



# Hays CISD Home Learning

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Jurek

**Week of:**

May 8-May 11

**Office Hours:**

Monday-Thursday

11:30

I will be available on email and Class Dojo to answer questions related specifically to your child or to help with technology all day. I will be available on Zoom 30 minutes prior to each lesson daily if needed.

**Class Meetings/Learning Labs:**

Zoom meetings: Monday 5/11 and Thursday 5/14 at Noon

This week's menu can be found here: [May 11-15 Menu](#)

**Announcements and Important Links:**

My classroom newsletter will be updated each week and sent out on Friday with what we will be learning each week along with the menu, any other information you may need. Please check your email for the link to our zoom meetings!

[Classlink](#)



# Hays CISD Home Learning

**Week of:**

May 4- May8

**Conference Time:**

Monday-Thursday

9:30-10:00

5:00-5:30 pm

I will be available on email and Class Dojo to answer questions related specifically to your child or to help with technology all day. I will be available on Zoom 30 minutes prior to each lesson daily if needed.

**Class Meetings/Learning Labs:**

Zoom meetings Monday, Tuesday and Thursday: 10:00 am & 5:30 pm

These Zoom Meetings will be used to assist students in completing the assignments related to the lessons for that day. If you choose to join, please join at the beginning of the meeting. Choose either the morning or the afternoon Learning Labs meetings (Tuesdays & Thursdays) that work best with your family's schedule.

Monday sessions will be more of a Class Meeting to talk with friends and we will share something each Monday for Marvelous Mondays! Tuesday will be a Math focused lesson, Wednesday will be a writing lesson, and Thursday a Science focused lesson.





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[Classlink](#)

# Hays CISD Home Learning



<p>Language Arts:</p>	<p><b><u>Reading:</u></b></p> <p>The students will actively listen to a text read aloud and make a connection to a story.</p>	<p><b><u>Lesson 1:</u></b></p> <p>Listen to the story in the link.</p> <p>Question: What kinds of living things need homes?</p> <p>Draw: Draw a picture of a living thing that needs a home.</p> <p>Sentence Stem: A living thing that needs a home is a ____.</p> <p><a href="#">Why Living Things Need Homes</a></p> <p><b><u>Lesson 2:</u></b></p> <p>Listen to the story in the link.</p> <p>Question: You've been at home for many days. What is something you do at your home?</p> <p>Draw: Draw a picture of something you do at your home.</p> <p>Sentence Stem: Something I do at my home is ____.</p> <p><a href="#">Why Living Things Need Homes</a></p>	<p><a href="#">Why Living Things Need Homes</a></p> <p> ClassLink</p> <p></p> <p><a href="#">RAZ Kids:</a></p> <p>Teacher username: tstratton2</p> <p></p> <p> YouTube</p> <p><a href="#">Sight word playlist</a></p> <p><a href="#">Phonics playlist</a></p>
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# Hays CISD Home Learning



	<p><b><u>Writing:</u></b></p> <p>The students will choose an animal to research.</p>	<p><b><u>Lesson 1:</u></b></p> <p>Choose an animal that is interesting to you. Read a book or look online to find facts about your animal. Write about where your animal lives.</p> <p><b><u>Lesson 2:</u></b></p> <p>Research the animal you chose yesterday. Read a book or look online to find facts about your animal. Write about what your animal looks like.</p>	<p><a href="#"><u>National Geographic Kids</u></a></p>
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# Hays CISD Home Learning



