

Term 3 Week 1 : (April 18th - 22nd) EY3 Weekly Plan

Notes:	Teachers:	Risa, Izabella, Cadija	Unit Dates:	From: Year-Long Unit To:	Term 3 Week 1
<i>Ms. Risa and Ms. Izabella to continue with reading assessments this week.</i>	Transdisciplinary Theme:	Who We Are			
	Central idea:	Choices and actions that people make impact communities.			
	Lines of Inquiry	Relationships within our communities Individual and group choices Impacts of choices and actions			
	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 (Social Studies, PSPE)	-Follow classroom systems and routines -Identify a possible consequence of not following a system or routine -take turns -listen respectfully to others -share their own relevant ideas and feelings in an appropriate manner -understand the impact of their actions on each other and the environment.	What do you remember about our essential agreement? Should we add or change anything? Can you give examples of actions that follow the essential agreement? How do these actions impact our class community?	Revisiting Essential Agreement: Group discussions about essential agreement, with links to learner profiles and lines of inquiry (how our actions affect the community)	I can give examples of actions that follow our Essential Agreement. I can discuss how my choices and actions impact the class community.	
UOI experiences (Social Studies, PSPE)	-identify themselves in relation to others (for example, family, peers, school class, ethnicity, gender) -describe some physical and personal characteristics and personal preferences -talk about similarities and differences between themselves and others	Can you remember your classmates' names? What do you know about our community members?	Welcoming new students: -Name games and "getting to know you" activities at circle time. -New children will also make labels for cubbies, drawers, helping hands, etc.	I can describe my physical and personal characteristics and preferences.. I can name my classmates and describe some of their characteristics and preferences.	

<p>UOI experiences (Social Studies, Language Arts)</p>	<p>-identify a system their family uses suggest how their choices reflect their school or home culture -identify a family or cultural tradition and say what they think it means -relate a story about their past -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. -use increasingly consistent pencil grip -form lower and upper case letters with increasing fluency and size regularity -Write a letter or letters for most consonant and short-vowel sounds (phonemes). -Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>What did you do over your break? Who was there? How did your family members impact the experience? Can you tell us about that with drawings and writing? Can you sound out that word? What letters do you here? Where will you find that on the word wall?</p>	<p>Writing About Our Holidays: Children will write and draw about their Songkran break. They can share with the class, and will be encouraged to think about families in relation to our Central Idea. This can be a writing sample for portfolios.</p>	<p>I can tell the story of my holiday with speaking, drawing, and writing.</p> <p>I can spell some words by sounding out or consulting references such as the word wall.</p> <p>I can write most upper and lower case letters legibly.</p> <p>I can talk about my family members contributions to my experience.</p>
<p>Stand-Alone Math</p>	<p>-estimate and measure objects using standard and non-standard units of measurement: length, mass, capacity, money and temperature -estimate quantities to 100 and beyond -estimate sums and differences -estimate and compare lengths of time</p>	<p>Can you estimate how many are in a handful? If this jar has 6, and this jar has 10, can you estimate the number in a third jar? Can you estimate length of an object with blocks? Can you cut a string as long as your height? Which string will wrap around the bucket?</p>	<p>Estimation Stations: Various estimation provocations set up in math centre. Some ideas: https://www.weareteachers.com/estimation-activities/ (#2, 3, 4, 6, 7, 9, 10)</p>	<p>I can estimate thoughtfully, with reasons for my estimations.</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.</p> <p>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 understand 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>