

# 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 15: November 22 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>			
<b>Common/shared language/vocabulary:</b> kelso choices responsibility, behaviour, choices, response, emotional regulation, actions			
	<b>Learning Outcomes Curriculum coverage</b>	<b>Learning engagements/inquiries Inquires/engagements driven by teacher questions.</b>	<b>Success criteria/Assessments Student Expectations/assessments</b>
Reading	<b>Personal Narratives Key Ideas</b> KID2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. KID3. Describe characters, settings, and major events in a story, using key details.  <b>Fluency:</b> F1.Read with sufficient accuracy and fluency to support comprehension. F2. Read grade-level text with purpose and understanding.	<i>Students will look at the message in a story and identify what the author is telling them.</i>  <i>Students will be able to read ORT books during reading groups and develop strategies to understand meaning and read new words.</i>	<i>Able to identify the message in a story.</i>  <i>Able to read with 80% accuracy.</i>

Writing	<p><b>Personal Narrative</b>  <b>Text Types and Purposes:</b>  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> <p><b>Handwriting</b>  H1. Use consistent and confident pencil grip.  H2. Fluently form lower and upper case letters with directionality and size regularity.</p>	<p><i>Students will explore what a personal narrative is and brainstorm ideas.</i></p>	<p><i>Students will be able to recall the main idea of the story they listen to.</i></p>
Speaking and Listening	<p><b>Comprehension and Collaboration:</b>  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).  CC4. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>Students will be able to follow the essential agreements when returning to school.</p> <p>Students are able to ask questions to gain more information.</p>	<p>Students can follow grade level expectations.</p>
Maths	<p><b>DH1</b> Understand that sets can be organized by one or more attributes</p> <p><b>DH2</b>-Collect, check and classify data Represent the relationship between objects in sets using tree, <b>Venn</b> and <b>Carroll diagrams</b> and picture graphs.</p> <p><b>N6</b>-Use mathematical vocabulary and symbols of addition and subtraction</p>	<p>The students will collect a variety of data from their peers.</p> <p>The students will input data into venn diagrams.</p> <p>The students will input data into carroll diagrams.</p> <p>The students will use their knowledge of maths and math symbols to solve equations and then sort the data.</p>	<p>I can share information orally. I can listen to information and report on it.</p> <p>I can enter data in a venn diagram.</p> <p>I can share data about G1 students.</p> <p>I can organise data in a carroll diagram.</p> <p>I can solve equations and sort the answers into sets.</p>
UOI 3 Mindsets	<p><b>Tuning in</b>  <b>What do we know?</b>  <b>Key Concept: Perspective</b></p>		

	<p>What do we know?</p> <p>What do we know?</p> <p>What do I think?</p> <p>What do I think?</p> <p>Friday Thinking Reflection</p>	<ul style="list-style-type: none"> <li>● Students explore and record what relaxes them.</li> <li>● Students explain how they deal with challenges and solve problems.</li> <li>● Students explore what Kelso's Choices strategies are.</li> <li>● Students explore how to use Kelso's Choices to deal with challenges.</li> <li>● Students record what they know about mindsets.</li> </ul>	<ul style="list-style-type: none"> <li>● I can share my perspectives of how I relax.</li> <li>● I can share my perspectives of how I express my frustrations.</li> <li>● I can begin to create an understanding of what Kelso's Choices is.</li> <li>● I can begin to share my perspectives of how I can use Kelso's Choices.</li> <li>● I can reflect on and document my learning.</li> </ul>
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