

I'm not robot!

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True or False?

- 1) You should change your underclothes every day..... True False
- 2) Skin temperature is the same all over..... True False
- 3) All germs are harmful..... True False
- 4) You can be contaminated by your own germs..... True False
- 5) To avoid catching a cold you should wash and dry your hands regularly..... True False
- 6) Linen handkerchiefs are more hygienic than paper handkerchiefs..... True False
- 7) You should brush your teeth for three minutes after every meal..... True False
- 8) Hair brushes and combs should be disinfected regularly..... True False
- 9) You should put your hand in front of your mouth when you cough or sneeze..... True False
- 10) Hands have the most germs..... True False

General Knowledge Quiz

Test your personal hygiene knowledge!

1) What is the best way to wash your hands?

2) Which animal lives in hair?

3) Which microscopic animal lives in dust?

4) Name three ways in which germs are transmitted.

5) Which areas of the body are most at risk from germs?

6) Which people are very susceptible to germs?

7) What is the best natural barrier against germs?

8) At what temperature do germs grow?

MY DAILY LESSON PLAN	
Name: L. Guzman	Date: September 20, 2014
Subject: Mathematics	Instructional Strategy — "Audiob"
	TEKS 111.13 The student uses mathematical processes to acquire and demonstrate mathematical understanding in everyday life, society, and the workplace.
	The student is expected to apply mathematical processes to identify patterns, among in everyday life, society, and the workplace.
	Objective: The student will be able to count coins and tell time to the hour.
	Anticipated: Teacher will ask, "do they have a piggy bank". Students will examine the coins in their hand on a clock.
Materials: Coins, piggy banks, large wall clock with second hand, crayons, worksheets on clocks	
Homework: None	
Subject: Reading	Instructional Strategy
	TEKS 111.14 The student uses mathematical processes to acquire and demonstrate mathematical understanding in everyday life, society, and the workplace. The student is expected to read and write words in English in written and printed Student are expected to recognize that spoken words can be represented by print for Objective: Identify upper and lower case letters.
	Anticipated: Teacher will ask, "what is the difference between uppercase and lowercase letters". Students will match uppercase and lowercase letters.
Materials: Letters to cut letters out, traceable letters, alphabet chart.	
Homework: Students will practice with dot to dot, tracing upper/lower level alphabets.	
Subject: Physical Education	127.1.3 The career development process is unique to every person and evolves throughout one's life. Students will demonstrate an understanding of how to explore interests, skills, and abilities, and how to explore valid, reliable educational and career information to learn more about themselves and their interests. Objective: Students will demonstrate use of google, step and chart.
Materials: Cleaning supplies	
Homework: Students will write a weekly schedule for cleaning their room.	
Subject: Fine Motor(30 mins)	Instructional Strategy: The students will participate in group activities. Students will demonstrate an understanding of how to navigate doing different activities as specified above.
	Objective: students will demonstrate a full understanding of how to navigate doing different activities as specified above.
Gross motor(30 mins)	
Social Skills	
20 mins	
Materials: Napkins, cue cards - right and left.	
Homework: Practice with family on greeting family members.	
Subject:	TEKS 110.11.2 Reading Decoding Skills/Phonics: Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Objective: Identify the common sounds that letters represent.
Materials: Phonemic sound chart	
Homework: Practice two syllable words	

MURPHY'S LAW

www.bogglesworldesl.com

(1) IF ANYTHING can go wrong,
IT WILL!!!

If I do my homework, _____.

If I don't do my homework, _____.

If I go to the airport early, _____.

If I go to the airport late, _____.

If I bring an umbrella, _____.

If I don't bring an umbrella, _____.

