

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 12: April 4th, 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	<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 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	<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>
Writing	<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,</p>	<p>Students will learn how to write strong introductions and conclusions.</p>	<p>I can use a fact, opinion or comment to start and end an opinion piece.</p>

	<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>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>Students will use their learning to give commands to robots using ipads and learning programming skills.</p> <p>Students will review practiced skills in Prodigy and IXL</p>	I can use directions, turns and location to command technology.
UOI 5 Exploring Environments	<p>Finding out/Sorting out</p> <p>Key Concepts: Form/Function</p> <p>Environments are designed for purpose and have specific features</p> <p>What is it like?</p> <p>Monday</p>	<p>- Students reflect on the class field trip and describe the form of the environment they explored.</p>	I can describe the form of an environment.

	<p>How does it work? Tuesday</p> <p>What is it like? Wednesday</p> <p>How does it work? Thursday</p> <p>What do we know? Friday</p>	<p>- Students identify the function of the different elements of the environment they identified yesterday.</p> <p>HOLIDAY</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 how elements of an environment function.</p> <p>I can describe an environment and give my perspective of how elements of the environment function.</p> <p>I can reflect on my learning.</p>
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