

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	We can explore and express ideas and feelings.	Week 4: January 31, 2022
Focus LP:	Focus QLB	Key Concepts & Related concepts:	
Open-minded Risk Taker Communicators	Passion	Reflection Perspective	
TD Theme:	Lines of Inquiry:		ATLs/Skills:
How we express ourselves	<ul style="list-style-type: none"> Why do we express ourselves? 		Communication skills Thinking Skills
Guiding Questions:			
<ul style="list-style-type: none"> Why do we express ourselves? What is the purpose? What are the ways we express ourselves Why is important we know how we express ourselves Where do we express ourselves How do we share with others ideas and feelings How do we solve problems through expression 			
Events and Activities:			
<u>Common/shared language/vocabulary:</u>			
	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	KID2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. KID4. Identify the main topic and retell key details of a non fiction text. KID5. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<i>I can retell a story with a beginning, middle and end and also identify the main characters.</i>	<i>I will tell you who is in the story and what they are doing, with details.</i>

<p>Writing</p>	<p>IA1. View a range of visual language formats and discuss their effectiveness, for example, film/video, posters, drama recognize and name familiar visual texts, for example, advertising, logos, labels, signs, technology iconography.</p> <p>IA3. Talk about their own feelings in response to visual messages; show empathy for the way others might feel.</p> <p>DCC2. Select and use suitable shapes, colours, symbols and layout for presentations; create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><i>I can write a poem based on senses. See, hear, taste, feel, and smell.</i></p>	<p><i>I will write a senses poem about the beach, music I hear and food I taste.</i></p>
<p>Maths</p>	<p>N2-Skip count by twos, fives and tens starting from zero N3-Count collections to at least 100 by partitioning numbers using place value Recognize addition bonds PF1-Describe patterns with numbers and identify missing elements describing a pattern created by skip counting. Creative thinking skills:</p> <ul style="list-style-type: none"> ● Practise “visible thinking” strategies and techniques ● Make unexpected or unusual connections between objects and/or ideas 	<p>The students will begin to organise groups of objects in to groups in order to count and check accurately.</p> <p>Students will begging to start counting accurately and checking by applying knowledge of skip counting or sorting into groups or other patterns.</p> <p>Students will apply their own ideas and explain why a specific mathematical method helped them to be accurate.</p>	<p>I can count out objects using a system or pattern that I choose.</p> <p>I can use patterns and number knowledge to count accurately.</p> <p>I can share my system or pattern for counting and begin to explain how I chose and why it helped me.</p>
<p>UOI 3 Mindsets</p>	<p>Finding out Key Concept: Perspective Line of inquiry - Why do we express ourselves?</p> <p>What do we know?</p>	<ul style="list-style-type: none"> ● Students are introduced to the provocation - Why do we express ourselves? Student perspectives are recorded in a shared document. 	<ul style="list-style-type: none"> ● I can share my perspectives of what I know.

	The reasons we express ourselves	<ul style="list-style-type: none"> • Students explore reasons why we express ourselves - Share experiences 	<ul style="list-style-type: none"> • I can reflect on new perspectives.
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	The reasons we express ourselves	<ul style="list-style-type: none"> • Students explore reasons why we express ourselves - Share ideas 	<ul style="list-style-type: none"> • I can reflect on new perspectives.
	Reflection Friday	<ul style="list-style-type: none"> • Students are asked to document why they think they express themselves. 	<ul style="list-style-type: none"> • I can reflect on my learning