

KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:	Week:
1	Lisa, Ashley, Helen	People embrace their roles and responsibilities to develop effective communities	Term 3 Week 4
Focus LP:	Focus QLB	Key Concepts & Related concepts:	
	Creating a caring and inclusive community	Form Function Causation	
TD Theme:	Lines of Inquiry:		ATLs/Skills:
Sharing the Planet	<ul style="list-style-type: none"> • An inquiry into communities • An inquiry into the interactions within a community • An inquiry into how we value and include others 		Research Skills
Guiding Questions:			
<ul style="list-style-type: none"> • What roles and responsibilities are within a community? • What questions do you have about communities? • What communities are you interested in? 			
Events and Activities:			
Common/shared language/vocabulary:			
	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	KID1. Ask and answer questions about key details in a text. CS4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. CS6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. F4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Students will focus on recalling the beginning, middle and end of a story with some detail. Students will attempt to sound out new words in their reading using their phonics knowledge.	Students can provide a clear outline of the story with information of the character and location.
Writing	TTP2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. PDW1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers,	Students will focus on the power of an introduction and conclusion when writing an opinion piece.	I can use guidelines of introductions and conclusions that are relevant to my opinion.

	<p>and add details to strengthen writing as needed.</p> <p>PDW2. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>RBPK1 Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).</p> <p>RBPK2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>		
Maths	<p>M3-Tell time to the quarter-hour, using the language of 'past' and 'to'</p> <p>N4-Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts</p> <p>N5-Select an appropriate method for solving a problem, for example, mental estimation, mental or written strategies or by using a calculator.</p> <p>PF1-Describe patterns with numbers and identify missing elements describing a pattern created by skip counting and representing the pattern on a number line</p>	<p>Students will make times to the quarter hour on a clock and explain how they know the time.</p> <p>Students will organise days of the week into groups according to their own criteria. (prep for SLC)</p> <p>Students will find an answer to a mathematical problem, explaining their strategies (prep for SLC and review, connections)</p> <p>Students will organise a number line in a pattern of their choice. Students will explain their reasoning to a partner and fill in a rubric about their communication.</p>	<p>I can show and explain time to the quarter hour.</p> <p>I can share information about measurement of time.</p> <p>I can use and share strategies to solve a problem.</p> <p>I can organise a number line and explain the patterns I used and perceive.</p>
UOI 6 Communities	<p>Tuning in / Finding out Key Concepts: Form/Function</p> <p>People embrace their roles and responsibilities to develop effective communities</p>	<p>-</p> <p>-</p>	

	<p>Monday What do I know?</p> <p>Tuesday What do I want to know?</p> <p>Wednesday What do I want to know?</p> <p>Thursday What do I know?</p> <p>Friday What do I know?</p>	<ul style="list-style-type: none"> - Students discuss the roles and responsibilities of our classroom community. - Students share their questions that they have about communities. - Students share their perspectives of the communities they are interested in. - Students explore how communities work together and collaborate. - Students explore how communities share resources. 	<p>I can share my perspectives of roles and responsibilities within the Grade 1 community.</p> <p>I can share my questions of what I want to know about communities.</p> <p>I can share my perspectives of the communities I would like to know more about.</p> <p>I can share my perspectives of how communities work together.</p> <p>I can share my perspectives of how communities share resources.</p>
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