

# 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	Term 3 Week 1
<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>		Research Skills
<b>Guiding Questions:</b>			
<ul style="list-style-type: none"> <li>• What is the form of an environment?</li> <li>• How does the form connect to the function?</li> </ul>			
<b>Events and Activities:</b>			
<b>Common/shared language/vocabulary:</b>			
	<b>Learning Outcomes</b> <i>Curriculum coverage</i>	<b>Learning engagements/inquiries</b> <i>Inquires/engagements driven by teacher questions.</i>	<b>Success criteria/Assessments</b> <i>Student Expectations/assessments</i>
<b>Reading</b>	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.
<b>Writing</b>	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 make connections with the silent/bossy/magic e at the end of a word.	Students will be able to change the middle vowel from a short vowel to a long vowel sound when E is added to the end.

	<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>		
<b>Maths</b>	<p><b>N8</b>-Explore and model multiplication and division using their own language/ methods</p> <p>-Divide by sharing equally a set of objects.</p> <p><b>N9</b>-Recognise halves and quarters</p> <p><b>N10</b>-Use fractions in real life situations</p>	<p>Students will begin to explore halves and quarters on shapes, clocks and by building on work we have done with turns.</p> <p>Students will begin to share amounts in to groups of 2 and 4.</p>	<p>Students will use the terms half and quarter.</p> <p>Students know that half is shared equally in 2.</p> <p>Students know that quarter is shared in 4.</p>
<b>UOI 5</b> Exploring Environments	<p><b>Sorting out</b> <b>Key Concepts: Form/Function</b></p> <p><b>Environments are designed for purpose and have specific features</b></p> <p>Why are environments different? <b>Monday</b></p> <p>What is it like and what does it do? <b>Tuesday</b></p> <p>What is it like and what does it do? <b>Wednesday</b></p>	<p>- Students are asked to give their perspective of why environments are different.</p> <p>- Students choose an environment they are interested in and describe the form and function of elements within their chosen environment.</p> <p>- Students choose an environment they are interested in and describe the form</p>	<p>I can give my perspective of why there is a specific form and function of an environment.</p> <p>I can give my perspective of the form and function of an environment.</p> <p>I can give my perspective of the form and function of an environment.</p>

	<p>What is it like and what does it do?  <b>Thursday</b></p> <p>What do we know?  <b>Friday</b></p>	<p>and function of elements within their chosen environment.</p> <ul style="list-style-type: none"> <li>- Students choose an environment they are interested in and describe the form and function of elements within their chosen environment.</li> <li>- Reflection Friday</li> </ul>	<p>I can give my perspective of the form and function of an environment.</p> <p>I can give my perspective of the form and function of an environment.</p> <p>I can reflect on my learning.</p>
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