

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	The Natural World changes in observable ways	Week 12: November 1, 2021
Focus LP:	Focus QLB	Key Concepts & Related concepts:	
Inquirer, Thinker,	Developing passion Ethical action	Change, Perspective, Connection	Animals, Adaptation, Biodiversity, Ecosystems, Habitat, Plants
TD Theme:	Lines of Inquiry:		ATLs/Skills:
How the world works	<ul style="list-style-type: none"> • changes in the natural world • laws of the natural world - form • connection between the laws & the natural world 		Thinking skills Research skills
Guiding Questions:			
<p>That change happens in our natural world. What is Nature? Natural world? Natural world - landscapes - Natural world - living things.</p>			
Events and Activities:			
Common/shared language/vocabulary: living, natural, world, environment, adaptation, ecosystem, habitat, change, plants, laws, connection, landscape			
	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>
Reading	Non-fiction KIDI1: Ask and answer questions about key details in a text CS4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. F3: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings	<i>Identify features of NF books and ways to find information</i> <i>In small reading groups, gain confidence in reading aloud and making connections</i>	<i>Students will identify differences in books on the same topic and select one book that interests them.</i> <i>Students will develop additional strategies to read new words.</i>
Writing	Text Types and purpose TTP2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some closure.	<i>Explore the use of transition words to add additional information in their writing</i>	<i>Students will be able to include transition words in their writing to ensure readers are able to understand a process.</i>

Speaking and Listening	Comprehension and Collaboration: 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
Maths	M1-Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal and formal units M2-Compare masses of objects using balance scales DH2-Collect, check and classify data ATL Research Skills Synthesising and interpreting: <ul style="list-style-type: none"> ● Sort and categorise information; arrange information into understandable forms such as narratives, explanatory and procedural writing, tables, timelines, graphs and diagrams ● Use critical literacy skills to analyse and interpret information 	The students will organise data from narrowest to widest . The students will measure the widths of objects and record data. The students will measure and compare weights on balance scales. The students will solve a mathematical problem and explain their method of comind=g to an answer. The students will reflect on their learning about measurement.	I can order widths by reading data. I can measure and record the widths of objects. I can measure and compare the mass of objects. I can solve Ms. Helen’s maths problem and explain to her. I can reflect about what I know about measurement.
UOI 1 Learning to Adapt	Finding Out/Sorting Out Key Concept Perspective The process of change in the natural world. The process of change in the natural world. The process of change in the natural world. The process of change in the natural world.	<ul style="list-style-type: none"> ● Students explore the process of how Night and Day happens. ● Students explore the process of growing. ● Students explore the process of weather. ● Students explore how the Northern Lights happen. . 	<ul style="list-style-type: none"> ● I can begin to construct understandings of the cause and effect of change in the natural world. ● I can begin to construct understandings of the cause and effect of change in the natural world. ● I can begin to construct understandings of the cause and effect of change in the natural world. ● I can begin to construct understandings of the cause and effect of change in the natural world.

	Friday Thinking Reflection	<ul style="list-style-type: none">• Students record what they have learned about the process of change in the natural world.	<ul style="list-style-type: none">• I can reflect on and document my learning.
--	----------------------------	--	--