<p>Math:</p>	<p><b>Math:</b></p> <p>The students will graph a visual representation of data collected.</p>	<p><b>Lesson 1:</b></p> <p>We will be collecting data in different ways. Create your own graph of 3 dimensional objects around your house. Sort the objects and count how many in each category or complete the picture graph below.</p> <p><a href="#">How to make a Picture Graph</a></p> <p><b>Lesson 2:</b></p> <p>Use a collection of any kind, such as rocks, skittles, toy cars, etc. Sort the items into categories (colors, shape, size, type, etc.). Organize the objects so that each category is one row creating a graph of the objects. Answer these questions:          -What title could describe the real-object graph?          -What category labels could describe the real-object graph?</p> <p><a href="#">How to make a Real Life Graph</a></p>	<div data-bbox="1166 233 1268 338"> </div> <p><a href="#">Classlink</a></p> <div data-bbox="1138 470 1377 596"> </div> <p><a href="#">Dreambox:</a>          Teacher login:          Tiffany.Stratton.Math</p> <div data-bbox="1159 915 1360 961"> </div> <p><a href="#">Math Playlist</a></p>
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# Hays CISD Home Learning



Science:	<p><b><u>Science:</u></b></p> <p>The students will be able to observe and describe animals based on physical appearances, such as body coverings.</p>	<p><b><u>Lesson 1:</u></b></p> <p>Draw a picture of your animal in its habitat. Think about what it's shelter looks like. How is it protected from the weather and predators? <a href="#">Animal Architects</a></p> <p><b><u>Lesson 2:</u></b></p> <p>Think about the animal you are researching this week. What is the animal's body covering like? Does it have fur? Skin? Feathers? Hair? Scales? How does your animals' covering help him/her? <a href="#">Fur, Feathers, Scales, or Skin</a></p>	<p> <b>YouTube</b></p> <p><a href="#">Science Playlist</a></p> <p><a href="#">Home Sweet Habitat</a></p>
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# Hays CISD Home Learning

Jurek

**Week of:**

April 27-May1

**Conference Time:**

Monday-Thursday

9:30-10:00

5:00-5:30 pm

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**Class Meetings/Learning Labs:**

Zoom meetings Monday-Thursday: 10:00 am & 5:30 pm

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[Classlink](#)

# Hays CISD Home Learning






Week of: April 27- May 1			
Content/ Contenido	Objectives/ Objetivos	Activities/ Actividades	Other Resources/ Otros Recursos
Language Arts:	<p><b><u>Reading:</u></b></p> <p>The students will actively listen to a text read aloud and make a connection to a story.</p> <p><b><u>Writing:</u></b></p> <p>The students will write a list of tools that community helpers use.</p>	<p><b><u>Lesson 1:</u></b> Listen to the story in the link. <b>Question:</b> Why do you think the children are upset? <b>Draw:</b> Draw a picture of what is happening outside. <b>Sentence Stem:</b> I think the kids are upset because of ----.</p> <p><b><u>Lesson 2:</u></b> Listen to the story in the link. <b>Question:</b> How do the children feel at the end of the book? <b>Draw:</b> Draw a picture of how the story ends. <b>Sentence Stem:</b> At the end of the book, the children feel ----.</p> <p><b><u>Lesson 1:</u></b> Watch the video in the link. Make a list of <b><u>tools</u></b> that</p>	<p><a href="#">Rainbow Stew</a></p> <p> <a href="#">Classlink</a></p> <p> <a href="#">Raz-Kids</a> Teacher username:kjurek1</p> <p> <a href="#">Storyline Online</a></p> <p></p> <p><a href="#">Sight word playlist</a></p> <p><a href="#">Phonics playlist</a></p> <p><a href="#">I want to be a Farmer</a></p> <p><a href="#">I want to be a firefighter</a></p>




# Hays CISD Home Learning



		<p>farmers need to do their job.</p> <p><b><u>Lesson 2:</u></b></p> <p>Watch the video in the link. Make a list of <b><u>tools</u></b> that firefighters need to do their job.</p>	
Math:	<p><b><u>Math:</u></b></p> <p>The students will be able to write, create and identify a set of a given number up to 20.</p>	<p><b><u>Lesson 1:</u></b></p> <p>Review your numbers in the teens. Remember numbers in the teens they start with a one. Practice writing the teen numbers 11-19. Make sure your numbers are formed correctly!</p> <p><a href="#"><u>Teen Number Sheet</u></a></p> <p><b><u>Lesson 2:</u></b></p> <p>Create a number line from 0-20. You can use paper, sidewalk chalk or whatever you may have.</p> <p>Try to answer different questions using the number line. Such as: How many hops is it from 2 to 7? From 15 to 5?</p>	 <p><a href="#"><u>Classlink</u></a></p>  <p><a href="#"><u>Dreambox:</u></a> Teacher login: Kristen.Jurek.Math</p>  <p><a href="#"><u>Math Playlist</u></a></p> <p><a href="#"><u>Write Your Teen Numbers</u></a></p> <p><a href="#"><u>Number Line</u></a></p>


