



TERRELL ISD

Where Students Come First

WHB At Home Remote Learning Activities

Week of March 23, 2020

--On the Farm--

| Time | Activity | Ideas | | | | | |
|---------------|----------------------------|--|--|---|---|---|--|
| Before 9:00am | Get It Started | Make your bed, eat breakfast, brush your teeth, get dressed | | | | | |
| 9:00-9:30am | Jump Around | Morning walk, stretch, yoga, visit gonoodle.com Farm Yoga | | | | | |
| 9:30-10:30am | Readers are Leaders | Teacher will contact you to let you know the method of communication (Remind, ClassDojo, SeeSaw, Google Classroom) they will use to communicate details of weekly activities. To fill gaps in time, if needed, use: -Adaptable Online Learning Programs <ul style="list-style-type: none"> Achieve3000 SmartyAnts, 20-minutes recommended | | | | | |
| | | <p>MON</p> <p>--Read/Listen to The Cow That Went Oink</p> <p>--Vocabulary: *Laugh *Listen *Again</p> <p>--Questions: * How did the other animals make the cow & pig feel? *How did they solve their problem?</p> <p>--Letter Recognition Activity *Muddy pigs *Tractor plowing letters</p> <p>--Retell/re-enact the story</p> | <p>TUES</p> <p>--Read/Listen to Down on the Farm</p> <p>--Vocabulary: *Repeat *Graze *Far</p> <p>--Questions: *Which animals live down on the farm? *Which animal would you want to be? Why?</p> <p>--Alliteration: Find words that start with same letter sound, ie: Doodle, Doo, Down, & Dog</p> <p>--Name all the animals and make</p> | <p>WED</p> <p>--Read/Listen to Mrs. Wishy Washy's Farm</p> <p>--Vocabulary: *Barn *Scrub *Tub *Wash</p> <p>--Questions: *Why did the animals leave Mrs. Wishy Washy's farm? *Did the animals like the city? How do you know?</p> <p>--Rhyming *Make a list of rhyming words from</p> | <p>THURS</p> <p>--Read/Listen to Big Red Barn</p> <p>--Vocabulary: *Hay *Together *Field</p> <p>--Questions: *What did the pig learn? *Where did the children play? *How many eggs did the hen lay? *Where did the animals play?</p> <p>--Syllabication *Count the word parts of each animal in the story. How many animals</p> | <p>FRI</p> <p>--Read/Listen to Click, Clack, Moo, Cows That Type</p> <p>--Vocabulary: *Type *Problem *Believe</p> <p>--Questions- *What did the cows want first? *What did the cows do when they didn't get what they wanted? *What happened to the typewriter?</p> <p>--Segmentation *Sentences</p> <p>*Word sounds</p> | <p>EXT ACT</p> <p>--Pretend to be Old McDonald and act out farm jobs: hauling hay, feeding animals, building fences, etc.</p> <p>--Vocabulary cards for farm unit</p> <p>--Build a tractor with different materials</p> <p>--Watch farm life video; compare and contrast what you do to what a farmer does.</p> |

