

# 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 18: December 13 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 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>M4</b>-Name and order months</p> <p><b>M4</b>-Name and order months Use a calendar to identify the date</p> <p><b>N1</b> Recognize, model, read, write and order numbers to at least 100. Locate these numbers on a number line</p> <p><b>N1</b>-Develop confidence with number sequences to and from 100 (and beyond) by ones from any starting point</p>	<p>Students will order the months of the year.</p> <p>Students will sort months in to groups.</p> <p>Students will share information about their birthdays.</p> <p>Students will fill in a number grid.</p> <p>Students will have fun counting objects.</p>	<p>I can sequence the months of the year.</p> <p>I can organise personal information.</p> <p>I can use dates to measure and share information.</p> <p>I can practise place value to solve problems and organise numbers.</p> <p>I know that numbers share information.</p>
UOI 3 Mindsets	<p><b>Sorting Out</b>  <b>What do we know?</b>  <b>Key Concept: Perspective</b></p>		

	Exploring personal growth	<ul style="list-style-type: none"> <li>• Students explore the concept of goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explore an idea within a text.</li> </ul>
	Exploring personal growth	<ul style="list-style-type: none"> <li>• Students record any connections they have to the video they watched the previous day about goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain my connections to goal setting.</li> </ul>
	Exploring personal growth	<ul style="list-style-type: none"> <li>• Students interview a family member to see if they set themselves goals.</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask others about goal setting.</li> </ul>
	Exploring personal growth	<ul style="list-style-type: none"> <li>• Students explore the value of having a go at trying something.</li> </ul>	<ul style="list-style-type: none"> <li>• I can think about my mindset towards trying new things.</li> </ul>
	Friday Thinking Reflection	<ul style="list-style-type: none"> <li>• Students record any connections they have made to goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on and document my learning.</li> </ul>