

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 7
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 Curriculum coverage	Learning engagements/inquiries Inquires/engagements driven by teacher questions.	Success criteria/Assessments Student Expectations/assessments
Reading	<p>KID1. Ask and answer questions about key details in a text.</p> <p>CS4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>CS6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p> <p>F4. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Students will focus on recalling the beginning, middle and end of a story with some detail.</p> <p>Students will attempt to sound out new words in their reading using their phonics knowledge.</p>	<p>Students can provide a clear outline of the story with information of the character and location.</p> <p>Short 'e' sound</p>
Writing	TTP2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	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.

	<p>PDW1. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</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>DH4-Identify outcomes of familiar events involving chance and describe them using everyday language Identify and describe change in daily events Discuss, identify, predict and place outcomes in order of likelihood: “impossible, unlikely, likely and certain”</p> <p>SS4-Identify and describe half and quarter turns Recognize-clockwise and anti-clockwise turns</p>	<p>Students will classify events and statements in likelihood of outcome.</p> <p>Students will record the chances of drawing double colours out of a hat.</p> <p>Students will command robots.</p>	<p>I can predict the likelihood of an event.</p> <p>Students will code to command robots.</p>
UOI 6 Communities	<p>Finding out Key Concepts: Form/Function</p> <p>People embrace their roles and responsibilities to develop effective communities</p> <p>Monday How do communities share resources?</p> <p>Tuesday How do communities share resources?</p> <p>Wednesday How do communities share resources?</p>	<ul style="list-style-type: none"> - Students tune in to how communities share resources. - Students explore why communities share resources. 	<p>I can share my perspectives of what I know about how communities share resources.</p> <p>I can give my perspectives on why I think communities share resources.</p>

	<p>Thursday How do communities collaborate (work together) ?</p> <p>Friday How do communities collaborate (work together)?</p>	<ul style="list-style-type: none"> - Students explore what sharing resources means to them. - Students share how they think communities work together. - Students share why they think communities need to work together. 	<p>I can share my perspectives of why we have to share resources.</p> <p>I can share my perspectives on how I think communities work together.</p> <p>I can share my perspectives on why I think communities work together.</p>
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