

Date/Event	Wk	Unit of Inquiry	Skills	Sc/Soc/PSPE	Genre	Lang. Stand Alone	Maths Integrated	Number/Maths Stand Alone	Info. Lit
WB 21 Aug	1	<p>Who we are</p> <p>Central Idea: People are unique individuals that work and play together.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Myself and others What groups we belong to How we work together How we play together <p>Key Concepts: Responsibility, Function</p> <p>Related Concepts: Interactions</p> <p>Learner Profile: Communicator</p> <p>Attitudes: Cooperation</p>	<p>Self Management Skills: Organization: carrying out activities effectively;</p> <p>Codes of behavior: develop an understanding of operating procedures of groups of people.</p> <p>Informed choices: selecting an appropriate course of action or behavior</p> <p>Social Skills: Respecting others: making decisions based on fairness and equality</p>	<p>Social Organization: We learn about ourselves and others when we play. Discuss ways to play games Compare how games from different people and places may be similar or different Share preferences and game/toy preferences</p> <p>PSPE Identity They demonstrate a sense of competence with developmentally appropriate daily tasks and can identify and explore strategies that help them cope with change.</p> <p>Interactions Enjoy interacting, playing and engaging with others, taking turns; Listen respectfully to others; Celebrate the accomplishments of others; Reach out for help when it is needed for themselves or others; Identify when their actions have impacted on others. Discuss classroom responsibilities</p>	<p>Writing to: Entertain (ONGOING) Purpose: To entertain and provoke an emotional or empathetic response from the audience (Book Club)</p> <p>Writing to: Socialize (Exposure) Purpose: To maintain or enhance relationships. Recognize/write first name Pre-writing/drawing names and copy each other's names Book About me)</p> <p>Language features/Grammar First and second person pronouns e.g. I, me, you, your Specific participants Contextual Understanding: Texts used to socialize help writers to maintain or enhance relationships</p>	<p>Listening: PK3 – Responds to spoken language in ways appropriate to home language or culture. PK4 – listens to songs and stories that are personally significant with increasing attention and recall</p> <p>Speaking: PK3 - Communicates to meet own needs. PK4 – Uses different ways to communicate own needs. Relies on personal experience as a stimulus for speaking.</p> <p>Reading: PK3 – Enjoys looking at books and other printed material with familiar people PK4 – -Holds books the correct way up and turns pages Modelled by teachers, then skill developed by students</p> <p>Writing: PK3 – Experiments with mark making PK4 – Experiments with marks, symbols and drawings to record ideas.</p>	<p>Number Conceptual Understandings Numbers are a naming system. Numbers can be used in many ways for different purposes in the real world.</p> <p>Number PK 3 <i>Imitates counting behavior using some number words and attempts to match to objects</i></p> <p>Number PK 4 <i>Recognizes number 1,2,3,4, Begins to form numbers 1 -3</i></p>	<p>Shape & Space (ONGOING Pk 3 & Pk 4) Begins to complete puzzles (and develops complexity as the year progresses) Number: Understand 1:1 correspondence (Ongoing) Connect number names to numerals (ONGOING) Counts to determine the number of objects</p>	<p>1. Creativity and innovation a. Apply existing knowledge to generate new ideas, products, or processes How - Use digital photos (portraits) and unit related videos for a variety of unit related learning opportunities.</p>
WB 28 Aug	2								
WB 30 th Open House									
WB 4 Sep	3								
WB 11 Sep	4								
WB 18 Sep	5								
WB 25 Sep	6								
WB 2 Oct	7								
WB 9 Oct	8								
WB 16 Oct	9								