# Hays CISD Home Learning



Science:	<p><b><u>Science:</u></b></p> <p>The students will be able to identify the basic needs of an animal and describe an animals habitat.</p>	<p><b><u>Lesson 1:</u></b></p> <p>Review the basic needs of animals (food, water, air, shelter). Tell someone in your family why it is important to have a shelter or a home. All living things live in a habitat. A <b><u>habitat</u></b> is where something lives, and it includes both living and non-living things. Draw a picture of your home (habitat). Label the things in your picture.</p> <p><b><u>Lesson 2:</u></b></p> <p>Watch the video about animals in an <b><u>ocean</u></b> habitat. Draw 1 animal that lives in an ocean habitat. Be sure to include the habitat in your picture with your animal. Remember habitats include living and non-living things; for example, plants,</p>	<p> <b>YouTube</b></p> <p><a href="#">Science Playlist</a></p> <p><a href="#">Home Sweet Habitat</a></p> <p><a href="#">Ocean Animals</a></p> <p><a href="#">Ocean Animals for Kids</a></p>



# Hays CISD Home Learning

		other animals, rocks, etc	
Social Studies:	<b><u>Social Studies:</u></b> We will identify the helpers in their community and the tools that they use.	<b><u>Social Studies:</u></b> Integrated into this week's Writing Lessons.	<a href="#">Scholastic at Home Learning</a>   <b>YouTube</b>  <a href="#">Social Studies Playlist</a>  <a href="#">Community Helpers</a>



# Hays CISD Home Learning

Jurek

**Week of:**

April 20-24

**Office Hours:**

Monday-Thursday

9:30-10:00

5:00-5:30 pm

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[Classlink](#)




# Hays CISD Home Learning



Week of/Semana: April 20-24			
Content/ Contenido	Objectives/ Objetivos	Activities/ Actividades	Other Resources/ Otros Recursos
Language Arts/ artes del lenguaje	<p><b>Reading:</b> The students will actively listen to a text read aloud and make a connection to a story..</p> <p><b>Writing:</b> The students will write a list of community helpers, choose 1 community helper, draw a picture and write 2 or more sentences about it.</p>	<p><b>Lesson 1:</b> Listen to the story in the link. <b>Question:</b> What are the truck drivers delivering to the grocery store? <b>Draw:</b> Draw a picture of the delivery truck bringing items to the grocery store.</p> <p><b>Lesson 2:</b> Listen to the story in the link. <b>Question:</b> What happens after people buy the ingredients at the store? <b>Draw:</b> Draw a picture of something you make at home to eat.</p> <p><b>Lesson 1:</b> Use your picture of the delivery truck from Reading, Write about how delivery trucks help our community.</p>	<p> <a href="#">PB &amp; J Hooray</a></p> <p> <a href="#">Classlink</a></p> <p> <a href="#">Raz-Kids</a> Teacher username:kjurek1</p> <p> <a href="#">Community Helpers</a> <a href="#">Sight word playlist</a> <a href="#">Phonics playlist</a></p>



