

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	Mindset & self-awareness can support personal growth.	Week 16: November 29 2021
Focus LP:	Focus QLB	Key Concepts & Related concepts:	
Inquirer, Thinker,	Developing passion Ethical action	Change, Perspective, Connection	Lifestyle, Identity, Well-being, Mindset, Goal Setting
TD Theme:	Lines of Inquiry:		ATLs/Skills:
Who we are	<ul style="list-style-type: none"> An inquiry into ourselves. An inquiry into self-regulation and personal choices. An inquiry into strategies for personal growth 		Reflection metacognitive skills
Guiding Questions:			
<ul style="list-style-type: none"> Who are you? What do you enjoy doing? What are you good at? What would you like to be better at? What challenges you? What do you do to calm yourself down? What relaxes you? 			
Events and Activities:			
<u>Common/shared language/vocabulary:</u> kelso choices responsibility, behaviour, choices, response, emotional regulation, actions			
	Learning Outcomes Curriculum coverage	Learning engagements/inquiries Inquires/engagements driven by teacher questions.	Success criteria/Assessments Student Expectations/assessments
Reading	Personal Narratives Key Ideas 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. Fluency: 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>Personal Narrative Text Types and Purposes: 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>Handwriting 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>Comprehension and Collaboration: 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>DH1-Identify a question of interest based on one categorical variable. Gather data relevant to the question Understand that sets can be organized by one or more attributes DH2-Collect, check and classify data Represent the relationship between objects in sets using tree, Venn and Carroll diagrams</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>I can share information about which house my peers are in.</p> <p>I can record and read data about the number of members in a house.</p> <p>I can collect data and organise it from friends' information.</p> <p>I can start to organise my own data collection system.</p>
UOI 3 Mindsets	<p>Finding Out What do we want to know? Key Concept: Perspective</p>		

	<p>What do we want to know?</p> <p>What do we think we know?</p> <p>What do we think we know?</p> <p>What do we think we know?</p> <p>Friday Thinking Reflection</p>	<ul style="list-style-type: none"> ● Students give their perspectives of how they can use Kelso's Choices. ● Students give their perspectives of how they can use Kelso's Choices. ● Students explore messages of Mindsets within stories. 'The Dot' ● Students explore messages of Mindsets within stories. 'Ish' ● Students record their reflections and connections to mindsets. 	<ul style="list-style-type: none"> ● I can begin to reflect on how I can use conflict management strategies. ● I can begin to reflect on how I can use conflict management strategies. ● I can give my perspectives of mindsets within a story. ● I can give my perspectives of mindsets within a story. ● I can reflect on and document my learning.
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