

## Week #12 1st - 5th November EY3 Weekly Plan (Remote Learning)

<b>Notes:</b>	<b>Teachers:</b>	Rachel, Risa, Izabella	<b>Unit Dates:</b>	From: Aug. 16, 2021	To: Nov. 1, 2021	<b>Week:</b> 12
	<b>Transdisciplinary Theme:</b>	<b>Who We Are</b>				
	<b>Central idea:</b>	Choices and actions people make impact communities.				
	<b>An Inquiry Into:</b>	Relationships in different communities Individual and group choices				
	<b>Key Concepts:</b>	Causation, Connection, Responsibility	<b>Quality Learning Behaviours:</b>	Creating a caring and inclusive community		
	<b>Focus LP:</b>	Caring, Principled, Reflective	<b>Approaches to Learning:</b>	Communication, Self-management, Social 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> )	<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>-With prompting and support, ask and answer questions about key details in a text.</p> <p>-Connect pictures and words</p> <p>-Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.</p>	<p>What did you do over the weekend?</p> <p>Where did you go?</p> <p>Can you add any letters or words to your picture to tell more?</p> <p>Can you identify what happens in the story?</p> <p>Did the Bad Seed do the right thing?</p> <p>How can you be principled?</p> <p>What would happen if you did that?</p>	<p><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.</p> <p><b>Reading Response - The Bad Seed:</b> Students will listen to the story 'The Bad Seed' and will respond to the story. They will link this to how they can be principled when they are back on campus.</p> <p><b>Reading Response - What if everyone did that?:</b> Students will listen to the story 'What if everyone did that?'" and will respond to the story. They will link this to cause and effect.</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 listen to the story and can tell you how I will be principled when I go back to school.</p> <p>I can listen to the story and can tell you how I make the right choices.</p>		

<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>-Identify their feelings and emotions and explain possible causes -Identify and explore strategies that help them to cope with change -Willingly approach and persevere with new situations</p>	<p>What piece of learning are you most proud of this week?</p> <p>How did you create that?</p> <p>What are the essential agreements?</p> <p>How can you display these at school?</p>	<p><b>Sharing Favourite Learning:</b> Students will be invited to share their favourite learning that they created this week.</p> <p><b>Essential Agreements - Back to School:</b> Revisit the essential agreements and discuss how this will be applied on campus. Being kind, learning well, and making healthy 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 be kind, will try my best, and will make healthy choices.</p>
<p><b>UOI experiences</b> (Science, Social Studies, PSPE, Math, Literacy)</p>	<p>-Represent the relationship between objects in sets using tree, Venn and Carroll diagrams -Understand that sets can be organized by different attributes</p> <p>-Read and write whole numbers up to hundreds or beyond -Understand that, for a set of objects, the number name of the last object counted describes the quantity of the whole set -Connect number names and numerals to the quantities they represent.</p>	<p>How do you create a Venn diagram?</p> <p>How can we sort things into different groups?</p> <p>Which objects will you collect and count?</p> <p>Can you count and create a tally?</p>	<p><b>Introducing Venn Diagrams:</b> Linked to making choices. Students will be asked to sort things into groups using a Venn diagram.</p> <p><b>Counting Healthy Food in the Home:</b> Linked to the essential agreement (making healthy choices). Find healthy food in the home. Count the objects, create a tally and write the number.</p>	<p>I can sort things into different groups using a Venn diagram.</p> <p>I can collect objects, count them and create a tally.</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?</p> <p>What is the day, month, year?</p> <p>What number comes next?</p>	<p><b>Morning Meeting - Calendar:</b> 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><b>Stand-Alone Literacy</b></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><b>Story Time:</b></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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