

Week #11 25th - 29th October EY3 Weekly Plan (Remote Learning) 4 DAY WEEK

Notes:	Teachers:	Rachel, Risa, Izabella	Unit Dates:	From: Aug. 16, 2021	To: Oct. 25, 2021	Week: 11
	Transdisciplinary Theme:	Who We Are				
	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 (Intentions from curriculum & ATLs)	Guiding Questions/ Provocations: (Teacher questions to drive inquiry)	Learning Engagement(s): (Assessable and experiential)	Success criteria/assessments (Students can / I can statements)		
UOI experiences (Science, Social Studies, PSPE, Math, Literacy)	<ul style="list-style-type: none"> -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 -With prompting and support, ask and answer questions about key details in a text. -Connect pictures and words -Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes. 	<ul style="list-style-type: none"> What did you do over the weekend? Where did you go? Can you add any letters or words to your picture to tell more? Can you identify what happens in the story? What will you do to prepare yourself for going back to school? How can you be responsible when you are back at school? 	<p style="background-color: yellow;">Weekend Recount:</p> <p>Students will orally share about their holidays in morning meetings, and create a holiday journal entry in their notebooks using any combination of drawings, writing, and speaking. Questions words will be used as prompts for children to expand their stories.</p> <p style="background-color: yellow;">Reading Response - David Goes to School:</p> <p>Students will listen to the story 'David Goes to School' and will respond to the story. They will link this to them going back to campus in two weeks.</p>	<ul style="list-style-type: none"> I can speak clearly to talk about my weekend. I can use pictures, words, or mark-making to tell about my weekend. I can listen to the story and can tell you how I will be responsible when I go back to school. 		

<p>UOI experiences (Science, Social Studies, PSPE, Math, Literacy)</p>	<p>-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</p> <p>-Are aware of their emotions and begin to regulate their emotional responses and behaviour. -Visual texts can immediately gain our attention. -Identify their feelings and emotions and explain possible causes</p>	<p>What piece of work are you most proud of this week?</p> <p>How did you make that?</p> <p>What problem does the character have?</p> <p>How can they use Kelso's Choices to solve the problem?</p>	<p>Sharing Favourite Learning: Students will be invited to share a piece of work created this week that they are proud of.</p> <p>Solving Problems using Kelso's Choices: Students will listen to a story (The HouseBoat) about problems and will say how they could solve them with Kelso's Choices.</p>	<p>I can share my work with the group.</p> <p>I can give positive comments to my classmates.</p> <p>I can identify the problem and can think about how to solve it.</p>
<p>UOI experiences (Science, Social Studies, PSPE, Math, Literacy)</p>	<p>-Represent information through pictographs and tally marks -Create pictographs and tally marks -Understand that sets can be organized by different attributes -Create living graphs using real objects and people -Describe real objects and events by attributes.</p>	<p>How do you create a pictograph?</p> <p>Why do we collect data?</p> <p>Which objects will you collect and count?</p>	<p>Creating a Living Graph: Students will collect objects from around the home or outdoors and will create a living graph.</p> <p>Creating a Pictograph: Students will be asked to collect data, create a tally then create a pictograph.</p>	<p>I can collect objects and can create a living graph.</p> <p>I can count objects and create a pictograph.</p>
<p>Stand-Alone Math (Repeated Weekly as part of morning meetings and routines)</p>	<p>-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>How many days are in a week?</p> <p>What is the day, month, year?</p> <p>What number comes next?</p>	<p>Morning Meeting - Calendar: Students will engage with calendar activities during morning meetings on Zoom, discussing the days of the week, months, and numbers.</p>	<p>I can identify and sequence the days of the week.</p> <p>I can talk about numbers as they relate to the calendar.</p>

<p>Stand-Alone Literacy</p> <p>(Repeated Weekly as part of shared reading)</p>	<p>-Actively engage in fiction group reading activities with purpose and understanding.</p> <p>-With prompting and support, ask and answer questions about key details in a text.</p> <p>-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p>What do you think this book will be about?</p> <p>Can you predict what will happen next?</p> <p>How do you think the character feels?</p>	<p>Story Time:</p> <p>Students will listen to stories read aloud on Zoom, as well as songs, rhymes, and fingerplays, 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.</p> <p>I can ask and answer questions about a story.</p>
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