

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 2: January 17, 2022
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:			
Common/shared language/vocabulary: kelso choices responsibility, behaviour, choices, response, emotional regulation, actions			
	Learning Outcomes <i>Curriculum coverage</i>	Learning engagements/inquiries <i>Inquires/engagements driven by teacher questions.</i>	Success criteria/Assessments <i>Student Expectations/assessments</i>
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: TTP2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, 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 goal setting: identify goals, plan their approach and publish their understandings.</i></p>	<p><i>Students will be able to plan and identify parts of a goal.</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>PF3-Represent patterns in various ways, using words, drawing, symbols, materials, actions, and numbers.</p>	<p>Students will look for patterns in the environment.</p> <p>Students will use their own vocabulary to identify patterns.</p> <p>Students will create their own patterns.</p> <p>Students will describe their own patterns.</p> <p>Students will reflect on and begin to use mathematical language about patterns.</p>	<p>Students will start to identify that patterns repeat.</p> <p>Students will start to identify cores in patterns.</p> <p>Students will recognise that patterns come in different forms.</p>
UOI 3 Mindsets	<p>Sorting Out What do we know? Key Concept: Perspective</p>		

	Exploring personal growth	<ul style="list-style-type: none"> • Students explore the story 'The Magical Yet' to tune into the concept of yet! 	<ul style="list-style-type: none"> • I can explore an idea presented through visual media.
	Exploring personal growth	<ul style="list-style-type: none"> • Students explore the story 'I can't do that YET!' to tune into the concept of yet! 	<ul style="list-style-type: none"> • I can explore an idea presented through visual media.
	Exploring personal growth	<ul style="list-style-type: none"> • Students identify a skill or skills that they would like to develop, something that they are not so good at yet. 	<ul style="list-style-type: none"> • I can identify skills I am not so good at yet and I want to develop.
	Exploring personal growth	<ul style="list-style-type: none"> • Students interview a class member to see what they identify as something they can't do yet. 	<ul style="list-style-type: none"> • I can ask others about what they would like to develop about themselves.
	Friday Thinking Reflection	<ul style="list-style-type: none"> • Students record any connections they have made to the concept of 'Yet'! 	<ul style="list-style-type: none"> • I can reflect on and document my learning.