

Aktabi

QAD Preschool Integration Model

The Dual Language Program Planner

<p><b>QAD High Quality Learning and Teaching Definition</b></p> <p>High quality learning begins with building healthy relationships and cultural identities within the school community through meaningful collaboration. It is a process which includes using a range of strategies to engage and empower students to have agency over their learning. Our focus is on creating a positive environment which encourages academic success, personal growth, risk-taking and resilience.</p> <p><b>The learning process incorporates:</b></p> <ul style="list-style-type: none"><li>-Making connections to prior knowledge, within and between disciplines</li><li>-Developing conceptual understandings, knowledge, skills and attributes</li><li>-Reflecting on new understandings, acting on new knowledge and applying new skills and attributes</li></ul> <p><b>The teaching process incorporates:</b></p> <ul style="list-style-type: none"><li>-Using evidence based practices</li><li>-Using effective differentiation</li><li>-Providing opportunities to self-assess</li><li>-Using authentic and rigorous data that is qualitative and quantitative</li></ul>	<p><b>تعريف التعلّم والتّعليم العالي الجودة في أكاديمية قطر-الدّوحة</b></p> <p>ينطلق التّعلّم العالي الجودة من بناء علاقات صحّيّة وهويّات ثقافيّة داخل المجتمع المدرسيّ خلال التّعاون الهادف. إنّهُ عمليّة تتضمّن توظيف مجموعة من الإستراتيجيّات بهدف إشراك المتعلّمين وتمكينهم من أن يكونوا القوّة المحرّكة في تعلّمهم. ينصبّ تركيزنا على توفير بيئة إيجابيّة تشجّع على النّجاح الأكاديميّ، النّموّ الشّخصيّ، المجازفة والمرونة.</p> <p><b>عمليّة التّعلّم تتضمّن:</b></p> <ul style="list-style-type: none"><li>- إنشاء روابط مع المعرفة السّابقة وبين المعارف</li><li>- تطوير الاستيعاب المفاهيميّ، المعرفة، المهارات والصّفات</li><li>- التأمّل في فهم جديد، الفعل في معرفة جديدة وتطبيق مهارات وصفات جديدة</li></ul> <p><b>عمليّة التّعليم تتضمّن:</b></p> <ul style="list-style-type: none"><li>- توظيف الأدلّة القائمة على الممارسات</li><li>- التّوظيف الفعّال للفروق الفرديّة</li><li>- توفير الفرص للتّقييم الذاتيّ</li><li>- توظيف بيانات أصيلة ودقيقة وتكون نوعيّة وكميّة</li></ul>
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Dates:

Unit of Inquiry (Whole Grade Plan)		
<p><b>Title: Who We Are</b></p> <p>(Duration) 8 weeks</p> <p>Theme: Who We Are</p>	<p><b>العنوان: من نحن</b></p> <p>أسابيع 8</p> <p>عنوان الوحدة: من نحن</p>	<p><b>Central Idea:</b> Many things make me who I am.</p> <p>الوحدة المركزية: أشياء كثيرة تجعلني من أنا</p> <p><b>Lines of Inquiry:</b></p> <p>خطوط البحث :</p>

<p><a href="#">Theme Focus (see descriptions):</a></p> <p>Grade-level: Pre 3 <span style="float: right;">مرحلة روضة 3</span></p> <p>Links to curricula: AERO Math, Phonological Awareness, PYP Language, PYP Arts/Music/PSPE, Social-Emotional</p> <p>Links to previous planners</p> <p>Resources:  <a href="#">Open-ended Play Spaces &amp; Experiences</a>  <a href="#">PreK Song List</a>  Username: msoddyall@hotmail.com  Password: Music</p>	<p>The qualities that make me special (What am I like?) (Form)  <span style="float: right;">قدراتي هي ما تجعلني مميزاً (الشكل)</span></p> <p>Things I can do (Function)  <span style="float: right;">أشياء أستطيع أن أفعلها (الوظيفة)</span></p> <p>How I am Changing (Change)  <span style="float: right;">كيف أتحول (التغير)</span></p> <p>Related Concepts: <span style="float: right;">المفاهيم المتصلة</span>  Learner Profile: Principled, open minded, reflective  <span style="float: right;">مفاهيم الوحدة: ذو مبادئ-منفتح-متأمل</span></p> <p><a href="#">AtL Skills:</a> Thinking skills <span style="float: right;">المهارات: مهارات تفكير</span>  Social skills <span style="float: right;">مهارات اجتماعية</span>  Self-management skills <span style="float: right;">مهارات إدارة الذات</span></p> <p><a href="#">Link to COVID-19 POI 2020-2021</a></p>
<p style="text-align: center;"><b>Integrated Plan (Whole Grade Plan)</b></p>	
<p>Provocation</p>	<p>Timelines of babies (one year, two year, three years) comparative language</p> <ul style="list-style-type: none"> <li>-Collecting photos of children from parents</li> <li>-Guess the baby of the teachers and students, how do you know? explain</li> <li>-Showing photos of children with what they are interested in</li> <li>-Show and Tell on their favorite....</li> <li>-Mirrors. Using mirrors to look at themselves. Who is this? What can you see? Name parts of the face?</li> </ul>
<p>Questions: Factual Questions</p>	<ul style="list-style-type: none"> <li>• ماذا تحب؟ ماذا لا تحب؟ What do you like? What do you dislike?</li> <li>• كيف تتغير؟ هل تغيرت؟ How are you changing? How have you changed?</li> </ul>

