

## Week #14: November 15th - 19th EY3 Weekly Plan (Hybrid Learning)

<b>Notes:</b>	<b>Teachers:</b>	Rachel, Risa, Izabella	<b>Unit Dates:</b>	<b>From:</b> 8 Nov 2021	<b>To:</b> 10 Jan 2021	<b>Week:</b> 14
	<b>Transdisciplinary Theme:</b>	<b>Where We Are in Place and Time</b>				
	<b>Central idea:</b>	Our family history helps us to understand where we are in place and time.				
	<b>An Inquiry Into:</b>	An inquiry into orientation in place and time, personal histories, and homes and journeys.				
	<b>Key Concepts:</b>	Change, Connection	<b>Quality Learning Behaviours:</b>	Striving for Understanding		
	<b>Focus LP:</b>	Communicators, Open-Minded	<b>Approaches to Learning:</b>	Communication Skills, Research Skills		
	<b>Learning Outcomes/ATLs</b> <i>(Intentions from curriculum &amp; ATLs)</i>	<b>Guiding Questions/ Provocations:</b> <i>(Teacher questions to drive inquiry)</i>	<b>Learning Engagement(s):</b> <i>(Assessable and experiential)</i>	<b>Success criteria/assessments</b> <i>(Students can / I can statements)</i>		
<b>UOI experiences</b> (Science, Social Studies, PSPE, Math, <b>Literacy</b> )	<ul style="list-style-type: none"> <li>-Speak audibly and express thoughts, feelings, and ideas clearly</li> <li>-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.</li> <li>-Value interacting, playing, and learning with others</li> <li>-Describe an artefact from their family culture or history.</li> <li>-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>-With prompting and support, ask and answer questions about key details in a text.</li> <li>-Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.</li> </ul>	<ul style="list-style-type: none"> <li>What did you do over the weekend?</li> <li>Where did you go?</li> <li>Can you add any letters or words to your picture to tell more?</li> <li>What are you going to share?</li> <li>Why is this important to you?</li> <li>What kind of feelings did the items in the story make the characters feel?</li> <li>How do your personal artifacts make you feel?</li> </ul>	<ul style="list-style-type: none"> <li><b>Weekend Recount:</b> 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.</li> <li><b>Share Artifact:</b> Provocation - students will share something that is important to them. They will explain why they like this and how it is important to them.</li> <li><b>Reading Response:</b> <b><u>Wilfred Gordon McDonald Partridge:</u></b> Students will listen to the story <u>Wilfred Gordon McDonald Partridge</u> and will respond to the story. They will look for connections between the story and their personal artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>I can speak clearly to talk about my weekend.</li> <li>I can use pictures, words, or mark-making to tell about my weekend.</li> <li>I can choose an artefact that is special to me and can explain why I like it.</li> <li>I can listen to the story and talk about the kind of feelings different items make me feel.</li> </ul>		

<p><b>UOI experiences</b> (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>What piece of learning are you most proud of this week?  How did you create that?</p>	<p><b>Sharing Favourite Learning:</b> Students will be invited to share their favourite learning that they created this week.</p>	<p>I can share my work with the group.  I can give positive comments to my classmates.</p>
<p><b>UOI experiences</b> (Science, Social Studies, PSPE, Math, Literacy)</p>	<p>-Information can be expressed as organized and structured data. -Count to determine the number of objects in a set -Collect, display and interpret data for the purpose of answering questions</p>	<p>Can you create a survey?  Which questions will you ask?</p>	<p><b>Surveys:</b> Continuation with surveys. Students will ask questions and collect data, create a tally and write numbers. Questions will be decided by the students.</p>	<p>I can ask questions and create a tally chart</p>
<p><b>Stand-Alone Math</b>  (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?  What is the day, month, year?  What number comes next?</p>	<p><b>Morning Meeting - Calendar:</b> Students will engage with calendar activities during morning meetings, discussing the days of the week, months, and numbers.</p>	<p>I can identify and sequence the days of the week.  I can talk about numbers as they relate to the calendar.</p>
<p><b>Stand-Alone Literacy</b>  (Repeated Weekly as part of shared reading)</p>	<p>-Actively engage in fiction group reading activities with purpose and understanding. -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.</p>	<p>What do you think this book will be about?  Can you predict what will happen next?  How do you think the character feels?</p>	<p><b>Story Time:</b> 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.  I can ask and answer questions about a story.</p>

# EY3 - What You Will Need for the Week Ahead

Subject	What I need (Week of Nov. 15th - 19th)	How can I get help?
<b>Numeracy</b> <b>Literacy</b> <b>Unit of Inq.</b>	<b>Learning Outcome:</b> These will vary by day. Please refer to the Daily Planners. <b>Resources Needed:</b> Everyday household items and home learning pack supplies.	<p style="text-align: center;"><b>Help Desk:</b> Monday 12:00 - 12:40</p> <p style="text-align: center;">Tuesday to Friday 10:30 AM - 11:10 AM</p>
<b>Music</b>	<b>Learning Outcome:</b> Students will understand that musicians can use music to tell stories and create mental pictures. <b>Resources Needed:</b> Paper, pencils and coloured pencils.	
<b>Art</b>	<b>Learning Outcome:</b> Students will inquire into the elements of art, specifically texture, and principle of design, pattern, through weaving. <b>Resources Needed:</b> Sketchbook, colored or recycled paper (we will cut into strips), scissors, glue or tape	
<b>P.E</b>	<b>Learning Outcome:</b> The students will identify locomotor and non locomotor movement connections required for games and activities. <b>Resources Needed:</b> 1 small ball, 1 large ball, 1 hard covered book or 1 bat, 1 balloon	
<b>Thai</b>	<b>Learning Outcome:</b> Students will be able to read and write Thai alphabets (๗). Students will be able to recognize and know the words compound with Thai alphabets (๗). Loy Krathong activities <u>Uol Where We Are in Place and Time - Family History:</u> Continue inquiring into connections in students' families. <b>Resources Needed:</b> Mini whiteboard, markers, whiteboard brush, pencil, eraser, color pencils or crayons, glue stick, scissors.	
<b>TAL</b>	<b>Learning Outcome:</b> Students learn action words such as speak, listen, write, read, sit down, stand up, speak, walk, run. <b>Resources Needed:</b> Mini white board, marker, coloured pencils.	