WB 23 Oct	10	<p>How we express ourselves</p> <p>Central Idea: People recognize and respond to emotions in different ways.</p> <p>Lines of inquiry:</p> <ul style="list-style-type: none"> Names of emotions Emotional triggers Possible choices (real or imagined) <p>Key Concepts: Perspective, Reflection</p> <p>Related Concepts: Feelings, Emotions</p> <p>Learner profile/s: Reflective, Caring</p> <p>Attitudes: Tolerance</p>	<p>Social Skills:</p> <p>Listening: listening to directions, others, information; Speaking: speaking clearly, expressing ideas, stating opinions.</p> <p>Thinking Skills: Metacognition: analyzing own and other's thought processes.</p> <p>Social Skills: Resolving conflict: listening carefully to others; asking questions.</p> <p>Self Management Skills: gross and fine motor skills</p>	<p>PSPE: Interactions Identify and understand emotions in order to regulate their emotional responses and behaviour. Cooperate and communicate feelings in developmentally appropriate ways Recognize, label and name feelings; Dealing/resolving conflicts through conversations;</p>	<p>Writing to: Recount (Exposure) Purpose: To recount past experiences or events. Retells personal experiences Uses simple past tense Uses their own experience as a stimulus for writing Draw to describe)</p> <p>Language features/Grammar Nouns and pronouns that refer to specific participants e.g. my family, she, we, they</p> <p>Action words</p> <p>Contextual Understanding: Texts that recount involve the writer the writer retelling or recounting past experiences or events.</p>	<p>Listening: People listen and speak to share thoughts and feelings.</p> <p>PK3 – Responds to spoken language in ways appropriate to home language or culture. Listens to songs that are personally significant (one-on-one or in small group) PK4 – listens to songs and stories that are personally significant with increasing attention and recall Responds to significant other as part of familiar or routine interactions.</p> <p>Speaking: PK3 – responds to greetings PK4 – Greets familiar people and responds to greetings Names classmates, teachers and familiar classroom objects Asks questions (and demonstrates curiosity)</p> <p>Reading: PK3 – Notices pictures in books Relates to pictures in a book (e.g. points to objects) PK4 – handles books and printed material with interest Distinguishes between print and pictures. Identifies and comments on pictures in books PK 4- Attaches meanings to representational print – through noticing own name and friends names PK 4 -Knows spoken words/information can be written down and read Relates story to self and shares information</p> <p>Writing: PK3 – Reacts to visuals that are routine or personally significant PK4 – Shows an awareness of classroom print</p>	<p>Shape & Space Conceptual Understandings Shapes can be described and organized according to their properties Describe and draw own position and direction, for example: in , out, inside, outside, above, below, next to, behind, in front of, up, down</p> <p>Shape & Space PK 3 Shows an interest in shapes by sustained construction activities or by talking about shapes or an arrangement</p> <p>Shape & Space PK 4 Refers to some regular 2D shapes by name including square, circle and triangle Notices similarities and differences of simple regular shapes Creates own compositions using shapes or other components</p>	<p>Number PK 3 <i>Begins to represent numbers using marks on papers Uses numbers in play</i></p> <p>Number PK 4 <i>Begins to form digits Begins to make comparisons between objects and quantities Uses numbers in play</i></p> <p>Measurement PK 4 Comparing sizes, same/different.</p>	<p>2 Communication and collaboration c. Develop cultural understanding and global awareness by engaging learners of other cultures. (?) How - Use digital resources (photographs) as provocation for students to verbalize their observations of different emotions. Taking photos with camera or iPads. Videos of student puppet plays.</p>
WB 30 Oct	11								
WB 6 Nov	12								
WB 13 Nov	13								
WB 20 Nov	14								
WB 22 ERD									
WB 27 Nov	15								
WB 4 Dec	16								
7th Winter Perf									
WB 11 Dec	17								
WB 18 Dec	18								
WB 25 Dec	19								

WB 1 Jan	20								
WB 8 Jan	21								
WB 15 Jan	22								
WB 22 Jan 24th ERD	23								
WB 29 Jan	24								
WB 5 Feb	25								
WB 12 Feb	26								