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| | | | their sounds | the story. *Can you add new words to the list? | have 1 syllable, 2 syllables, 3 syllables, 4 or more syllables? <i>(take pic and send to teacher via Remind)</i> | (phonemes) | |
| 10:30-11:00am | Makey-Makey | STEM activities (English/ Spanish), Maker Stations , or art projects . | | | | | |
| 11:00-11:45am | Wonderful Writing | -Draw picture and use different theme vocabulary words to write labels for your picture -Write your name in rainbow colors -Use a vocabulary word in a sentence. Either sound out the words and write it as it sounds, or have help writing the sentence and copy the words on your paper. -Sensory bin letter formation practice: Pour corn kernels or oatmeal in a shallow pan/cookie sheet and students use finger or paintbrush to write letters/words (Other farm sensory bin ideas) | | | | | |
| 11:45-12:30pm | Lunch | Wash hands, help set the table, eat, help clean up | | | | | |
| 12:30-1:15pm | Helping Hand | Help out around the house. Clean up after lunch, dishes, trash, vacuum, laundry, pets care, pick up toys, etc. | | | | | |
| 1:15-2:15 | Solving Problems | <p>MON</p> <p>--Recognizing numbers</p> <p>--Counting activities: *Count how many animals are on each page of today's story. *Sort the animals by how many total. *Shear the Sheep: Cover sheep with cotton balls; student counts cotton balls as he/she "shears" the sheep; write the number or use a number tile to show how many</p> | <p>TUES</p> <p>--Shapes: **Create a barn on the farm. Use 1 square, 2 rectangles, 3 triangles, and 4 circles. (take pic and send to teacher via Remind)</p> <p>--Make more farm items using shapes: tractor, silo, pig pen, etc.</p> <p>--Turn shapes into animals</p>   | <p>WED</p> <p>--Patterns *Complete the patterns</p> <p>*Use the pieces to create your own patterns</p> <p>*Label the patterns: --AB --ABB --ABBC --ABC --ABCC</p> | <p>THURS</p> <p>--Measurement *Use various materials such as paper clips, pom poms, or pennies to measure the animals pictured, or the barn created on Tuesday, or various objects you have at your house.</p> <p>--Sort objects based on size: small, medium or large</p> <p>--Discuss sizes of containers and how much "feed" for the farm animals each would hold. Which containers would hold more or less?</p> | <p>FRI</p> <p>--Addition Counting on</p> <p>Practice counting the total number of animals.</p>  <p>2 sheep and 2 pigs equals 4 animals</p> <p>For more addition/counting cards like pictured above click here</p> <p>*Create your own addition examples: I have 2 apples & 1 banana = 3 fruit.</p> | <p>Card games</p> <p>Easy Math Games</p> <p>Yahtzee Math Games</p> <p>Jack Hartmann Farm Song (location words)</p> <p>Jack Hartmann Count by 2s Farm Song (**Not PK skill, but fun--motions & extends learning)</p> |

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| 2:15-2:45pm | Get Your Wiggles Out | <ul style="list-style-type: none"> • Visit gonoodle.com; Dance along with an online video then create your own! • Explore your house to find items that remind of you this week's learning theme <ul style="list-style-type: none"> ■ Do you have a large red container? Like a barn. ■ Do you have different animals (pets)? Do they act like farm animals? How? |
| 2:45-3:30pm | Creation Station | <ul style="list-style-type: none"> • Make a card to send to local senior citizen facilities. • Tell and act out a story using a character from this week's theme. • Create a sidewalk chalk mural (zoo, farm or garden) • Draw a spring break self portrait and send a picture to your teacher. |
| 3:30-4:30pm | Stretch Your Brain | <ul style="list-style-type: none"> • Build a Lego masterpiece • Do a jigsaw puzzle with your family, • Letter scavenger hunt • Meditate • At home field trips |
| 4:30-5:00pm | Afternoon Fresh Air | <p>Walk the dog, ride your bike, play outside, etc.</p> <ul style="list-style-type: none"> • Guided Nature Walk • Scavenger Hunts |
| 5:00-6:00pm | Dinner | Wash hands, help set the table, eat, help clean up |
| 6:00-7:30pm | Bath & Family Time | Take a shower/bath, brush teeth, get ready for bed, watch your favorite TV show |
| 7:30-8:00pm | Storytime | <p>Read to your child, or have your child read to you. While reading, ask them questions such as:</p> <ul style="list-style-type: none"> • Based on the title and illustration, what predictions can you make? • Describe the main characters • What was the conflict/problem in the story? • How did the conflict get resolved? • What was the main idea? |
| 8:00pm | Bedtime | All kids |
| 9:00pm | Bedtime | All kids that follow the daily schedule & don't fight! |

Connect

Stay connected to your child's teacher via Remind, eMail, or phone call.

Students may access some of the resources listed above and many more at classlink.com

This [page](#) contains several additional activities and is updated regularly

[Parents Guide to Google Classroom](#)