

# 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 6: February 21, 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>An inquiry into the ways 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 <i>Curriculum coverage</i></b>	<b>Learning engagements/inquiries <i>Inquires/engagements driven by teacher questions.</i></b>	<b>Success criteria/Assessments <i>Student Expectations/assessments</i></b>
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>TTP1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</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 an acrostic poem using words from Self-Expression</i></p>	<p><i>I can think of different words to describe the same thing.</i></p> <p><i>I can talk to my friends for ideas for my poem.</i></p>
Maths	<p><b>SS6</b>-Represent ideas about the real world using geometric vocabulary and symbols</p> <p><b>SS1</b>-Describe the features of three dimensional objects</p>	<p>The students will being to describe lines in shapes by:</p> <ul style="list-style-type: none"> <li>● looking at the local environment</li> <li>● sorting and categorising</li> <li>● creating art using class manipulatives</li> <li>● reflecting on what they are learning.</li> </ul>	<p>I can identify straight lines in shapes.</p> <p>I can identify curved lines in shapes.</p> <p>I can sort shapes by 2 attributes.</p> <p>I can manipulate shapes to explore their properties.</p>
<p><b>UOI 3 Mindsets</b></p>	<p><b>Finding/Sorting out Key Concept: Perspective/Connection</b></p> <p><b>Line of inquiry - How do we express ourselves?</b></p> <p>Sorting out</p>	<p><b>KWL What do we know?</b></p> <ul style="list-style-type: none"> <li>● Students share their perspectives of the different ways that people can express themselves. A class organiser is created to include all of the prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>● I can share my perspectives and connections.</li> </ul>

	Sorting out	<ul style="list-style-type: none"> <li>• Students explore the different images we can create to express ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and make connections.</li> </ul>
	Sorting out	<ul style="list-style-type: none"> <li>• Students explore how we can use the creative arts to express ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and make connections.</li> </ul>
	Sorting out	<ul style="list-style-type: none"> <li>• Students explore how we use forms of communication to express ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and make connections.</li> </ul>
	Sorting out	<ul style="list-style-type: none"> <li>• Students explore how we use body language and movement to express ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• I can observe and make connections.</li> </ul>