

Week #10 - October 18th - 22nd EY3 Weekly Plan (Remote Learning)

Notes:	Teachers:	Rachel, Risa, Izabella	Unit Dates:	From: Aug. 16, 2021	To: Oct. 18, 2021	Week: 10
	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 <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)	<p>-Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>-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.</p> <p>-Value interacting, playing, and learning with others</p> <p>-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>-Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</p> <p>-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>-With prompting and support, ask and answer questions about key details in a text.</p>	<p>What did you do during the holidays?</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>Which questions will you ask?</p> <p>What did you learn after the interview?</p> <p>How can you sort pumpkins?</p> <p>How can you sort jelly beans?</p>	<p>Holiday Recount: 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>Guest Speaker Interview: A guest speaker will be interviewed by students. They will think of questions that are linked to responsibility and the community. They will identify what they earned after the interview.</p> <p>Epic Book - Play With Sorting: Students will listen to the story 'Play with Sorting' and will respond to the</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 ask questions about responsibility.</p> <p>I can listen to the story and can answer the questions.</p>		

	<ul style="list-style-type: none"> -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. 	How can you sort nuts?	story. They will answer questions linked to the story.	
<p>UOI experiences (Science, Social Studies, PSPE, Math, Literacy)</p>	<ul style="list-style-type: none"> -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 <ul style="list-style-type: none"> -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>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 about small problems and 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 think about how to solve it.</p>
<p>UOI experiences (Science, Social Studies, PSPE, Math, Literacy)</p>	<ul style="list-style-type: none"> - Represent information through pictographs and tally marks -Create pictographs and tally marks- -Understand that sets can be organized by different attributes 	<p>What do you want to be when you grow up?</p> <p>What is your favourite colour?</p>	<p>Pictographs: Students will be asked questions about what they want to be when they grow up and their favourite colour or food etc. Using the data a pictograph will be created.</p>	<p>I can make a choice when asked a question.</p> <p>I can create a pictograph.</p>
<p>Stand-Alone Math</p> <p>(Repeated Weekly as part of morning meetings and routines)</p>	<ul style="list-style-type: none"> -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>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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