

## 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	The Natural World changes in observable ways	Week 8: September 27, 2021
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	
Inquirer, Thinker,		Change, Perspective, Connection	Animals, Adaptation, Biodiversity, Ecosystems, Habitat, Plants
<b>TD Theme:</b>	<b>Lines of Inquiry:</b>		<b>ATLs/Skills:</b>
How the world works	<ul style="list-style-type: none"> <li>• changes in the natural world</li> <li>• laws of the natural world - form</li> <li>• connection between the laws &amp; the natural world</li> </ul>		Thinking skills Research skills
<b>Guiding Questions:</b>			
<p>That change happens in our natural world.            What is Nature? Natural world?            Natural world - landscapes -            Natural world - living things.</p>			
<b>Events and Activities:</b>			
<b>Common/shared language/vocabulary:</b> living, natural, world, environment, adaptation, ecosystem, habitat, change, plants, laws, connection, landscape			
	<b>Learning Outcomes</b> <i>Curriculum coverage</i>	<b>Learning engagements/inquiries</b> <i>Inquires/engagements driven by teacher questions.</i>	<b>Success criteria/Assessments</b> <i>Student Expectations/assessments</i>
Reading	<p>Non-fiction KIDI1: Ask and answer questions about key details in a text</p> <p>CS4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>F3: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings</p>	<p><i>Identify features of NF books and ways to find information</i></p> <p><i>Make connections between words used in NF books.</i></p> <p><i>In small reading groups, gain confidence in reading aloud and making connections</i></p>	<p><i>Students will identify contents, index, diagrams and glossary in a nonfiction book.</i></p> <p><i>Students will be able to distinguish between the start of fiction and non-fiction books.</i></p> <p><i>Students will increase fluency in reading ORT through practice.</i></p>
Writing	<p><b>Text Types and purpose</b> TTP2: Write informative/explanatory texts in which they name a topic, supply some facts</p>	<p><i>Using their knowledge of non-fiction create ideas for their own writing</i></p>	<p><i>Students will be able to identify features of a non-fiction book.</i></p>

	about the topic, and provide some closure.		<i>Students will be able to identify topics they can write non-fiction writing about.</i>
Speaking and Listening	<b>Comprehension and Collaboration:</b> CC2: Ask questions to clear up any confusion about the topics and texts under discussion CC3	Think about the information they are accessing to find facts	Students will be able to explain why books are nonfiction and provide evidence of a fact.
Maths	<b>M1</b> -Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal and formal units Understand the use of standard units to measure for example, length, mass, money, time, temperature <b>N4</b> -Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts  <b>ATL Creative thinking</b> <b>Considering new perspectives:</b> <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>	Students will share their current knowledge about different kinds of measurement.  Students will search household objects to find items that link to measurement.  Students will begin or continue to solve addition problems by counting on.  The students will participate in a choice of activities investigating how numbers got their names.	<ul style="list-style-type: none"> <li>• I can share what I know about measurement.</li> <li>• I can find artifacts that connects to measuring and measurement.</li> <li>• I can add a single digit number to a two digit number by counting on.</li> <li>• I can add a single digit number to a two digit number using a numberline.</li> <li>• I can explore number names.</li> </ul>
<b>UOI 1</b> <b>Learning to Adapt</b>	<b>Tuning In</b> <b>Key Concept Perspective</b>  What do you know?          What do you wonder?	<ul style="list-style-type: none"> <li>• Students share their perspectives on what the thing the Natural World is or what it means to them.</li> <li>• Students view a visual provocations of the Natural World and</li> </ul>	<ul style="list-style-type: none"> <li>• I can share my perspectives of what I think.</li> <li>• I can view visual media and share my wonderings of a specific topic.</li> </ul>

	<p>What connections can you make?</p> <p>Researching environments</p> <p>Friday Reflection</p>	<p>share their wonderings.</p> <ul style="list-style-type: none"> <li>● Students research a non-fiction book and explain how the book connects to the Natural World.</li> <li>● Students research their home environment and visually capture connections to the Natural World.</li> <li>● Students record what they learned from our inquiry HWO.</li> </ul>	<ul style="list-style-type: none"> <li>● I can research a book and connect it to a given topic.</li> <li>● I can research my home environment and connect it to the Natural World.</li> <li>● I can reflect and document my learning.</li> </ul>
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