

## 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	Mindset & self-awareness can support personal growth.	Week 14: November 8-15 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	Lifestyle, Identity, Well-being, Mindset, Goal Setting
<b>TD Theme:</b>	<b>Lines of Inquiry:</b>		<b>ATLs/Skills:</b>
Who we are	<ul style="list-style-type: none"> <li>An inquiry into ourselves.</li> <li>An inquiry into self-regulation and personal choices.</li> <li>An inquiry into strategies for personal growth</li> </ul>		Reflection metacognitive skills
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>Who are you?</li> <li>What do you enjoy doing?</li> <li>What are you good at?</li> <li>What would you like to be better at?</li> <li>What challenges you?</li> </ul>			
●What do you do to calm yourself down? What relaxes you?			
<b>Events and Activities:</b>			
<u>Common/shared language/vocabulary:</u> kelso choices responsibility, behaviour, choices, response, emotional regulation, actions			
	<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	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	<b>Text Types and purpose</b> 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	<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
Maths	<b>DH1</b> Understand that sets can be organized by one or more attributes <b>DH2</b> -Collect, check and classify data Represent the relationship between objects in sets using tree, Venn and Carroll diagrams and picture graphs.	The students will be introduced to pictographs and venn diagrams through instructional videos.  The students will input data into venn diagrams.  The students will input data into picture graphs.	I can sort data in a venn diagram.  I can enter data in a venn diagram.  I can organise data in a venn diagram.  I can organise data in a picture graph.
<b>UOI 3 Mindsets</b>	<b>Tuning in</b> <b>What do we know?</b> <b>Key Concept: Perspective</b>  What do we know?  What do we know?  What do we know?  What do we know?  Friday Thinking Reflection	<ul style="list-style-type: none"> <li>● Students share their knowledge of what 'mindsets' means.</li> <li>● Students share their knowledge of themselves and their thinking.</li> <li>● Students share their knowledge of how they control themselves.</li> <li>● Students share their knowledge of how they can develop change in themselves.</li> <li>● Students record what they know about mindsets.</li> </ul>	<ul style="list-style-type: none"> <li>● I can share my perspective of what something means.</li> <li>● I can share my perspective of what something means.</li> <li>● I can share my perspective of what something means.</li> <li>● I can share my perspective of what something means.</li> <li>● I can reflect on and document my learning.</li> </ul>

KIS WEEKLY PLANNING SPECIALISTS