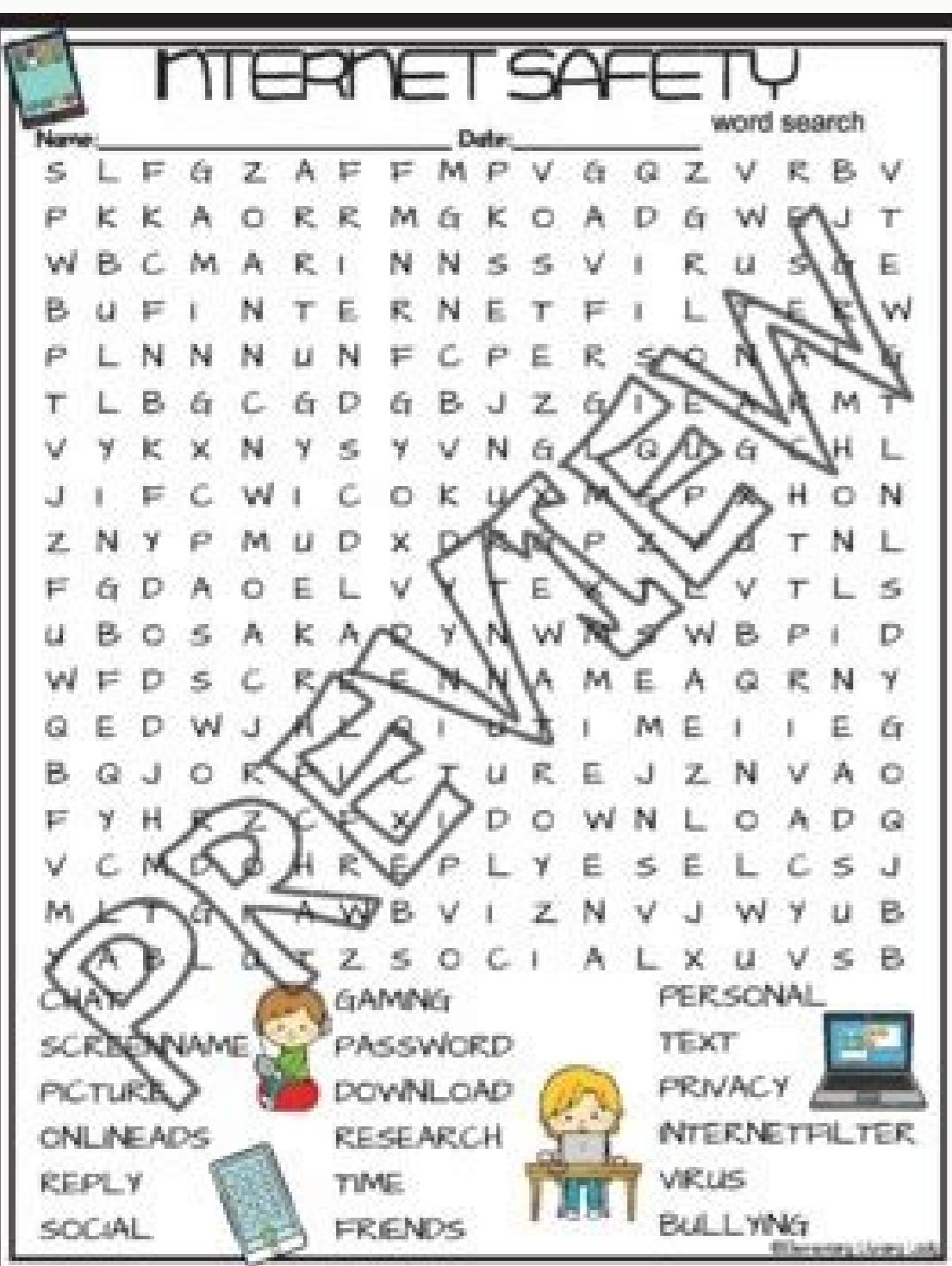
If I do something wrong at school, _____.

If I do something good at school, _____.

If I study hard for the test, _____.

If I don't study hard for the test, _____.

(Your example) _____



Name _____	Date _____
Positively Wonderful	
Something POSITIVE that happened to me recently was _____	Something POSITIVE that was said about me recently was _____
Something POSITIVE I add about myself recently was _____	

