

Week #7 - September 20th -24th EY3 Weekly Plan (Remote Learning)

Notes:	Teachers:	Rachel, Risa, Izabella	Unit Dates:	From: Aug. 16, 2021	To: Oct. 8, 2021	Week: 7
*Parent-Teacher conferences on Fri. Sept. 24th (House Day for students, no homeroom classes)	Transdisciplinary Theme:	Who We Are	Unit Title:	Community Relationships		
	Central idea:	Choices and actions people make impact communities.				
	An Inquiry Into:	Relationships in different communities Individual and group choices				
	Key Concepts:	Causation, Connection, Responsibility	Quality Learning Behaviours:	Creating a caring and inclusive community		
	Focus LP:	Caring, Principled, Reflective	Approaches to Learning:	Communication, Self-management, Social Skills		
	Learning Outcomes/ATLs <i>(Intentions from curriculum & ATLs)</i>	Guiding Questions/ Provocations: <i>(Teacher questions to drive inquiry:)</i>	Learning Engagement(s): <i>(assessable and experiential)</i>	Success criteria/assessments <i>(Students can / I can statements)</i>		
UOI experiences (Science, Social Studies, PSPE, Math, Language Arts)	-Follow essential agreements for discussions -Speak audibly and express thoughts, feelings, and ideas clearly -Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. -value interacting, playing and learning with others -ATLs: communication, social skills	What did you do this weekend? Who was there? How did you feel about that? Can you add any letters or words to your picture to tell more? What sounds do you hear?	Students will orally share about their weekends in morning meeting, and create a "weekend journal" entry in their notebooks using any combination of drawings, writing, and speaking.	I can raise my hand when I want to speak on Zoom. I can speak clearly to talk about my weekend. I can use pictures, words, or mark-making to tell about my weekend.		
UOI experiences (Science, Social Studies, PSPE, Math, Language Arts)	-recognize the different group roles and responsibilities -assume responsibility for a role in a group -ATLs: communication, self-management, social skills	What are your responsibilities at home? What new responsibilities could you take on to help your family community? Can you show your idea using pictures and/or words?	Students will set a goal for a new responsibility they would like to take on at home, and share this on SeeSaw through any combination of drawing, writing, and speaking.	I can identify one new responsibility that I want to assume at home. I can express my idea with pictures and/or words.		

<p>UOI experiences (Science, Social Studies, PSPE, Math, Language Arts)</p>	<p>-Explain how different experiences can result in different emotions -Relate to different contexts presented in visual texts according to their own experiences -With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. -With prompting and support, ask and answer questions about key details in a text. -ATLs: communication, social skills</p>	<p>What happened in the story? How do you think the character felt when that happened? Did something like that ever happen to you? What did you do and how did you feel?</p>	<p>Students will listen to a read aloud about friendship and will respond by making a connection to their own experiences using drawing, writing and/or speaking.</p>	<p>I can relate a story about friendship to my own experiences. I can connect experiences with emotions. I can express my idea with pictures and/or words.</p>
<p>Stand-Alone Math</p>	<p>-connect number names and numerals to the quantities they represent. -read, write, compare and order cardinal and ordinal number</p> <p>-describe position and direction, for example, inside, outside, above, below, next to, behind, in front of, up, down.</p> <p>-Follow essential agreements for discussions -Speak audibly and express thoughts, feelings, and ideas clearly -use cardinal and ordinal numbers in real-life situations -understand that calendars can be used to determine the date, and to identify and sequence days of the week and months of the year</p> <p>-ATLs: thinking, communication, social skills</p>	<p>What number does the numicon shape represent? Can you find that many objects? Can you write the number? Which number is biggest/smallest? Can you put the numbers in order?</p> <p>Can you describe where your secret object is? What do you see inside/outside/ next to, etc.?</p> <p>How many days are in a week? What day of the week is it today? What month is it? What is the date? What number comes next? How many tens and ones are in that number? How many days are there until [X Event]?</p>	<p>Students will connect numicon shapes with numerals and quantities of objects.</p> <p>Position words will be introduced through songs and/or videos. Students will play a game of "I Spy, using position words as clues.</p> <p>Students will engage with calendar activities at morning meetings on Zoom, discussing days of the week, months, and number</p>	<p>I can connect a numicon shape to a numeral, and to a quantity of objects. I can write the numbers 1-10. I can put numbers and quantities in order.</p> <p>I can describe position and direction.</p> <p>I can identify and sequence the days of the week. I can talk about numbers as they relate to the calendar. I can listen and respond to others' ideas.</p>

<p>Stand-Alone Literacy</p>	<ul style="list-style-type: none">-Actively engage in fiction group reading activities with purpose and understanding.-Follow essential agreements for discussions-With prompting and support, ask and answer questions about key details in a text.-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.-Recognize and produce rhyming words.-value interacting, playing and learning with others <p>-ATLs: thinking, communication, social skills</p>		<p>Story Time - Students will listen to stories read aloud on Zoom, as well as songs, rhymes, and finger plays, showing understanding in their responses (ie., making connections and predictions, joining in with familiar refrains, identifying rhyming words, sharing opinions, etc.)</p>	
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