WB 19 Feb	27	How the world works	Thinking Skills: Analysis: seeing relationships; Synthesis: combining parts to create whole	Science Earth & Space Talk about activities that occur during the day and night compare activities that occur during the seasons Make connections between the weather and how to protect himself or herself Identify simple patterns in daily and seasonal cycles Observe the features of the local environment that are affected by daily and seasonal cycles	Writing to: Explain (Exposure) Purpose: To explain how something works or how something came to be. Language features/Grammar Usually non-human participants e.g. 3 rd person and use of nouns and pronouns Words to show cause and effect relationship Linking words – how/when, why, because Contextual Understanding Information is presented in a sequential and logical order.	Listening: PK3 – Relies on personal experience as a stimulus for speaking and listening Requires some adult support to interpret spoken language PK4 – listens and responds to texts by demonstrating understanding through gestures, expression or words. Speaking: PK3 – Begins to use a small range of vocabulary Begins to rely on personal experience as a stimulus for speaking PK4 – Is understood by familiar adults in supportive or predictable situations. Reflects own ideas verbally. Reading: PK3 – Enjoys rhyming and rhythmic activities. PK4 – Recognizes own name in print Begins to recognize some letter sounds Hears and says initial sounds used regularly in classroom environment Writing: PK3 – Makes marks to represent ideas. PK4 – Uses known letters or approximations of letters or symbols to represent writing. Draws symbolic representations of ideas.	Pattern & Function PK 4 Conceptual understanding Learners will begin to develop the understanding that patterns and sequences occur in everyday situations Pattern & Function PK 3 <i>Shows an interest in pattern and sequencing through classroom materials and play with items such as objects, beads, peg boards, magnetic shapes etc.</i> Pattern & Function PK 4 <i>Begins to create simple patterns independently</i> <i>Begins to identify and describe patterns in various ways</i> Data Handling (Transdisciplinary Connection) Conceptual Understanding/s We collect information to make sense of the world around us. Sort, describe, label objects by attributes and represent information. Data Handling Pk 3 <i>Begins to categorize objects according to properties such as shape or color.</i> Data Handling PK 4 <i>Categorizes objects (and people) according to different properties/characteristics such as shape, size and/or color</i> <i>Sorts information according to simple sets</i> <i>Sorts a group of objects by one property and then by another</i> <i>Represents information through drawings/picture graphs</i> <i>Begins to use tally marks to represent data</i> <i>Creates living graphs</i>	Number PK 3 <i>Sometimes matches numeral to quantity</i> Number PK 4 <i>Rote counts</i> <i>Recognizes and matches numbers 1-5 to quantities they represent</i> <i>Begins to form recognizable numbers 1 – 5</i> -	3. Research and information fluency d. process data and report results How - Use digital media and tools (thermometer) to identify, research and collect data (e.g. planet earth, weather and cycles)
WB 5 Mar 8th PYP Exhibition	29	Central Idea: The Earth's natural cycles influence the activity of living things. Lines of inquiry: <ul style="list-style-type: none">Natural cyclesActivities and behaviors depending on those cyclesHealth and Safety related to natural cycles Key Concepts: Causation, Change Related Concepts: Patterns, Cycles Learner profile: Knowledgeable Attitudes: Appreciation, Curiosity	Research Skills: Observation: using senses to notice relevant details Recording: recording observed by drawing						
WB 12 Mar	30								
WB 19 Mar 20th SLC	31								
WB 26 Mar 28th ERD	32								
WB 2 Apr	33								
WB 9 Apr	34								
WB 16 Apr	35								
WB 23 Apr 24th ERD	36	Sharing the planet	Research Skills: Observing Collecting data Recording data Organizing data Presenting findings	Science Living things Name, describe and distinguish plants and animals and people by observable characteristics. Understand that humans, animals and plants need air, food, light and water.	