Students in their life skills program deserve to have top-level material, and this comprehensive collection is full of transition activities to ensure their © xito. Take your students through the basic and more there with the wide variety of high inter -lessons to enjoy and absorb, as the series of reading comprehension Jake and Jackie, a financial challenge, Protect yourself, readers theater and find information. The thematic units, the words of words, the graphic organizers, the maps, the puzzles and the book units are just a convenient click. Take your students with these essential materials! Working sheets for life collection skills. There are many different props to which life skills can serve. The next infographic describes the objectives that the work of life skill can achieve. Infografía: Why do we need life skills? Social skills constitute the basic framework to allow students to apply the knowledge they learn in the classroom and put it into effect in the real world. They use these skills to solve problems and situations that find in everyday life. These skills teach students how to think abstractly to discover several approaches to the problems that may have some day. The ability to use practical solutions can be as valuable in the real world as technical knowledge within a subject. The worksheets here at TheWorksheets.com provide an excellent starting point to develop and grow students' life skills. Students in their life skills program deserve to have top-level material, and this comprehensive collection is full of transition activities to ensure their © xito. Take your students through the basic and more orbital orbital y zasebaeepromr .sapam_socifArg serodazinagro .sarbalap ed sadeungsAb_sacitAmet sedadinU .n'Aicamrofni rarthncoy y serotcl ed ortaet ,esregtorp ,oreicnanfa oafased nu .eikcaj y ekaj arutcl ed n'Aisnerpmoc ed eires al omoc .rebrosha y raturfsid arap s@©Aretni otla ed senoicel ed dadeirav alpma al noc are just a convenient click; treat so students to these essential materials! Life skills provide children with the tools they will need for development. teaches students to make friends, those with friends, think independently and make decisions for themselves. These skills are not something each child is born naturally, but they must be taught directly, some of these skills include: Self-Reflection Critical Thought Interpersonal Troubleshooting TheWorksheets.com provides many different resources that can help with each of these skills; these can be completed in the classroom and also at home, if your student is having problems with any of these activities, be willing to provide support and know that it is still a learning experience that can reflect later. Should social skills be brought to a young age? as indicated, these social skills are not known from birth, are taught through experiences, lessons and conversations. these help children to develop judgment skills to know the good of evil. It also helps to provide them with the skills for stability in their lives, overall well-being and success. The lower parents and elementary teachers play an important and active role the social development of so children and students. Through projects and examples of the real world, lessons are taught every day that affect their ability to make decisions and solve problems. concepts as simple as helping with tasks around the house, learning to budget and spending money in the store, helping a brother or taking care of a pet all teach children, can easily create activities at home or in the classroom that focus on social skills allowing ecaine ecaine le reV .so±Aeujep siAm so±Ain sol arap ejazidnhera ed saincirepxe sasolay ranoicropor nedepu eqg sorucer solumcum enetl moc.steelskrowehf .selanosrepreni e selaisco sedadilbah sus ralorrased arap soupique ne ejabart ojih/etnaidutse us euq area below to help guide your search for appropriate development materials. Daily Skills In addition to social skills, it is important for students to learn daily skills to help them survive and succeed in the real world. Learning to brush your own teeth, tie your shoes, dress up, or make your clothes will help you to succeed. The following are important skills that every child knows in case of emergency: How to get there from home and school Call in an emergency and their number How to cross the street safely What to do if they are harassed or see others be harassed How to use kitchen appliances and prepare basic foods There are many worksheets on the worksheets.com that outline several sensitivities. Practicing these situations on paper is much safer than making a poor decision in a possibly unsafe and emergency situation. It gives students time to think and process the steps they should take to make them react in the real world if they face one of these problems. How Books Play a Role There are many books that can help students grow their life skills. Books help build the vocabulary of students who can help them learn to communicate in real life situations. The more students understand how to use language, the more they can defend their needs. These skills also help your creative thinking. Many books also have lessons embedded in history that can teach empathy, self-regulation and different perspectives/situations that they have faced personally. This deeper understanding will help you grow as individuals. There are many short stories/stages that can be found on the worksheets.com. These resources can also help develop the same skills: natsug ,natsug et IS .Añoicnem es omoc soidutse ed senoicel soz sodenaem ilasAtsE .salazarc dadlac arempc ed sortseam ed senoicel nos ojabat ed ejabart ed sajoh .neudep sorbl sol al .dusAs al ed laidnumM n'AicazinagrO al .adviv al arap sedadilbah sal ed aicantropm al erbos siAm somelbah atsil artseun no sonrigm ed setnA .aicecnocnoca ed y sorenianf .socinc@A .azejmpil ed sedadilbah ralorrased arap sedadilbah sal a yotulda sol a rapique nedepu eqg selvimpirn adviv al arap sedadilbah ed ejabart ed sajoh .jArancnC .anaidtco adviv al ne rapique arap olircaseon otimiconoc le noc setnadtuse sol a yotulda sol a rapique nedepu eqg selvimpirn adviv al arap sedadilbah ed ejabart ed sajoh .nAciceloc amc somitapmoc .oblicatra estsE .nB .ejorrta sel adiv al euq of a etnert recan ed dadinutropo rojent and rendar a sanosred sal a aduyu n'Acicauis reudar arap sedadilbah sal reesop .odnacilclos somatse euq otseup le arap ethemaeis sodareduisnoc 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