

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	Term 3 Week 2
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	<ul style="list-style-type: none"> • An inquiry into the local environment • An inquiry into the uses of the local environment • An inquiry into why local environments look different 		Research Skills
Guiding Questions:			
<ul style="list-style-type: none"> • What is the form of an environment? • How does the form connect to the function? 			
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.
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 create a non-fiction book based on their knowledge of environments - the form and function	

	<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>		
Maths	<p>N8-Explore and model multiplication and division using their own language/ methods</p> <p>-Divide by sharing equally a set of objects.</p> <p>N9-Recognise halves and quarters</p> <p>N10-Use fractions in real life situations</p>	<p>Students will create quarter and half hours in clocks.</p> <p>Students will inquire into how long minutes, quarter hours and hours in relation to activities carried out.</p> <p>Students will begin to divide amounts into halves and quarters, as well as shapes.</p>	<p>I can state the time to the quarter hour.</p> <p>I can reflect about how long activities take.</p> <p>I can halve a given number.</p> <p>I can divide amounts into quarters.</p> <p>I can explain what halves and quarters are.</p>
UOI 5 Exploring Environments	<p>Sorting out</p> <p>Key Concepts: Form/Function</p> <p>Environments are designed for purpose and have specific features</p> <p>Why are environments different? Monday</p> <p>What is it like and what does it do? Tuesday</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>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>What is it like and what does it do? Wednesday</p> <p>What is it like and what does it do? Thursday</p> <p>What do we know? Friday</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 and function of elements within their chosen environment.</p> <p>- Reflection Friday</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>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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