

## 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 10: October 18, 2021
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	
Inquirer, Thinker,	Developing passion Ethical action	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>			
That change happens in our natural world. What is Nature? Natural world? Natural world - landscapes - Natural world - living things.			
<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 develop additional strategies to read new words.</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>Explore the use of adjectives to add additional information in their writing</i></p>	<p><i>Students will be able to include shape, size, colour or number.</i></p>

	about the topic, and provide some closure.		
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 discuss parts of nature and learn to ask questions

<p>Maths</p>	<p><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</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> <p><b>N4</b>-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</p>	<p>Students will measure capacity using units of their choice.</p> <p>Students will measure height.</p> <p>Students will begin to sort different areas of measurement by thinking about vocabulary that is used.</p> <p>Students will share their ideas about capacity by viewing equipment and suggesting how it is used.</p> <p>Students will use addition and subtraction to solve word problems. They will explain their methods of calculation.</p>	<ul style="list-style-type: none"> <li>• I can measure the capacity of containers.</li> <li>• I can measure the heights of objects.</li> <li>• I can sort words about measurement into groups.</li> <li>• I can think about what kind of measurement capacity could be.</li> <li>• I can solve word problems by using addition and subtraction.</li> </ul>
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<p><b>UOI 1</b> <b>Learning to Adapt</b></p>	<p><b>Tuning In/Finding Out</b> <b>Key Concept Perspective</b></p> <p>What can we observe about change in the natural world?</p> <p>What can we observe about change in the natural world?</p> <p>What can we observe about change in the natural world?</p> <p>What can we observe about change in the natural world?</p> <p>Friday Reflection</p>	<ul style="list-style-type: none"> <li>● Students observe visual media that documents change within seeds</li> <li>● Students observe visual media that documents change within animals and record what change they see.</li> <li>● Students observe visual media that documents change within weather patterns and record what change they see.</li> <li>● Students observe visual media that documents change within landscapes before and after fire damage and record what change they see.</li> <li>● Students record what they have learned about observing change in nature this week.</li> </ul>	<ul style="list-style-type: none"> <li>● I can share my perspective of change in the natural world.</li> <li>● I can share my perspective of change in the natural world.</li> <li>● I can share my perspective of change in the natural world.</li> <li>● I can share my perspective of change in the natural world.</li> <li>● I can reflect on and document my learning.</li> </ul>
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