# Hays CISD Home Learning



		<p><b><u>Lesson 2:</u></b></p> <p>Use your picture of the food you made from reading. Write about how chefs help our community.</p>	
Math/ matemáticas	<p><b><u>Math:</u></b></p> <p>The students will use non standard units to measure in length, weight and capacity.</p>	<p><b><u>Lesson 1:</u></b></p> <p>Find some of the shoes in the house! Describe the difference in length. Order the shoes from the longest to the shortest.</p> <p>Extension: Find other objects like sticks in the yard or objects in the house and order them in order from shortest to longest and compare.</p> <p><b><u>Lesson 2:</u></b></p> <p>Find a water bottle or cup in your house. Create a t-chart or list of things that are lighter than your water bottle and heavier than your water bottle.</p> <p>Try with an empty water bottle. Will your list change? Explain why or why not.</p>	<p> ClassLink</p> <p><a href="#">Classlink</a></p> <p> <a href="#">Dreambox:</a> Teacher login: Kristen.Jurek.Math</p> <p> <b>YouTube</b></p> <p><a href="#">Math Playlist</a></p> <p><a href="#">Shortest and Longest</a></p> <p><a href="#">Sesame Street Heavy and Light</a></p>

# Hays CISD Home Learning



<p>Science/ ciencias</p>	<p><b>Science:</b> Students will be able to identify the life cycle and needs of a plant.</p>	<p><b>Lesson 1:</b> Watch/Read <u>The Tiny Seed</u> by Eric Carle</p> <p>What were some of the reasons that the other seeds or plants did not grow as well as the tiny seed?</p> <p>Plants need water, sun, air, and nutrients. They also need the right environment for the plant in order for it to grow and thrive.</p> <p><b>Lesson 2:</b></p> <p>Using the link below print, copy, or discuss the life cycle of a plant.</p> <p>Vocabulary: seed sprout/seedling plant flower Germinate</p>	<p> <b>YouTube</b></p> <p><a href="#">Science Playlist</a></p> <p><a href="#">The Tiny Seed</a></p> <p><a href="#">How Does a Seed Grow?</a></p>
<p>Social Studies/ Estudios sociales</p>	<p><b>Social Studies:</b> Students will be able to identify needs of community helpers (embedded in writing).</p>	<p><b>Lesson 1:</b> Use your picture of the grocery store you made from Reading. Write about how grocery store workers help our community.</p> <p><b>Lesson 2:</b></p>	<p><a href="#">Scholastic at Home Learning</a></p> <p> <b>YouTube</b></p> <p><a href="#">Social Studies Playlist</a></p> <p><a href="#">Community Helpers</a></p>



# Hays CISD Home Learning

		Use your picture of the garden you made from Reading, Write about how farmers help our community.	
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# Hays CISD Home Learning

Jurek

**Week of:**

April 13-17

**Office Hours:**

Monday-Thursday

9:30-10:00

5:00-5:30 pm

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**Announcements and Important Links:**

My classroom newsletter will be updated each week and sent out on Friday with what we will be learning each week along with the menu, any other information you may need. Please check your email for the link to our zoom meetings!

No school April 13- Staff Development

[Classlink](#)

Week of/Semana April 13-17			
Content	Objectives/	Activities	Other Resources




# Hays CISD Home Learning



<p>Language Arts:</p>	<p><b>Reading:</b> Students will actively listen to a text read aloud and make a connection.</p> <p><b>Writing:</b> The students will write a list of community helpers, choose 1 community helper, draw a picture and write 2 or more sentences about it. .</p> <p><b>Phonics:</b> The students will practice reading and writing words with sh and ch.</p>	<p><b>Reading:</b></p> <p><b>Lesson 1:</b> Choose a text/book to read (or listen with someone to <a href="#">Pete the Cat: Firefighter Pete</a> Make a connection: How are fire fighters helpers in our community?</p> <p><b>Lesson 2:</b> Choose a text/book to read (or listen with someone to <a href="#">Splat the Cat Goes to the Doctor</a>) Make a connection: How do doctors help our community?</p> <p><b>Writing:</b></p> <p><b>Lesson 1:</b> Think about the different community helpers that can be found in your community. Make a list of the helpers in your community.</p> <p><b>Lesson 2:</b> Choose a community helper. Draw a picture of the community helper and write 2 or more sentences about what they do or how they help the Community. Don't forget to use a capital letter, spaces, and an end mark.</p> <p><b>Phonics:</b></p> <p><b>Lesson 1:</b> Read these words with <b>sh</b>.</p> <p style="padding-left: 40px;">ship shape fish shell sheep cash</p>	<div data-bbox="1133 205 1421 380"> </div> <p><a href="#">Pete the Cat: Firefighter Pete</a></p> <p><a href="#">Splat the Cat Goes to the Doctor</a></p> <div data-bbox="1133 646 1279 779"> </div> <p><a href="#">Classlink</a></p> <div data-bbox="1133 898 1279 1041"> </div> <p><a href="#">Raz-Kids</a> Teacher username:kjurek1</p> <div data-bbox="1154 1255 1328 1297"> </div> <p><a href="#">Community Helpers</a></p> <p><a href="#">Sight word playlist</a></p> <p><a href="#">Phonics playlist</a></p> <p><a href="#">Sh Song</a></p> <p><a href="#">ch-Scratch Garden</a></p>
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# Hays CISD Home Learning



