

# KIS International School Weekly Planning Documentation: Grade 1

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| <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 17: December 6 2021  |
| <b>Focus LP:</b>  | <b>Focus QLB</b>   | <b>Key Concepts &amp; Related concepts:</b>  |   |
| Inquirer,<br>Thinker,   | Developing passion<br>Ethical action   | Change, Perspective,<br>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<br/>Curriculum coverage</b>   | <b>Learning engagements/inquiries<br/>Inquires/engagements driven by<br/>teacher questions.</b>  | <b>Success criteria/Assessments<br/>Student Expectations/assessments</b>                      |
| Reading   | <b>Personal Narratives</b><br><b>Key Ideas</b><br>KID2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.<br>KID3. Describe characters, settings, and major events in a story, using key details.<br><br><b>Fluency:</b><br>F1.Read with sufficient accuracy and fluency to support comprehension.<br>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><br><br><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><br><br><i>Able to read with 80% accuracy.</i> |

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| Writing                | <p><b>Personal Narrative</b><br/> <b>Text Types and Purposes:</b><br/> 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><br/> H1. Use consistent and confident pencil grip.<br/> 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><br/> 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).<br/> 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 Mindset          | <p><b>Finding Out /Sorting Out</b><br/> <b>What do we know?</b><br/> <b>Key Concept: Perspective</b></p>   |   |  |

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|  | <p>What do we know about passions?</p> <p>What do we know about passions?</p> <p>What do we know about passions?</p> <p>Friday Thinking Reflection</p> | <ul style="list-style-type: none"> <li>● Students document their areas of interest or passions.</li> <li>● Students interview a family member about their interests or passions.</li> <li>● Students identify any interests or passions that they would like to develop.</li> <li>● Students record their connections to passions.</li> </ul> | <ul style="list-style-type: none"> <li>● I can research new information.</li> <li>● I can interview and record someone's perspective.</li> <li>● I can begin to set myself challenges.</li> <li>● I can reflect on and document my learning.</li> </ul> |
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