

Week #8 - September 27th -October 1st EY3 Weekly Plan (Remote Learning)

Notes:	Teachers:	Rachel, Risa, Izabella	Unit Dates:	From: Aug. 16, 2021	To: Oct. 8, 2021	Week: 7
	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. -understand and use question words. -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. Questions words will be introduced as prompts for children to expand their stories.	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. I can add detail to my recount in response to question prompts (i.e., who, what, when, where, how).		
UOI experiences (Science, Social Studies, PSPE, Math, Language Arts)	-Follow essential agreements for discussions -Speak audibly and express thoughts, feelings, and ideas clearly -celebrate the accomplishments of the group -reflect on the process of achievement and value the achievement of others	What piece of work are you most proud of this week? How did you make that?	Students will be invited to a share a piece of work created this week that they are proud of.	I can share my work with the group. I can give positive comments to my classmates.		

<p>UOI experiences (Science, Social Studies, PSPE, Math, Language Arts)</p>	<p>-understand the impact of their actions on each other and the environment -area aware of their emotions and begin to regulate their emotional responses and behaviour</p>	<p>What kind of problem can you solve yourself? When should you ask an adult to help you solve a problem? How do you feel when x happens? How can you use Kelso's Choices to solve a problem with a friend? What would happen if you made a poor choice?</p>	<p>Introduction to Kelso's Choices social problem solving strategies including discussions about big vs. small problems, an overview of the different strategies, and responding to stories about applying the strategies to various situations.</p>	<p>I can distinguish between big and small problems. I can explain how to use some of Kelso's Choices, and why.</p>
<p>Stand-Alone Math</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>-understand that numbers can be constructed in multiple ways, for example, by combining and partitioning -understand whole-part relationships -model the addition and subtraction of whole numbers -model numbers using the base 10 place value system</p> <p>-ATLs: thinking, communication, social skills</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>How many different ways can you make the 5 shape? 10 shape? How many different ways can you make 20, 30, or 40? Which number will you explore? How many different ways can you build it?</p>	<p>Students will engage with calendar activities at morning meetings on Zoom, discussing days of the week, months, and number</p> <p>Students will find as many number combinations as possible to build 5 and 10 using Numicon pieces to model the 5 and 10 shapes. They will go on to explore ways of making multiples of ten, and ways of making a number of their choice.</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>I can show several ways of building the same number shape with Numicon pieces. I can connect Numicon pieces to the numbers they represent.</p>
<p>Stand-Alone Literacy</p>	<p>-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</p>	<p>What do you think this book will be about? Can you predict what will happen next? Did something like this ever happen to you? How do you think the character feels? Why do you think the character did that? What would you do?</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>	<p>I can listen attentively to a story. I can join in with familiar songs, rhymes, or repeated refrains. I can ask and answer questions about a story. I can make connections to a story. I can identify rhyming words.</p>

	<p>individuals, events, ideas, or pieces of information in a text.</p> <ul style="list-style-type: none">-Recognize and produce rhyming words.-value interacting, playing and learning with others <p>-ATLs: thinking, communication, social skills</p>	<p>Can you find the rhyming words? Can you join in?</p>		
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