



TERRELL INDEPENDENT SCHOOL DISTRICT
W.H. BURNETT AT-HOME

PRE-K3 | PRE-K4 | HEAD START

2020-2021

INTRODUCTION

Please note: This approach was designed for families who chose at-home learning. The approach may need to be modified to accommodate family circumstances when remote learning is required due to school closure.

While the most impactful early learning happens in a classroom with a highly skilled teacher, we are committed to providing an at-home learning option for families that choose to educate their children from home. The W.H. Burnett Early Childhood Center At-Home Learning experience will keep the focus on high-quality early learning as outlined in the Texas Pre-Kindergarten Guidelines ([English](#) | [Spanish](#)) while delivering instruction from a distance. Our approach includes:

INSTRUCTIONAL APPROACH

- Developmentally appropriate practice
- Learning through play and themes
- Social Emotional Learning (SEL) lessons and practices embedded in daily tasks
- Consistent daily routine to support young children's need for predictability
- Small group instruction differentiated based on student device accessibility
- Individual instruction
- Differentiated instruction per IEPs and LPAC decisions
- Virtual class meetings to develop sense of community

PROGRESS MONITORING

- Daily progress monitoring via school to home contacts
- Performance tasks will be viewed either through Zoom interaction, pictures of work shared via Remind, &/or SeeSaw journaling
- CLI Engage assessments will be given in September, January, & April with options to connect remotely or by scheduling a face to face assessment

INSTRUCTIONAL STAFF

- Teacher, ESL certified Teacher Assistant, bilingual
- Dedicated support from a parent in the home (required)
- Support from specialized personnel as needed (such as special education teacher, behavior specialist, inclusion aide, etc)

HOME-SCHOOL CONNECTION

- Teacher & Teacher Assistant demonstrating and modeling what instruction looks like at home
- Socially distanced home visits to build teacher-child connections as needed (For example, if a student has limited to no engagement with teacher or teacher assistant)
- Community Exploration Opportunities (CEO) that allow socially distanced gatherings of children & families
- Virtual Parent Expo sessions providing parents with information and support on topics requested from parent survey
- Connection to support personnel

TECHNOLOGY

- Technology (provided by family at this time) to support communication with school staff
- Platform sharing that allows children and families to contribute to the classroom (Zoom & SeeSaw at a later date)
- Ongoing parent trainings on technology use and sharing of curriculum & lessons
- Device and broadband will be provided as funding is available.



TEACHER EXPECTATIONS

High-quality at-home learning requires a high degree of planning and organization. As the lead instructor, the teacher takes responsibility for coordination and communication among the teacher, teacher assistant, and supporting parent in the home.

LESSON PLANNING

- To allow time for the parent (home support) to prepare, lessons will be planned weekly. Weekly lesson plans will be written with the parent in mind. Specifically, lesson plans will be written using a format and language that is easily understood by the parent.

WEEKLY LESSON PLAN

Teacher Led Lessons (Synchronous)

- Daily morning message | Circle Time
- Daily lesson following morning message (type of lesson will vary)
- Two small group lessons/week
- Weekly read aloud

Home (Parent Led) Lessons (Asynchronous)

- Daily sign-in
- Daily activity (follow teacher's lesson; type of activity will vary)
- Daily book activity (such as, read aloud or book response)
- Daily outdoor activity

COMMUNICATION

- Daily interaction with each child/family
- Teacher availability via phone &/or Remind
- Potential home visits following social distance protocols
- Community Exploration Opportunities (CEO)
- Use only approved technology platforms (Zoom, Remind, SeeSaw)

TIME COMMITMENT

- Teacher hours will remain the same as face to face teaching

MONITORING ENGAGEMENT

Engagement is counted as:

- Daily progress in the Learning Management System (SeeSaw or Google Classroom depending upon grade level), as defined the teacher, including, but not limited to online discussions
- Daily progress via teacher-student interactions, such as online conferences or class
- Completion/Turning-in of assignments from student to teacher



FAMILY AGREEMENT

Early learners learn best through predictable routines with supportive adults to guide their learning. WHB is committed to collaborating with families to provide high-quality early learning through at-home learning experiences. In order to support children's learning, families agree to:

- Designate an area in your home to serve as your child's classroom space. This could be the corner of the living room or a space in your child's bedroom.
- Sign on each day to hear and participate in the daily morning message/Circle Time.
- Work with your child to complete daily activities.
- Participate in weekly Zoom meetings (small group/individual).
- Submit requested documentation of your child's progress.
- Participate in phone call(s) from the Teacher or Teacher Assistant
- Participate in Community Exploration Opportunities.
- Attend Parent Expo sessions throughout the school year.
- Notify Teacher/Teacher Assistant about concerns &/or absences.
- Adhere to requirements for daily participation (in accordance with TEA).
- Commit to at-home learning for the 2020-2021 school year. Children do best with familiar people and routines. While it may be possible to change from at-home to face to face instruction at the next grading period, changing the instructional approach may delay your child's progress.

POTENTIAL AT-HOME SUPPLY LISTS

- Writing tools: pencils, crayons, markers
- Play-doh
- Paper
- Safety scissors
- Glue
- Manipulatives to use to count/sort, such as buttons, leaves, rocks, etc.