		<p>Draw a picture to match each word above.</p> <p><b>Lesson 2:</b> Read these words with <b>ch</b>.</p> <p>chin chick cheese rich check catch</p> <p>Draw a picture to match each word above.</p>	
Math:	<p><b><u>Math Review:</u></b></p> <p>The students will count to 100 by ones, fives and tens.</p> <p><b><u>Math</u></b> The students use coins to sort by type and value.</p>	<p><b><u>Math:</u></b></p> <p><b>Lesson 1:</b> Look around your house and find a collection of different coins. Sort your coins into pennies, nickels, dimes, and quarters. Tell your family the names and values of each different coin.</p> <p><u>Example:</u> This is a penny and it is worth 1 cent.</p> <p><b>Lesson 2:</b> Look around your house and find a collection of 10-15 coins. Make your own Coin Graph to show how many pennies, nickels, dimes, and quarters you have. Talk about the data on your graph. Count how many of each coin you have.</p> <p>Tell your family which coin is the most on your graph? Which is the least? How many coins did you use altogether on your graph?</p>	 <p><a href="#">Classlink</a></p>  <p><a href="#">Dreambox:</a> Teacher login: Kristen.Jurek.Math</p>  <p><a href="#">Math Playlist</a></p> <p><a href="#">Jack Hartmann- The Money Song</a></p> <p><a href="#">Coins Song - ABC Mouse</a></p>

# Hays CISD Home Learning



Science:	<b><u>Science:</u></b>  The students will go on a nature walk and use their 5 senses about what they can see, smell, hear and touch. Students will draw a picture and label objects from the nature walk.	<b><u>Science:</u></b>  <b>Lesson 1 &amp; 2:</b>  Think about your 5 senses (seeing, hearing, smelling, touching, tasting). Go outside and take a <b>5 Senses Nature Walk</b> . See how many things you can find using your sense of sight, smell, sound, and touch (we won't be using our sense of taste for our Nature Walk). Draw a picture and label one thing you could see, hear, smell, and touch on your walk. Include a word to describe each picture.	 <b>YouTube</b>  <a href="#">Science Playlist</a>  <a href="#">The 5 senses Song</a>
Social Studies:	<b><u>Social Studies:</u></b>  We will identify the helpers in their community..	<b><u>Social Studies:</u></b>  Integrated into this week's Writing Lessons.	<a href="#">Scholastic at Home Learning</a>   <b>YouTube</b>  <a href="#">Social Studies Playlist</a>



# Hays CISD Home Learning

**Week of:**

April 6th- April 10th

**Office Hours:**

Monday-Thursday

9:30-10:00

5:00-5:30 pm

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No school April 10- Good Friday!





