

Term 2 Week 5 : 7th - 11th February EY3 Weekly Plan

Notes:	Teachers:	Risa, Izabella	Unit Dates:	From: Feb. 21, 2022	To: 11 Feb 2022	Term 2 Week 6
	Transdisciplinary Theme:	How the World Works				
	Central idea:	Observing features the the natural world can help us to understand their purpose.				
	Lines of Inquiry	TBA				
	Key Concepts:	Form, Function, Causation	Quality Learning Behaviours:	Striving for Understanding		
	Focus LP:	inquirer, Knowledgeable	Approaches to Learning:	Communication Skills, Research 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, Language Arts)	<ul style="list-style-type: none"> ● Identify specific features of organisms ● Connect the features of an organism to the purpose it serves ● Relate and record observations in nature ● Investigate observed phenomena ● Record observations in a range of ways ● Discuss observations in supported small groups ● Follow essential agreements for discussions ● Ask and answer questions to get information or clarify something that is not understood 	What did you bring? Can you describe it's features? Where did you find it? What do you wonder about it?	Bring an artifact: Students are invited to bring a natural artifact to school that inspires their curiosity.	I can describe the features of my artifact. I can share my questions or theories about my artifact or others' artifacts.		
		What do you see? What do you think it is? Why is it like that? What do you wonder? Can you draw what you see? Can you add more details? Can you add written labels?	Science/Discovery Centre: To provoke thinking, students will be invited to collect natural objects from outside and to explore the use of science tools, such as examination trays, forceps, various styles of magnifying glasses, and digital microscopes, making close observations, with encouragement to share wonderings.	I can observe details of natural object. I can record my observations with drawings and/or writing. I can use tools such as magnifying glasses appropriately. I can share ideas or questions for investigation.		
		What do you see? What do you think? What do you wonder?	Group Discussions - Generating Lines of Inquiry Students will share their prior knowledge and questions about the natural world, which will form the basis for further inquiry. They will use thinking routines such as, "I see, I think, I wonder" and KWL charts (Know, Want to Know, Learned)	I can share my prior knowledge about the natural world. I can share my theories about the natural world. I can ask questions that I would like to investigate.		

<p>UOI experiences (Visual Arts, Science)</p>	<ul style="list-style-type: none"> ● Create artwork in response to a range of stimuli ● Engage with and enjoy a variety of visual arts experiences ● Sharpen their powers of observation ● Identify specific features of organisms ● Record observations in a range of ways ● Relate and record observations in nature 	<p>What do you see? How can you make that colour? What shapes do you see? Can you add more detail?</p>	<p>Art Centre: Natural items, such as fruit, flowers, butterflies, and snails will be set up in the art room to inspire still life art work. Children will create paintings, drawings, and sculpture from their observations.</p>	<p>I can observe details. I can create art inspired by my observations.</p>
<p>UOI experiences (Drama, Language Arts)</p>	<ul style="list-style-type: none"> ● Engage in imaginative play using a range of stimuli ● Create roles in response to props, sets, costumes ● Value and develop imaginary roles or situations ● Identify with characters through role play development ● Use body language in mime and role play to communicate ideas and feelings visually 	<p>What is wrong with your pet? Can I make an appointment with the vet? Who would be at a vet clinic? What character role will you play</p>	<p>Dramatic Play Centre: The dramatic play area will be set up as a veterinary clinic.</p>	<p>I can use my imagination to role play. I can use role play to communicate. I can create roles in response to a range of stimuli.</p>
<p>Stand-Alone Math</p>	<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? What is the day, month, year? What number comes next? How many days until [x event]?</p>	<p>Calendar: 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>Stand-Alone Literacy</p>	<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>

<p>Stand-Alone Literacy</p>	<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. ● 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>Do you have a story to tell?</p> <p>Can you tell me about your picture?</p> <p>Can we add some words to tell more?</p> <p>What letters do you hear?</p> <p>Which page comes next?</p> <p>Who would you like to write a letter? How do letters begin and end?</p>	<p>Free Writing: Free writing in journals - children are invited to record experiences, stories, wonderings in their writing journals.</p> <p>Book-making</p> <p>Letter writing (messages)</p>	<p>I can express my ideas with pictures and words.</p> <p>I try to sound out words and represent the dominant sounds in some words correctly.</p>
<p>Stand-Alone Literacy (Story Time)</p>	<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?</p> <p>Can you predict what will happen next?</p> <p>How do you think the character feels?</p> <p>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.</p> <p>I can ask and answer questions about a story.</p> <p>I can make predictions based on pictures and words.</p>