

SUBJECT	Standards and Skills Assessed	Study Resources
Math March 14th	<ul style="list-style-type: none"> Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). <i>Show a group of objects between 0-20 in number.</i> When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. <i>E.g. There are two books altogether</i> Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. <i>Count up to 20 objects regardless of how they are arranged.</i> Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), and acting out situations, verbal explanations, expressions or equations. <i>E.g use fingers to show that 3 fingers + 1 finger = 4 fingers</i> Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Compose simple shapes to form larger shapes. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. Compare two numbers between 1 and 10 presented as written numerals <i>Identify which group of objects is more or less in number and quantity.</i> 	<p>Show children videos on YouTube related to the topics mentioned.</p> <p>Encourage children to add and subtract using their mental math, counters, blocks, and fingers.</p> <p>Give them different tools and ask them to relate it to mathematical problems and use critical thinking to solve those problems.</p> <p>Encourage children to count numbers from 1-20. Give them different counters and ask them to count the objects, if they require help or assistance. Encourage your child to write from 1 to 20 as practiced in class.</p>
Arabic March 15th	<p>مراجعة جميع الحروف الهجائية التي درسوها من حرف الألف إلى حرف الفاء مع الحركات والمدود ، مراجعة كلمات الإملاء ، المقطع الساكن ، المقطع الممدود والتدريب على قراءة قصة والاستخراج منها .</p>	<p>- كتاب فرسان العربية . - كراسة التدريبات . - ورق العمل المرفق في الدفتر الوردي . - دفتر الإملاء .</p>

English March 18th	<ul style="list-style-type: none"> Actively engage in group reading activities with purpose and understanding With prompting and support, retell familiar stories, including key details. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words Children should be able to break up a word by saying each sound at a time then bringing the sounds together to say and read the word e.g. b---a----t = bat. Children should also be able to clap and hear how many sounds are in a word. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how) Add drawings or other visual displays to descriptions as desired to provide additional detail. 	<p>Journey workbooks, jolly phonics song, sight words, word family CVC Words, video clips from YouTube, storybooks, poems.</p> <p>E,g At family words rap https://www.youtube.com/watch?v=DkUunCjP3Hs</p>
Science March 19th	<ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have acceptable solutions. Asking questions, making observations, and gathering information are helpful in thinking about problems. Before beginning to design a solution, it is important to clearly understand the problem. Weather is a combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. Some kinds of severe weather are more likely than the others in a given region. Weather scientist forecast severe weather so that the communities can prepare for and respond to severe weather. 	<p>Ask your child to show you how to push or pull an objects such as a car.</p> <p>Encourage your child to talk about the clothes he/she would wear to protect himself from a thunderstorm.</p>
Islamic March 21st	<p>درس الله الخالق ص 4 - 5 ، آداب التعامل مع الناس ص 6-7 ، الله الرحيم ص 8 ، أحب النظافة ص 10 ، درس الأذان 18-19 ، درس بشاشة الوجه ص 22 + تسميع الحديث الشريف (بشاشة الوجه) ص 22</p>	<p>-كتاب التربية الإسلامية - ورق العمل المرفق في الدفتر الوردي .</p>