<p>Conceptual Questions</p> <p>Debatable Questions</p>	<ul style="list-style-type: none"> <li>• ماذا تعلمت في مرحلة روضة 3؟ What have you learned to do in preschool?</li> <li>• كيف تبدو؟ أين تعيش؟ كيف تشعر؟ ماذا تحب أن تلبس؟ What do you look like? Where do you live? What do you feel? What do you like to wear?</li> <li>• كيف كان؟ What did you look like when you were a baby? What could you do then and what can you do now? How do you look now?</li> <li>• يبدو شكلك وانت صغير؟ ماذا كنت تستطيع أن تفعل؟ وماذا يمكنك أن تفعل الآن؟ كيف تبدو الآن؟ يبدو شكلك وانت صغير؟ ماذا كنت تستطيع أن تفعل؟ وماذا يمكنك أن تفعل الآن؟ كيف تبدو الآن؟</li> <li>• ما الشيء الذي تستطيع أن تفعله بشكل جيد؟ ماذا يمكنك أن تفعل وحدك بدون مساعدة؟ What are you good at? What can you do by yourself?</li> </ul>
Learning Engagements	<p><b>Form- What qualities make me special?</b></p> <p>-Body parts and functions (i.e. ears are for listening, eyes are for seeing, etc)</p> <p>-What am I good at? Picture show and tell or bring your favorite toy for a show and tell, baby photos/baby toys</p> <p>-Pizza activity- what do we like on pizza? How is it similar or different from others?</p> <p>-Self-registration- Face puzzle with parts of the face (eyes, hair, nose, mouth, etc)</p> <p><b>Function- Things I can do</b></p> <p>-Routines (i.e. sitting in a circle, lining up, I can build with my hands, I can keep my hands to myself)</p> <p>-Circle time- Body part of the week (what it does)</p> <p>-Movement in Circle time- Focus on body- What do legs do? Zumbini or dance time. What moves can I do? hopping, jumping, skipping.</p> <p><b>Change- Changes that happen over time</b></p> <p>Baby photo and Mirrors- Compare to how they are now</p> <p>Journey portrait- Self-portrait drawn now and in Pre4 to show growth/changes</p> <p>Class photo in height order- take again at the end of the year and compare differences</p> <p>Guess the baby photo- discuss differences</p>
Resources	Baby toys, photos, mirrors, baby clothes, baby equipment, baby dolls
Assessment	<p>Children should be able to express their learning through what they like to do.</p> <p>Photographs, videos and narratives (short conversations), "I can..." sheets, "My special book" (All about me) and/or Student led conference (sharing Portfolio )</p>

Who I am (reflection)?

Basic recognition/Interview-

-Where are your...? (eyes, nose, mouth, etc).

-Block game- Recognize friends/classmates, identify girls vs. boys

-What's your name?

-Are you a boy or girl?

Social-Emotional Checklist/Notes to share in Convo with Parents at PTC

-Can you go to the bathroom independently?

-How do I follow the routines?

-How do I listen?

-Peer interactions? Empathy with classmates?

