

Week #9 - October 4th - 8th EY3 Weekly Plan (Remote Learning)

Notes:	Teachers:	Rachel, Risa, Izabella	Unit Dates:	From: Aug. 16, 2021	To: Oct. 8, 2021	Week: 9
	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, Literacy)	<ul style="list-style-type: none"> -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 <p>-ATLs: communication, social skills</p>	<p>What did you do this weekend?</p> <p>Who was there?</p> <p>How did you feel about that?</p> <p>Can you add any letters or words to your picture to tell more?</p> <p>What sounds do you hear?</p>	<p>Students will orally share about their weekends in morning meetings, and create a “weekend 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>I can raise my hand when I want to speak on Zoom.</p> <p>I can speak clearly to talk about my weekend.</p> <p>I can use pictures, words, or mark-making to tell about my weekend.</p> <p>I can add detail to my recount in response to question prompts (i.e., who, what, when, where, how).</p>		
UOI experiences (Science, Social Studies, PSPE , Math, Literacy)	<ul style="list-style-type: none"> -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 	<p>What piece of work are you most proud of this week?</p> <p>How did you make that?</p>	<p>Students will be invited to share a piece of work created this week that they are proud of.</p>	<p>I can share my work with the group.</p> <p>I can give positive comments to my classmates.</p>		

	-ATLs: communication, social skills			
UOI experiences (Science, Social Studies, PSPE, Math, Literacy)	-Understand the impact of their actions on each other and the environment -Are aware of their emotions and begin to regulate their emotional responses and behaviour -Reflect on the process of achievement and value the achievement of others -Visual texts can immediately gain our attention. -Identify their feelings and emotions and explain possible causes -ATLs: communication, social skills	What small problem does the character have? How can they use Kelso's Choices to solve their problem?	Students will listen to two stories about small problems and say how they could solve them with Kelso's Choices.	I can identify the character and solve problems.
UOI experiences (Science, Social Studies, PSPE, Math, Literacy)	- Represent information through pictographs and tally marks -Sort and label real objects by attributes -Create pictographs and tally marks- -Understand that sets can be organized by different attributes -ATLs: communication, thinking skills	Which is your favourite fun zoom? Why is that your favourite?	Students will make choices as a group about FunZoom options for Friday using tallying and bar graphs.	I can make a choice and choose my favourite fun zoom.
UOI experiences (Science, Social Studies, PSPE, Math, Literacy)	-Speak audibly and express thoughts, feelings, and ideas clearly. -Ask and answer questions in order to seek help, get information, or clarify something that is not understood. -Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). -Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. -ATLs: communication, social skills	Who will you interview? What questions will you ask?	Students will interview someone in their community about their role, responsibilities, and how they impact the community.	I can speak using a clear voice and can express my ideas well. I can ask questions about responsibility.

<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>-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>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. I can talk about numbers as they relate to the calendar. I can listen and respond to others' ideas.</p>
	<p>- Represent information through pictographs and tally marks -Sort and label real objects by attributes -Create pictographs and tally marks- -Understand that sets can be organized by different attributes -Count to determine the number of objects in a set -Understand that sets can be organized by different attributes</p> <p>-ATLs: communication, thinking skills</p>	<p>How will you sort the shapes? What is your favourite object?</p>	<p>Students will sort the shapes from the reference booklet in two different ways (ex: by shape, colour, number, etc.)</p> <p>Students will collect objects from around the house, sort by colour, and create a tally chart to see how many of each colour.</p>	<p>I can sort the objects by colour, number, and shape.</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 individuals, events, ideas, or pieces of information in a text. -Recognize and produce rhyming words. -Value interacting, playing, and learning with others</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 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 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>-ATLs: thinking, communication, social skills</p>	<p>Can you find the rhyming words? Can you join in?</p>		
	<p>-With prompting and support, ask and answer questions about key details in a text. -Speak audibly and express thoughts, feelings, and ideas clearly. -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.</p> <p>-ATLs: thinking, communication, social skills</p>	<p>Can you identify what Tally was counting in the story? What is a tally mark?</p>	<p>Students will listen to the story 'Tally O Malley' and will respond to the story. They will make connections with counting, counting, and tally marks. They will also identify which objects the character was counting in the story.</p>	<p>I can listen to the story and identify what Tally was counting in the story.</p>