

Term 3 Week 4 : (9th - 13th May) EY3 Weekly Plan

Notes:	Teachers:	Risa, Izabella, Cadija	Unit Dates:	From: 25th April 2022	To: 10th June 2022	Term 3 Week 3
<i>*preparations for Student-Led Conferences this week - students will choose the centres they will do at conferences have a practice run</i>	Transdisciplinary Theme:	How We Express Ourselves				
	Central idea:	Storytelling can connect us with others				
	Lines of Inquiry	An inquiry into the purpose of storytelling (function) An inquiry into the ways we can tell a story (perspective) An inquiry into the connections we make through stories (connection)				
	Key Concepts:	Perspective, Function, Connection	Core Value:	Striving for Understanding		
	Focus LP:	Communicator, Risk - taker	Approaches to Learning:	Communication skills, 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 (PSPE, Language Arts)	<ul style="list-style-type: none"> ● Follow essential agreements for discussions ● share ideas clearly and confidently ● listen respectfully to others ● ask questions ● With prompting and support, ask and answer questions about key details in a text. ● with prompting and support, re-tell familiar stories including key details ● With prompting and support, identify characters, settings, and major events in a story. ● With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<p>What is the title of your book? Who is the author? Who are the characters? What is the setting? What is the story about? What is the problem? Why do you like this book?</p>	<p>Provocation: Students are invited to bring a favourite story to school to share with the class. They will be prompted to talk about characters, setting, and plot (i.e., beginning, middle, end; problem and resolution); as well as the purpose of the story and why they like it.</p>	<p>I can choose my favourite book.</p> <p>I can give an opinion with a reason.</p> <p>I can identify characters, setting, and the central problem.</p> <p>I can name the title and author of my book.</p>		

<p>UOI experiences (Visual Arts)</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 ● realize that their artwork has meaning ● identify, plan and make specific choices of materials, tools and processes 	<p>What would you like to make? What materials can you use to create that? Can you add more? Can you tell me about your work? How can you tell a story with your art work?</p>	<p>Art Centre: Students are drawing and/or painting cartoon characters for the Cartoon Exhibition.</p> <p>Students will explore story telling through visual arts</p> <p>Student-initiated art projects (free choice)</p>	
<p>UOI experiences (Drama, Language Arts)</p>	<ul style="list-style-type: none"> ● Engage in imaginative play using a range of stimuli ● develop the ability to cooperate and communicate with others in creating drama ● explore familiar roles, themes and stories dramatically ● Create roles in response to props, sets, costumes ● Value and develop imaginary roles or situations ● Attend to visual information showing understanding through discussion, role play, illustrations ● Be aware that the same story can be told different ways, ● With prompting and support, ask and answer questions about key details in a text. ● With prompting and support, retell familiar stories, including key details. ● With prompting and support, identify characters, settings, and major events in a story. ● With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<p>What characters will you be? What story will you act out? What is the problem your characters will try to solve? Can you re-tell the story with toys? What happens at the beginning, middle and end? How are these versions the same? How are they different? Can you make your own version of this story?</p>	<p>Dramatic Play Centre: Various materials are available for students to act out their own stories, such as dress-up clothes, props, and puppets</p> <p>Student will listen to different versions of familiar stories (for example, Three Billy Goats Gruff, The Giant Turnip, etc.). Comparisons will be discussed, as well as story elements and structure. Materials such as toys and props will be available for re-telling.</p>	<p>I can use costumes, props, and my imagination to role play.</p> <p>I can co-operate with peers to create roles and communicate stories through drama.</p> <p>I can re-tell familiar stories in a variety of ways.</p> <p>I can identify similarities and differences between texts.</p> <p>I can identify the characters, setting, and main events in a familiar story.</p>
<p>Stand-Alone Math</p>	<ul style="list-style-type: none"> ● Understand the inverse relationship between addition and subtraction ● Model addition and subtraction of whole numbers 	<p>Can you build this number with Numicon pieces? Can you write a number sentence to represent what you did?</p>	<p>Addition and subtraction: Students will model addition and subtraction with Numicon, puzzles, “number stories”, and a bowling game, and connect these concrete models to equations.</p>	<p>I can add one or two digits numbers.</p> <p>I can subtract one or two digits numbers.</p>

	<ul style="list-style-type: none"> Develop strategies for memorising addition and subtraction number facts Use whole numbers up to hundreds or beyond in real-life situations Use fast recall of addition and subtraction number facts in real-life situations 	<p>Can you tell a story with adding and subtracting?</p> <p>Can you tell the story with a picture, counters, and numbers?</p> <p>Can you make a number sentence to show how you bowled?</p> <p>How many days are in a week?</p> <p>What is the day, month, and year?</p> <p>What number comes next?</p>	<p>Calendar: Students will engage with calendar activities during morning meetings. Patterns, odd/even numbers and skip counting with the calendar will be explored.</p>	<p>I can identify numbers and connect them to quantities.</p> <p>I can represent real-life or concrete models with addition and subtraction</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 Literacy	<ul style="list-style-type: none"> 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. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Know and apply grade-level phonics and word analysis skills in decoding words. 	<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 explore books during guided reading centres. They will identify sounds and high-frequency words.</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>
Stand-Alone Literacy	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate basic knowledge of one-to-one letter-sound 	<p>Can you tell a story and draw or write to explain your ideas?</p> <p>Which sounds do you hear when you say that word?</p> <p>Can you write capital letters and lowercase letters?</p>	<p>Free Writing: Free writing in journals, or student-made books. Students are encouraged to write about their own experiences, fictional stories, or any form of writing they choose.</p>	<p>I can use my imagination and write a story.</p> <p>I can express my ideas with pictures and words.</p> <p>I can sound out words and represent the dominant sounds in some words correctly.</p>

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Stand-Alone Literacy (Story Time)	<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, and 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>