

# 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	We can explore and express ideas and feelings.	Week 5: February 7, 2022
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	
Open-minded Risk Taker Communicators	Passion	Reflection Perspective	
<b>TD Theme:</b>	<b>Lines of Inquiry:</b>		<b>ATLs/Skills:</b>
How we express ourselves	<ul style="list-style-type: none"> <li>Why do we express ourselves?</li> </ul>		Communication skills Thinking Skills
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>Why do we express ourselves?</li> <li>What is the purpose?</li> <li>What are the ways we express ourselves</li> <li>Why is important we know how we express ourselves</li> <li>Where do we express ourselves</li> <li>How do we share with others ideas and feelings</li> <li>How do we solve problems through expression</li> </ul>			
<b>Events and Activities:</b>			
<b><u>Common/shared language/vocabulary:</u></b>			
	<b>Learning Outcomes</b> <i>Curriculum coverage</i>	<b>Learning engagements/inquiries</b> <i>Inquires/engagements driven by teacher questions.</i>	<b>Success criteria/Assessments</b> <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>

Writing	<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 the people around me.</i></p>	<p><i>I will write a poem about my mum, dad, best friend and myself.</i></p>
Maths	<p><b>N5</b>-Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies or by using a calculator.</p> <p>Conceptual understanding (number) There many mental methods that can be applied for exact and approximate computations</p>	<p>Students will look for maths being used in the local environment and in their own daily lives.</p> <p>Students will begin to explore the kinds of thinking they apply in their learning.</p> <p>Students will begin to estimate - weight, number, capacity etc and discuss methods for solving problems.</p>	<p>I can write a sense poem about Maths.</p> <p>I can begin to estimate</p> <p>I can think about where I use Maths.</p> <p>I can share a reflection about Maths this week.</p>
<p><b>UOI 3 Mindsets</b></p>	<p><b>Finding/Sorting out Key Concept: Perspective/Connection</b> <b>Line of inquiry - Why do we express ourselves?</b></p> <p>Making Connections</p>	<ul style="list-style-type: none"> <li>- Share experiences Students choose an experience they would like to share and explain why</li> </ul>	<ul style="list-style-type: none"> <li>I can share my perspectives and connections.</li> </ul>

	Making Connections	<p>they want to share that experience.</p> <ul style="list-style-type: none"> <li>- Share feelings Students choose an example of a feeling they would like to share and explain the situation that this connects to.</li> </ul>	<ul style="list-style-type: none"> <li>I can share my perspectives and connections.</li> </ul>
	Making Connections	<ul style="list-style-type: none"> <li>- Share ideas Students choose an example of an idea they would like to share and explain the idea in more detail and explain why they want to share it.</li> </ul>	<ul style="list-style-type: none"> <li>I can share my perspectives and connections.</li> </ul>
	Making Connections	<ul style="list-style-type: none"> <li>- Share ideas Students choose a different example of an idea they would like to share. This example should be different from yesterday's idea. They explain the idea and why they want to share it.</li> </ul>	<ul style="list-style-type: none"> <li>I can share my perspectives and connections.</li> </ul>
	Reflection Friday	<ul style="list-style-type: none"> <li>Students are asked to document their connections to why they think we express ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on my learning</li> </ul>