

| Subject | Bilingual Reading | Bilingual Writing | Math | Science | Social Studies |
|----------------------------------|---|--|--|--|--|
| Ideas students are learning | Students will build vocabulary as they learn about their bodies, staying well and being safe. | Students will listen to stories and then create their own stories about their bodies or about staying well and being safe. | Students will develop the skills of number concepts, counting, matching, comparing, simple fractions and making 10. | Students will use their five senses to help them to identify properties of objects. | Students will be able to recognize the order of daily routines. |
| Skills | Students will be able to retell a familiar story. | Students will write (scribble) their stories from a left to right progression. | Students will demonstrate the ability to count concrete objects to 10 or higher, arrange objects into groups by attribute and identify parts of a whole. | Students will observe and gather information using senses and simple tools. | Students will be able to transition between activities smoothly. |
| Work and assignments to look for | Students will discuss and draw events that happen in a story. | Students will write (scribble) their own stories in their journals and/or writing folders. | Students will count large groups of objects, engage in matching activities and manipulative fruits from whole to parts. | Students will generate graphs and journals to record their observations. | Students will create a "My Day" scrapbook. |
| Questions Parents Can Ask | What sense do we use our ____ for? Tell me some ways you can be safe. What was the name of a character in your favorite book today? | Tell me about your story and what you drew. Why did you choose to draw/write that? | How many do you have? How do you know you have ____ objects? Show me half of ____. | What part of our body do we use for our sense of ____? Why is it important for us to take care of our bodies? How are we safe at school? | What is the first thing you do when you get to school? What is the last thing you do, before going home? |
| Special Notes | Students may create silly animals and label the body parts. | Students will continue to dictate their story to the teacher and she/he will write the story onto the students' drawings. | Provide students with a variety of objects that can be counted. | Students need repetition to learn information. Continued practice at home is imperative to learning. | Discuss daily routines and events with your child. |

| Subject | Physical Activity | Music and Movement | | | |
|----------------------------------|---|---|--|--|--|
| Ideas students are learning | Students will show awareness of name, location and relationship of body parts. | Students will use music and movement to familiarize themselves with their bodies. | | | |
| Skills | Students will be provided opportunities to develop coordination of their arms and legs. | Students will actively engage with what is being stated in the song by identifying the proper body parts. | | | |
| Work and assignments to look for | Student will practice throwing or kicking an object in a particular direction. | Students will sing along to songs such as "Hokey Pokey" | | | |
| Questions Parents Can Ask | Can you show me how far you can throw the ball? Can you kick the ball over there? | Can you show me where your head is? Can you tap your leg? | | | |
| Special Notes | Students ability to move from one space to another in different ways should improve. | Students' singing encourages oral language development. Students' physical movement strengthens gross-motor muscle. | | | |