Writing to: Instruct (Exposure) Purpose: To provide steps or specific instructions to guide an action or behavior. (Writes/draws to describe observations, drawing of plants. Bean diary growth/change charts and drawings of living things) Language features/Grammar: Nouns and pronouns refer to generalized participants Signal words Contextual Understanding: Information is systematically organized and recorded to classify and describe a whole class of things	Listening: PK3 – Answers simple and familiar questions with one or two words. Respond to one-step directions that can be combined with physical assistance, adult modelling or cues PK4 - Listens and responds to texts by demonstrating understanding through gestures, expression, and/or words. Follows multi-step directions Speaking: PK3: Uses a small range of vocabulary and simple phrases Begins to use a limited range of processes and strategies when speaking, e.g. uses repetition PK4: Answers questions with simple phrases (During Circle time, group work etc.) Delivers short oral presentations to peers Reading: PK3 – Begins to recognize own name in print. PK3 – Begins to participate in discussions related to books with teacher guidance PK4 - Plays with the sounds of language	Measurement Conceptual Understandings Measuring involves comparing and describing objects Measurement PK 3 <i>Recognizes same and different</i> <i>Uses comparisons and some related vocabulary to describe objects</i> <i>Uses time-related vocabulary such as day, night, morning, today, yesterday, tomorrow etc.</i> <i>Associates events with time-related concepts</i> Measurement PK 4 <i>Uses comparisons and related vocabulary to describe objects</i> <i>Orders some items by size and/or height</i> <i>Uses some measurement tools to assist with exploration (without precision)</i> <i>Begins to use non-standard units to measure and solve real life problems</i> <i>Orders and sequences familiar events using time-related vocabulary such as day, night before, after, morning, today, tomorrow etc</i> <i>Measures short periods of time in simple ways</i>	Number PK 3 <i>Counts 1-3 objects with correct tracking and matching</i> <i>Describes groups of objects and compares using everyday language such as 'a lot', 'more than', etc.</i> <i>Begins to recognize number 1,2,3</i> Number PK 4 <i>Rote counts 1 -5</i> <i>Counts 1-5 objects with correct tracking and matching</i> <i>Compares groups of up to 5 objects and can state which has more or less</i> <i>Forms most numbers from 1-10</i> <i>Uses and writes numbers in play and conversations</i> Space Pk 3 <i>Uses common vocabulary related to position such as in, out, in, on, up, down</i>	4. Critical thinking, problem solving, and decision making a. Identify and define authentic problems and significant questions for investigation How - YouTube videos. stop motion videos/photos about plants, and eBooks. Use iPad to record own presentation and assessment.
WB 30 Apr	37	Central Idea: Plants are used as a natural resource for people and animals. Lines of inquiry: <ul style="list-style-type: none">What plants provide for us and other living thingsThe structure of a plantCaring for plant life Key Concepts: Form Connection Related Concepts: Conservation, Pollution, Choices Learner Profile: Inquirer Attitudes: Tolerance	Social Skills: Accepting responsibility Cooperating Adopting a variety of group roles	Materials & Matter Collect, sort, identify and describe natural objects in the natural world.					
WB 7 May	38								
WB 14 May	39								
WB 21 May	40								
WB 28 May 1st Variety Show	41								
WB 4 Jun	42								
WB 11 Jun	43								

						<p>Imitates the act of reading in play</p> <p>PK4 – Attaches meanings to representational print – through interpreting visuals and instructions Begins to use the illustrations to predict and construct meaning</p> <p>PK4-Begins to understand that words are made up of sounds/ and the relationships between letters and sounds</p> <p>PK4 – With support and direction responds texts/stories & begins to notice print features (of personal relevance)</p> <p>Writing:</p> <p>PK3 – Plays with words and sounds that are familiar and/or common Participates in songs, chants or rhymes Explores writing materials and lines</p> <p>PK4 – Begins to show an awareness of sound/symbol relationship. Writes own name.</p>		<p>Space Pk 4 <i>Explores and demonstrates the paths of their immediate environment (inside, outside, above, below) and their position (next to, behind, in front of, up, down) I added they were missing</i></p>	
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