

# 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	Environments are designed for purpose and have specific features	Week 10: March 21, 2022
<b>Focus LP:</b>	<b>Focus QLB</b>	<b>Key Concepts &amp; Related concepts:</b>	
	Striving for understanding	Form Function Connection	
<b>TD Theme:</b>	<b>Lines of Inquiry:</b>		<b>ATLs/Skills:</b>
Where we are in place and time	<ul style="list-style-type: none"> <li>An inquiry into the local environment</li> <li>An inquiry into the uses of the local environment</li> <li>An inquiry into why local environments look different</li> </ul>		
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>What do you know about environments?</li> <li>What do you think the word environments means?</li> <li>What different environments are there?</li> </ul>			
<b>Events and Activities:</b>			
<b>Common/shared language/vocabulary:</b>			
	<b>Learning Outcomes Curriculum coverage</b>	<b>Learning engagements/inquiries Inquires/engagements driven by teacher questions.</b>	<b>Success criteria/Assessments Student Expectations/assessments</b>
<b>Reading</b>	<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>
<b>Writing</b>	<p>TTP2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <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>PDW2. With guidance and support from adults, use a variety of digital tools to</p>	<p>Students will begin to write a set of instructions. By making a jam sandwich and planting a seed they will identify the steps required.</p>	<p>Students can follow another student's instructions to make a sandwich or plant a seed.</p>

	<p>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>		
<b>Maths</b>	<p>SS3-Interpret maps of familiar locations and identify the relative positions of key features</p> <p>Interpret and use simple directions describing paths, regions, positions and boundaries of their immediate environment</p> <p>Give and follow simple directions, describing paths, regions and boundaries of their immediate environment and their position- left, right, forward and backward</p> <p>SS4-Identify and describe half and quarter turns</p> <p>Recognize-clockwise and anti-clockwise turns</p> <p>SS5-Create and describe symmetrical and tessellating patterns</p> <p>Identify lines of symmetry</p>	<p>Students will use their local environment and identify features that need to be included on a map.</p> <p>Students will process giving and listening to instructions using the classroom and Kodable.</p>	
<b>UOI 5</b> Exploring Environments	<p><b>Tuning in</b></p> <p><b>Key Concept: Form</b></p> <p><b>Environments are designed for purpose and have specific features</b></p> <p>What do we want to know? <b>Monday</b></p> <p>What do we know? <b>Tuesday</b></p>	<p>- Students are surveyed about their questions or wonderings about environments.</p> <p>- Students share their knowledge of the Grade 1 environment.</p>	<p>I can share my questions and wonderings.</p> <p>I can give my perspective of specific environments.</p>

	<p>What do we know?  <b>Wednesday</b></p> <p>What do we know?  <b>Thursday</b></p> <p>What do we know?  <b>Friday</b></p>	<ul style="list-style-type: none"> <li>- Students share their knowledge of the Primary school environment.</li> <li>- Students share their knowledge of the whole school campus.</li> <li>- Students paint an environment of their choice.</li> </ul>	<p>I can give my perspective of specific environments.</p> <p>I can give my perspective of specific environments.</p> <p>I can create my perspective of an environment using paint and pastels.</p>
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