



el 21 de febrero

### **Fechas Importantes / Important Dates**

**Closed for Spring Break**  
March 25-29

### **Las Matemáticas**

We have been playing around with quantities. An early way to introduce the concept of addition is to talk about the parts in a set. "We have four red blocks and one green one. How many blocks total do we have?" We also have talked about the different ways to arrive at a given quantity. "Two red and three green makes five blocks." We continue to reinforce identification of written numbers, counting of objects, and have been doing some writing of numbers.

### **Una Canción / A song**

We have been singing together and following the body movements to

Head, Shoulders, Knees, and Toes. It goes like this:

cabeza, hombros, rodillas, pies

rodillas, pies

cabeza hombros, rodillas, pies

rodillas, pies

ojos, orejas, y mi chiquita nariz

cabeza, hombros, rodillas, pies

rodillas, pies

### **Literacy**

We read *Un Día de Nieve* by Ezra Jack Keats. We read it together completely in Spanish and I helped along understanding with gestures and with the illustrations. We are making connections with other Spanish that we have learned. In the story, the child has a snow suit, *un traje de nieve*. When we talked about dressing for winter, we used snowpants, *pantalones de nieve*. Also, we just we talking about the gingerbread man, *el hombre de pan de jengibre*. In this story, there is a snowman, *el hombre de nieve*. We began talking about animals in their habitats and how animals adjust to winter. We read together *A Warm Winter Tail* by Carrie A. Pearson. We spoke of the play on words with tail and tale. We have been reading non-fiction books about animals and talking about different kinds of books. We often point out that stories have things happening in them that are from

the author's imagination, that it can't really happen. Exposure to a variety of kinds of books is an important part of literacy development.

Along with talking about the alliteration of Warm Winter, we have been reading silly alliteration sentences based on each child's name. Playing with alliteration helps kids understand letter sounds as a precursor to reading.



### **Closed Due to Weather**

In the case of Madison public schools closing because of the weather, our center will be closed as well. Please check for school closings by 6:30 a.m.

### **el español**

Our routine continues to add in new words:

¿Qué hacemos? What are we doing?

Almorzamos We are having lunch.

¿Qué buscamos?

What are we looking for?

Loncheras lunchboxes

¿Quieres comer? Do you want to eat?

Sí, quiero comer.

¿Cómo te llamas?

What's your name?

Me llamo My name is....

Se llama His/Her name is....