

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 6
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. Short 'e' sound
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 review the roles in KIS and select one role to form an opinion on.	Students can identify a role in KIS and provide 3 reasons why this role is cool.

	and add details to strengthen writing as needed. RBPK2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Maths	<p>PF4- Model with manipulatives, the relationship between addition and subtraction: $3+4=7$, $7-3=4$</p> <p>PF2- Understand the inverse relationship between addition and subtraction Understand the associative and commutative properties of addition.</p> <p>SS4- Identify and describe half and quarter turns Recognize-clockwise and anti-clockwise turns</p>	<p>Students will investigate the relationships between addition and subtraction.</p> <p>Students will create number families.</p> <p>Students will command robots.</p>	<p>The students will use manipulatives to explore the relationships between numbers in subtraction and addition.</p> <p>Students will generate number families in class.</p> <p>Students will code to command robots.</p>
UOI 6 Communities	<p>Sorting Out Key Concepts: Form/Function</p> <p>People embrace their roles and responsibilities to develop effective communities</p> <p>Monday What do we know?</p> <p>Tuesday What do we know?</p> <p>Wednesday What do we know?</p> <p>Thursday What do we know?</p> <p>Friday What do we know?</p>	<ul style="list-style-type: none"> - Students listen and write a teacher dictated sentence. - Students brainstorm the different roles at KIS. - Students explore what responsibilities are. - Students explore words to describe responsibilities. - Students explain and record their connections to why we need responsibilities. 	<p>I can listen and write what I hear.</p> <p>I can share my perspectives of the roles at KIS.</p> <p>I can share my perspectives of what responsibilities are at KIS</p> <p>I can use words to describe roles and responsibilities.</p> <p>I can share my perspectives of why we need responsibilities.</p>

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