



SUBJECT	Standards and Skills Assessed	Study Resources
Math March 14th	<ul style="list-style-type: none"> Recite numbers in order to ten with increasing accuracy. <i>Children should be able to count from 1-10 in order.</i> Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length. <i>Children should be able to use words such as big and small/ tall and short to explain the size of an object.</i> Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize). <i>Look at the objects and say the number without counting.</i> Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy. <i>Count objects one by one.</i> Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute) <i>Sort objects into groups e.g put all circle shapes together</i> Begin to extend and create simple repeating patterns. Order four or more objects by size. <i>Arrange objects or picture by size – big to small and small to big</i> Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”). <i>Choose which group of objects is more or less by counting</i> 	Math Work book Youtube videos : https://www.youtube.com/watch?v=DR-cfDsHCGA and Keep 4 cars on the table ask your child to tell you how many without counting.-Subitize
Arabic March 15th	يجيب المتعلم عن أسئلة في قصة قرأت له يكتب المتعلم كلمات بسيطة تعبر عن صور يميز المتعلم صوت الحروف مع الحركات في الكلمات	جميع الحروف التي تم أخذها من (أ.....إلى غ)
English March 18th	<ul style="list-style-type: none"> Use language to construct short narratives that are real or fictional. <i>Talk in simple sentences – I went to the Africa with my family.</i> Begin to display appropriate book-handling behaviors and begin to recognize print conventions. <i>Turn the pages of the book correctly and take care of it.</i> Begin to recognize that letters have sounds. Speak clearly enough to be understood by both familiar and unfamiliar adults and children. <i>Speak in complete sentences with correct pronunciation.</i> Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, re-enacting, or creating artwork. 	Construct a sentence for your child when they give you two key words during discussion. For example, if talking about their school day. Adult “what did you learn at school today?” Child “Paint...fish” Adult “you painted a fish at



	<p>Answer questions about the story or draw a picture based on the story by re-calling</p> <ul style="list-style-type: none"> Understand that print is something that is read and has specific meaning. Adjust grasp and body position for increased control in drawing and writing. Change the position of his/her hand to achieve a better pencil grip. Write letters or letter-like shapes to represent words or ideas. Write first name nearly correctly. 	<p>school today” Adult “can you describe your fish for me?”</p> <p>Engage them in conversations in English when discussing their days learning.</p> <p>When reading a story to your child follow the print with your fingers so they make the connection between print and language.</p> <p>Please speak with your class teacher for any further clarification on how to further enhance our child’s learning.</p>
<p>Science March 19th</p>	<ul style="list-style-type: none"> Observe objects and events in the environment and describe them in greater detail. E.g explain why a boat is sinking – after observing. Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail. <p>Share what you see around you.</p> <ul style="list-style-type: none"> Compare and contrast objects and events and describe similarities and differences in greater detail. Identify what is difference between 2 pictures or situations. Begin to identify and use, with adult support, some observation and measurement tools. E.g use a magnifying glass to find a caterpillar Demonstrate an increased ability to observe, describe, and discuss changes in weather. E.g Talk about how the weather changes after looking outside the window. 	<p>Help your child identify different measurement tools such as magnifying glass and thermometer.</p> <p>Ask your child to talk about the daily weather condition.</p>
<p>Islamic March 21st</p>	<p>درس احترام الكبير ص16-17_ درس اداب الطعام ص20-21-22 سورة الفلق ص18_ سورة الكوثر ص15</p>	<p>كتاب التربية الاسلامية</p>
<p>Math March 14th</p>	<ul style="list-style-type: none"> Recite numbers in order to ten with increasing accuracy. Children should be able to count from 1-10 in order. Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length. Children should be able to use words such as big and small/ tall and short to explain the size of an object. 	<p>Math Work book Youtube videos : https://www.youtube.com/watch?v=DR-cfDsHCGA</p>



- Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).
Look at the objects and say the number without counting.
- Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.
Count objects one by one.
- Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute)
Sort objects into groups e.g put all circle shapes together
- Begin to extend and create simple repeating patterns.
- Order four or more objects by size.
Arrange objects or picture by size – big to small and small to big
- Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).
Choose which group of objects is more or less by counting

Keep 4 cars on the table and ask your child to tell you how many without counting.-Subitize