No school April 13- Staff Development

[Classlink](#)

Week of/Semana April 6-9			
Content	Objectives/	Activities	Other Resources






# Hays CISD Home Learning



<p>Language Arts:</p>	<p><b>Reading:</b> Students will actively listen to a text read aloud and develop comprehension.</p> <p><b>Writing:</b> The students will write complete sentences using their best handwriting, finger spaces, and an ending mark.</p> <p><b>Phonics:</b> The students will practice reading and writing long vowel sound words (magic e).</p>	<p><b>Reading:</b> <b>Lesson 1:</b> Choose a book to read (or listen to <a href="#">The Tale of Peter Rabbit</a> ) When you are done, tell your family what happened in the story from the beginning, middle &amp; end. Don't forget to use character names!</p> <p><b>Lesson 2:</b> Choose a book to read (or listen to <a href="#">The Case of the Missing Carrot Cake</a> ) When you are done, tell your family what happened in the story from the beginning, middle &amp; end. Don't forget to use character names!</p> <p><b>Writing:</b> <b>Lesson 1::</b> Draw a picture of your favorite food. Write at least 1 sentence using the sight word with. Don't forget to use a capital letter, spaces, and an end mark.</p> <p><b>Lesson 2:</b> Draw a picture of your favorite animal. Write at least 1 sentence using the sight word with. Don't forget to use a capital letter, spaces, and an end mark.</p> <p><b>Phonics:</b> <b>Lesson 1:</b> Students will read these words with long vowel sounds; cake, kite, rose, slide, cape, and bone. Draw a picture to match each of the words.</p> <p><b>Lesson 2:</b> Read these words with the long vowel sound; cone, tape, slime, rode, made, and ride. Draw a picture to match each word above or write a sentence</p>	 <p><a href="#">The Case of the Missing Carrot Cake</a></p> <p><a href="#">The Tale of Peter Rabbit</a></p>  <p><a href="#">Classlink</a></p>  <p><a href="#">Raz-Kids</a> Teacher username:kjurek1</p>  <p><a href="#">Sight word playlist</a></p> <p><a href="#">Phonics playlist</a></p> <p><a href="#">Silent E - The Bazillions</a></p>
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# Hays CISD Home Learning



		using the words.	
Math:	<p><b><u>Math Review:</u></b></p> <p>The students will count to 100 by ones, fives and tens.</p> <p><b><u>Math</u></b></p> <p>The students use objects to model subtraction and will write a subtraction sentence to match.</p>	<p><b><u>Math:</u></b></p> <p><b>Lesson 1:</b></p> <p>Use small objects (cars, beans, pennies, cereal) to act out math subtraction story problems. Subtraction is defined as separating into 2 groups.</p> <p><b>Lesson 2:</b></p> <p>Complete the following word problem in a journal or on a sheet of paper.</p> <p>Jim has 8 dogs and 4 are brown dogs. How many dogs are not brown?</p>	<p> ClassLink</p> <p><a href="#">Classlink</a></p> <p> <a href="#">Dreambox:</a> Teacher login: Kristen.Jurek.Math</p> <p> <b>YouTube</b></p> <p><a href="#">Math Playlist</a></p>
Science:	<p><b><u>Science:</u></b></p> <p>The students will track different types of weather. The students will write a sentence to describe the weather daily. Sentence stem: The weather is :_____</p>	<p><b><u>Science:</u></b></p> <p><b>Lesson 1&amp;2:</b></p> <p>The students will write a sentence to describe the weather daily. Sentence stem: The weather is :_____</p>	<p> <b>YouTube</b></p> <p><a href="#">Science Playlist</a></p> <p><a href="#">Weather Song</a></p>
Social Studies:	<p><b><u>Social Studies:</u></b></p> <p>We will identify the characteristics of good citizenship.</p>	<p><b><u>Social Studies:</u></b></p> <p><b>Lesson 1:</b></p> <p>Complete the following activity in a journal or on a sheet of paper. Draw pictures and/or write about someone who exemplifies good citizenship .</p> <p><b>Lesson 2:</b></p> <p>Share your writing with someone from the day before.</p>	<p><a href="#">Scholastic at Home Learning</a></p> <p> <b>YouTube</b></p> <p><a href="#">Social Studies Playlist</a></p> <p><a href="#">Being Helpful</a></p>