Asking questions, such as:

Draw ارسـم

Tell me أخبرني

Name اذكر أو سمي الأشياء

Recognise اكتشف

What I can do (Function)

Asking questions, such as:

Comparing المقارنة

Collect and display اجمع و اعرض

How I am changing (Change)

Asking questions, such as:

Identify physical features المهارات البدنية

Team Specific - Planning for events throughout the day and centers		
Mention which language will take the lead and how does this rotate, time of the day or sequence and if it's related to a LOI or a stage in the inquiry cycle.		
	<b>In-School Provision</b> <i>(mention target line of inquiry or where you are in the inquiry cycle in your engagements)</i>	
	English led	Arabic led
Morning Registration		
Morning centers		
Circle Time		
Block Play		
Outdoor Play		
Indoor Play		
Sensory Play		
Math concept building		
Dismissal Time		
	<b>Virtual Learning (Online Provision)</b>	
Live sessions		
Class Dojo Videos		
	<b>Individual Plan</b> Something to consider: What would you do in-school and virtually (how?)	
	English Language, Phonological Awareness, Phonics, Math etc	Arabic Language, Qatar History, Islamic, Math etc
Benchmarks	<b>Language Scope and Sequence Continuum:</b> Willing to try new vocabulary	<b>نطاق اللغة وتسلسل التسلسل:</b> على استعداد لتجربة مفردات جديدة يعرف أن الطباعة تحمل رسالة

	<p>Knows that print carries a message Knows that pictures convey meaning Listens to non-fiction Uses pictures when reading Puts marks on paper (non-fiction) Recognizes signs in the classroom</p> <p><b>Phonological Awareness:</b> Listen to sing, recite and enjoy nursery rhymes, songs, chants, games and poems, with rhyme and/or repeating initial songs (incy wincy spider, little miss muffet, Mary Mary quite contrary, 5 Little Speckled Frogs, down by the bay etc) Beginning to hear and show awareness of separate syllables in words.</p> <p><b>AERO Standards Domain: MEASUREMENT &amp; DATA</b> Begins to use descriptive words such as big, little, tall, short, and long in everyday conversations. Sorts by single and common attributes (color, shape, size, function).</p> <p><b>AERO Standards Domain: Counting</b> Count verbally to 3, then 5, by ones - Rote count number names in order - Use verbal counting as meaningful counting to solve a problem, such as finding out how many are in a set Identify, create and extend repeating patterns. Understand the relationships between numbers and quantities to 3 and then 5; connect counting to cardinality. When counting objects, say the number names in the standard order, paringin each object with one and only one number name and each number name with one and only one object. When objects are organized in a row by the adult, can apply the strategy of touching objects as they are counted.</p>	<p>يعرف أن الصور تنقل المعنى يستمع إلى القصص الخيالية يستخدم الصور عند القراءة يضع علامات على الورق (غير خيالي) يتعرف على اللافتات في الفصل</p> <p><b>الوعي الصوتي:</b> الاستماع إلى الأغاني، والاستمتاع بأناشيد الحضانة ، والأغاني ، والأناشيد ، والألعاب والقصائد ، ( مع القافية و / أو الأغاني الأولية المتكررة (عنكبوت صغير ، الأرنب البدء في الاستماع وإظهار الإدراك للمقاطع المنفصلة في الكلمات</p> <p><b>القياس والبيانات: AERO: مجال معايير</b> يبدأ في استخدام كلمات وصفية مثل كبير ، وصغير ، وطويل ، وقصير ، وطويل في المحادثات اليومية. (يفرز حسب السمات الفردية والعامة (اللون ، الشكل ، الحجم ، الوظيفة</p> <p><b>العد: AERO: مجال معايير</b> عد لفظيًا حتى 3 ، ثم 5 ، بالأحاد أسماء أرقام العد الروتينية بالترتيب - استخدم العد اللفظي باعتباره عدًا ذا مغزى لحل مشكلة ما ، مثل معرفة العدد في مجموعة - تحديد وإنشاء وتوسيع أنماط التكرار فهم العلاقات بين الأرقام والكميات حتى 3 ثم 5 ؛ ربط العد إلى أصل عند عد العناصر ، انطق أسماء الأرقام بالترتيب القياسي ، وقم بربط كل كائن باسم رقم واحد فقط واسم رقم واحد بكائن واحد فقط عندما يتم تنظيم الكائنات في صف بواسطة الشخص البالغ ، يمكن تطبيق إستراتيجية لمس الأشياء أثناء عدّها</p>
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Objective/Learning Outcomes:		
Guiding Questions		
Assessments/What will we look for?		
	<b>Virtual Learning (Online Provision)</b>	
Live sessions		
Class Dojo Videos		
	<b>Reflections</b>	
Team Reflections	<p><u>Challenges:</u> This has been a challenging unit this year. Due to Covid, we are having to concentrate on a lot of foundational skills and it's been hard to get to the academic side of the unit. Students have a lot of separation anxiety, stranger anxiety, gap between skill levels (low, low and high, high). Some are still not completely verbal, not potty trained, not independent.</p> <p><u>Opportunities:</u> This has been a year that we learned how to be truly collaborative. It's been such a challenge, that we've really had to lean on each other, trust each other, teach more collaboratively and integrative (between English and Arabic teachers).</p> <p>This has been a year of "firsts" and seeing students really start the initial stages of discovering "who they are", such as likes and dislikes, structures that make them feel comfortable, etc.</p> <p>Arabic teachers now have double the students, parents, co-teachers and are finding value in knowing and experiencing more students. This has also exposed students to more adults and helped them adjust a bit faster than in years past.</p> <p>The lower numbers have allowed us to get to know the students better and truly pinpoint areas of strength and opportunity.</p> <p><u>Suggestions for next year:</u></p>	

