. <ul style="list-style-type: none"> • I can write numbers and place them on a number line. • I can organise numbers and explain my system. <ul style="list-style-type: none"> • I am a thinker. I wonder about the meaning of numbers.
UOI 1 Learning to Adapt	<p>Sorting Out/Finding Out Researching Events Key Concepts Change/Causation</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"> • Students research events in a book. • Students research events in a book and draw conclusions about change and causation and discuss them in small groups. 	<ul style="list-style-type: none"> • I can research a text to begin to identify change within the contents. • I can research a text and identify and discuss my ideas of change and the cause of that change within the contents.

	<p>How events connect to and cause change</p>	<ul style="list-style-type: none">• Students research events in a book and draw conclusions about change and causation and discuss them in small groups.	<ul style="list-style-type: none">• I can research a text and identify and discuss my ideas of change and the cause of that change within the contents.
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