KIS International School Weekly Planning Documentation: Grade 1

Grade:	Teachers and collaborators:	Central Idea:		Week:
1	Lisa, Ashley, Helen	**Environments are designed for purpose and have specific features**		Week 9: March 14, 2022
Focus LP:	**Focus QLB**	**Key Concepts & Related concepts:**		
	Striving for understanding	**Form** **Function** **Connection**		
TD Theme:	**Lines of Inquiry:**			**ATLs/Skills:**
Where we are in place and time	• An inquiry into the local environment • An inquiry into the uses of the local environment • An inquiry into why local environments look different			

Guiding Questions:
- What do you know about environments?
- What do you think the word environments means?
- What different environments are there?

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	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, and add details to strengthen writing as needed. PDW2. With guidance and support from adults, use a variety of digital tools to	Students will begin to write a set of instructions. By making a jam sandwich and planting a seed they will identify the steps required.	Students can follow another student's instructions to make a sandwich or plant a seed.

	produce and publish writing, including in collaboration with peers. 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). RBPK2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
Maths	SS3-Interpret maps of familiar locations and identify the relative positions of key features Interpret and use simple directions describing paths, regions, positions and boundaries of their immediate environment Give and follow simple directions, describing paths, regions and boundaries of their immediate environment and their position- left, right, forward and backward SS4-Identify and describe half and quarter turns Recognize-clockwise and anti-clockwise turns SS5-Create and describe symmetrical and tessellating patterns Identify lines of symmetry	Students will begin to map the immediate environment. Students will look at symbols on maps. Students will draw out pathways in school. Students will give directional instructions.	I can begin to create a map of my environment. I can create symbols in maps. I can create symbols representing a journey I make at school. I can tell a robot or avatar which way to go.
UOI 5 **Exploring Environments**	**Tuning in** **Key Concept: Form** **Environments are designed for purpose and have specific features** What do we know? **Monday** What do we now know?	- Students are surveyed about their prior knowledge of environments.	I can share my prior knowledge of what environments are.

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	Tuesday	- Students explore the word 'environment' to create a definition of what it means.	I can share my knowledge of what I think the word environments means.
	What do we now know? **Wednesday**	- Through visual media and other classroom resources students explore some examples of environments. .	I can give examples of my perspective of environments.
	What do we know? **Thursday & Friday**	- Students are asked to design and create their own environment within the classroom (or at home). They can use any resources they wish. Students are asked to explain their environment and its specific features.	I can create my own environment and explain my design choices.