	Maybe start with How We Express Ourselves and let students play. This encompasses learning new routines, basic skills, etc.	
Individual Reflections		



Watering hole



**Here you:** come together to exchange ideas and cross-pollinate.

**Think:** a student learning programming and a student learning to dance sharing ideas about the creative process while having a drink.

Mountain top



**Here you:** celebrate and sharing your learning 'one to many'. You 'sing it from the mountaintop'.

**Think:** showing to the rest of your class a summary of your science project findings.

Sandpit



**Here you:** play, prototype and experiment without worrying about mess, water or damaging surfaces.

**Think:** testing your bridge design to see if it can support the weight of a toy car.

Cave



**Here you:** withdraw from the noise of the classroom to be alone with your thoughts and reflection. A place to explore questions and make connections.

**Think:** a beanbag enclosed by bookshelves.

Campfire



**Here you:** share stories, exchange ideas and allow the group to build on each others' ideas.

**Think:** a group brainstorming ways to advertise their product to the community.

### Some more things to consider to include in your planner:

Inquiry cycle

Lines of inquiries

Write a mission statement that unifies the key motivations and aspirations of all members of the group.

Language that will take the lead

Teaching Material for each language, shared resources

Resources for each language, shared resources

Instructional Strategies: sheltered instruction, cooperative learning, flexible grouping, language/content integration, etc.?

Learning Goals/Benchmarks

Assessment

Equity and cross-cultural goals



## Wider Community Connections

### Early Years Resources:

[Language of Light Learning Engagements](#)

[Early Years Environment](#)

[Painting Inspired by Nature, Learning Engagement](#)

[Space Exploration Provocations](#)

### Early Years Articles:

Importance of outdoor learning in early year centers: [Learning Outdoors](#)

What does it mean to teach the whole child? [Whole Child Development Is Undervalued](#)

Importance of learning independently: [Children in Charge: Self-Directed Learning Programs](#)

Emotional Education: [The Benefits of Helping Preschoolers Understand and Discuss Their Emotions](#)

A good read on when thinking about setting up your daily schedules: [Investigating Choice Time: Inquiry, Exploration, and Play](#)

Great read for when planning for a new unit: [what is the difference between a provocation and an invitation?](#)

Inspirational photographs of environments: [Stokes Valley Kindergarten](#)

Good read on not interrupting a child's thought process during art: [Do aprons stop a child's learning?](#)

What is the role of a teacher if we let the children "just play": [To plan or not to plan... play-based learning](#)

Pre 3A [WWA Ps3A Weekly plan](#)


Pre 3B <https://docs.google.com/document/d/1Fcb8a11jBrK4T1BV6OCOVU9Nbcn2DXujt0n21LtaBoQ/edit>

Pre 3C  Copy of PS3C - WWA Weekly planner 2021

Pre 3D [WWA P3D Weekly Plan](#)

Pre 3E [https://docs.google.com/document/d/1Gs\\_BF\\_Pw3NzNQbJnfvp8p4snAqzq3w4tuPFfXatql/edit](https://docs.google.com/document/d/1Gs_BF_Pw3NzNQbJnfvp8p4snAqzq3w4tuPFfXatql/edit)

Pre 3F [WWA PS3F Weekly plan](#)

 Copy of PS3C - WWA Weekly planner 2021