

Term 2 Week 8 : 14th - 18th March

EY3 Weekly Plan

Notes:	Teachers:	Risa, Izabella	Unit Dates:	From: 21 Feb, 2022	To: 18 Mar 2022	Term 2 Week 9
	Transdisciplinary Theme:	How the World Works				
	Central idea:	Observing features of the natural world can help us to understand their purpose.				
	Lines of Inquiry	An inquiry into observable features of nature. An inquiry into the connection between feature and function. An inquiry into how we record and share observable features of nature.				
	Key Concepts:	Form, Function, Perspective	Quality Learning Behaviours:	Striving for Understanding		
	Focus LP:	Knowledgeable, Inquirer	Approaches to Learning:	Thinking 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 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/Nature Walk: 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 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 is features can you observe? How can you record your observations? What do you think is the purpose of that feature? How could we find out if that is true?	Group Discussions - Unpacking the Central Idea: Students will discuss the features of natural artefacts, including items collected on nature walks, items brought from home, and visiting pets. Students will be invited to consider the purpose of various features, share their hypotheses about purpose, and do research to answer their questions.	I can ask questions that I would like to investigate. I can identify feature of plants and animals. I can share my thinking about the purpose of plant and animal features.		

<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 artwork. Children will create paintings, drawings, and sculptures 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. Children will be encouraged to use drawing and writing to make appointments and to describe their pet's problem.</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"> ● Describe the rule for a pattern in a variety of ways ● Identify a sequence of operations relating one set of numbers to another set. ● Select appropriate methods for representing patterns, for example using words, symbols and tables ● Understand that calendars can be used to determine the date and to identify and sequence days of the week and months of the year ● Use standard units of measurement to solve problems in real-life situations involving length, mass, capacity, money and temperature 	<p>What is a pattern? What will you use to create the pattern? Can you describe the pattern you created?</p> <p>Can you measure the object? What will you use to measure? How long/short is the object?</p> <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>Patterns: Students will create patterns using a variety of objects such as numbers, shapes, leaves, sticks, animals.</p> <p>Measuring: Students will measure various objects in the classroom such as animals in the vet centre. They will use non-standard units such as rulers, metre sticks, interlocking cubes.</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 create a pattern. I can choose objects to create a pattern. I can describe the pattern. 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?</p> <p>Do you know a word that starts with that letter?</p> <p>Can you read the word?</p>	<p>Differentiated Language Activities: Students will practise language skills in small groups and/or one-to-one activities. These will include reading, writing and speaking/listening activities.</p>	<p>I can recognize all upper- and lowercase letters.</p> <p>I can know the sounds of the letters.</p> <p>I can identify initial letter sounds in words.</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 to?</p> <p>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>