

Term 2 Week 3 : January 31 - Feb 4 EY3 Weekly Plan

Notes:	Teachers:	Risa, Izabella	Unit Dates:	From: 8 Nov 2021	To: 11 Feb 2022	Term 2 Week 3
	Transdisciplinary Theme:	Where We Are in Place and Time				
	Central idea:	Our family history helps us to understand where we are in place and time.				
	Lines of Inquiry	An inquiry into our personal histories An inquiry into our family history in time and place An inquiry into ways we can share our family history with others				
	Key Concepts:	Change, Connection	Quality Learning Behaviours:	Striving for Understanding		
	Focus LP:	Communicators, Open-Minded	Approaches to Learning:	Communication Skills, Research 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)		
PSPE	<ul style="list-style-type: none"> Follow essential agreements for discussions Identify their feelings and emotions and explain possible causes Recognize that others have emotions, feelings and perspectives that may be different from their own 	<p>How can we continue to build our learning community?</p> <p>How can we learn together?</p> <p>How can we show our appreciation of others?</p> <p>How can we use kind words and manners in the classroom?</p>	<p>Circle and Choosing time:</p> <p>Students will choose various centers throughout the day. They will learn independently and collaboratively. During circle time opportunities will be provided for discussions about the essential agreements and using good manners.</p>	<p>I can choose where I would like to play.</p> <p>I can follow the Essential Agreements.</p> <p>I can use kind hands and kind words.</p> <p>I can say please and thank you to show manners and appreciation</p>		
UOI experiences (Social Studies, PSPE, Math, Literacy)	<ul style="list-style-type: none"> Relate a story about their past Suggest how important events in their lives have influenced them Sequence familiar events in order Suggest ways to find out about the past Suggest how important events in their lives have influenced them 	<p>What stories do you know from when you were young?</p> <p>What were you like when you were 2?</p> <p>How can we find out more about what we were like when we were young?</p> <p>Can you put these events in order?</p>	<p>Family Histories - Time:</p> <p>Students will create personal timelines, using the information gathered from their parents last week, and will share these with the group.</p>	<p>I can ask questions to find out information.</p> <p>I can record information.</p> <p>I can sequence events.</p>		
Stand-Alone Math	<ul style="list-style-type: none"> 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>How many days until [x event]?</p>	<p>Calendar:</p> <p>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.</p> <p>I can talk about numbers as they relate to the calendar.</p>		

Stand Alone Math	<ul style="list-style-type: none"> ● sort, describe, compare, and label 2D shapes 	<p>What shape is it? How do you know? How many sides does it have? How many corners does it have?</p>	<p>2D Shape Game: Students will identify 2D shapes hidden in a bag by feeling them. They will be encouraged to identify the number of sides and corners to guess what shape it is</p>	<p>I can name 2D shapes. I can identify the features of 2D shapes.</p>
Stand-Alone Literacy	<ul style="list-style-type: none"> ● Recognize and name all upper- and lowercase letters of the alphabet. ● Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. 	<p>What sound does this letter make? Do you know a word that starts with that letter?</p>	<p>Phonics: Students will practice phonics skills in small group and/or one-to-one activities.</p>	<p>I can recognize all upper- and lowercase letters. I can write my name using a capital letter at the beginning and following correct letter formation.</p>
Stand-Alone 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. ● With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 	<p>Do you have a story to tell? Can you tell me about your picture? Can we add some words to tell more? What letters do you hear? Which page comes next?</p>	<p>Free Writing: Free writing in journals - children are invited to record experiences, stories, wonderings in their writing journals.</p>	<p>I can express my ideas with pictures and words. I can write words to show what I have drawn.</p>
Stand-Alone Literacy (Reading to)	<ul style="list-style-type: none"> ● Actively engage in fiction group reading activities with purpose and understanding. ● Attend to visual information showing understanding through discussion, role play, illustrations, ● Confirm understanding of a text read aloud by asking and answering questions about key details and requesting clarification if something is not understood. ● Identify the front cover, back cover, and title page of a book. 	<p>What do you think this book will be about? Can you predict what will happen next? How do you think the character feels? What does this picture tell us?</p>	<p>Stories and Songs: Students will listen to stories read aloud, 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. I can make predictions based on pictures and words.</p>