SUPPLIES PROVIDED

- Learning packet of themed lesson plans (3 week rotation)
 - Themes include (no particular order): In the Garden, At the Circus, Under the Ocean, The Arctic Tundra, Going Camping, Amazing Me, Wonderland, At the Farm, We Build, Our Community, At the Zoo, & Long Ago (dinosaurs)
- Alphabet tiles
- Number tiles
- Reading materials

SAMPLE SCHEDULES

4 year old Class Daily Schedule (1 of 5)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom "Looks Like"	At-Home "Looks Like"
Breakfast Asynchronous	7:55 - 8:25	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together (socially distanced) at table with teacher or teacher assistant at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or caregiver and possibly other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.
Morning Message (10 - 15 minutes) Synchronous	8:30 - 8:45	To build community among the children. A way to check in and greet each other and to discuss news or changes to the day.	Children sit in a large group on the rug near a small easel to discuss any news or changes and children are encouraged to comment and make suggestions. All children are welcomed and greeted by each other during this time.	Parent and child will check in with the teacher or teacher assistant using a zoom call. During this time everyone will be greeted and the expectations for the day will happen at this time.
Large Group (10 - 15 minutes) Synchronous	8:45 - 9:00	Large group time builds a sense of community. Up to 20 children and two adults come together for movement and music activities, interactive story telling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used.	This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used. This is a great time to engage all the children in the home in the same activity.

SAMPLE SCHEDULES

4 year old Class Daily Schedule (2 of 5)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom "Looks Like"	At-Home "Looks Like"
<p>Small Group (15 - 20 minutes)</p> <p>Synchronous</p>	<p>9:00 - 9:15*</p> <p>*Exact times will vary based on groupings; teacher will inform you of specific time for your group</p>	<p>Small group time allows a time of relationship building between the teacher, student, and parent. Small group of children and the teacher or teacher assistant will come together via Zoom to practice skills connected to the daily lesson &/or spiraled skills needing to be practiced.</p>	<p>This is a time that children are able to demonstrate for the teacher their ability to perform the different pre-kindergarten skills independently while the teacher or teacher assistant monitors and offers support/coaching as needed to be successful.</p>	<p>This is a time that the parent, alongside the student, will be present to hear the teacher or teacher assistant's commentary to the child to help enhance the development of the pre-kindergarten skill being practiced. This coaching will be continued by the parent during independent work time.</p>
<p>Work Time (50 - 75 minutes)</p> <p>Asynchronous</p>	<p>9:15 - 10:15</p>	<p>This period of time includes 3 tasks:</p> <ol style="list-style-type: none"> PLAN: A 10-15 minute period during which the child with the parent plans what they want to do to practice the skill(s) taught by the teacher (parent will reference lesson plans for options to support skills) DO: A 40-60 minute period for student to perform their chosen tasks/plan. (Students may transition to new activities that interest them that align to learning goals.) REVIEW 10-15 minute period for reviewing what they've learned and done during this time. 	<p>The teacher and teacher assistant assist students in choosing work stations in which to complete various skill-building tasks. Once children have made a choice of task/station, the teacher and teacher assistant observe students working to scaffold their work and talk about what the child is doing to build vocabulary, language skills, and skill specific development. The work time is at least 40 minutes and at the end of the time allotted a signal is given for students to clean up their respective areas and come back together to review what they learned.</p>	<p>The adult will plan with their child what they would like to do during their work time. This could be using manipulatives, blocks, books, and household items (such as pots/pans, dress up clothes, etc). Once the child has made a plan for the work time, they are to use these choice materials to practice working on the skills taught during large &/or small group or skills listed in the parent guide/lesson plans. The parent is to support the child by working alongside the child, and follow the child's lead while playing. After approximately 40 minutes, it is time to clean up and then come back together to discuss what was learned.</p>

SAMPLE SCHEDULES

4 year old Class Daily Schedule (3 of 5)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom “Looks Like”	At-Home “Looks Like”
Outdoor Learning Asynchronous	10:15 - 11:00	This time of the day is a time for children to play and work outside imploring their gross and fine motor skills.	During outdoor learning, the teacher and teacher assistant plays with the children while they are playing outside. Also they support learning skills while working outside. For example, assist in getting containers to collect water if they are watering a garden.	During the outdoor learning time, the parent will join in the play that the child identifies for that day. For example, I want to collect different leaves or flowers. Then the parent can ask questions about how they are alike/different.
Transition Asynchronous	11:00 - 11:30	Practice hygiene practices, learn to assist, and to prepare for a healthy meal.	Children wash their hands and get their individual space at the table ready.	Prepare lunch and allow the child to wash their hands to get ready for lunch. Children can help prepare the meal.
Lunch Asynchronous	11:30 - 12:00	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together (socially distanced) at table with teacher or teacher assistant at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or caregiver and possibly other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.
Rest/Nap Asynchronous	12:00 - 1:20	Rest time allows the child time to rest for the other half of the day. This is an important part of the child's schedule and allows them to get enough rest so they can contribute and have energy for the last half of the school day.	Children are able to take this time to rest which allows them to gain more energy for the other half of the day. Children will take the time to rest on a mat with a blanket. Sometimes soft, quiet music is playing in the background.	Children are able to take this time to rest which allows them to gain more energy for the other half of the day. Children will take time to rest in their room. It is important that there are no distractions such as toys or television.

SAMPLE SCHEDULES

4 year old Class Daily Schedule (4 of 5)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom "Looks Like"	At-Home "Looks Like"
Read Aloud (15 - 20 minutes) Asynchronous	1:20 - 1:40	Teacher focuses on a skill while reading a story. The book is one that has vocabulary and supports the focus for that day.	The teacher or teacher assistant chooses a book that supports the learning that they are planning for that day. They pre-read and prepare the questions & activities that the children will join in while the reading takes place. Parts of the book are discussed, along with a variety of questions/activities.	Parent will use the shared read aloud (video link, YouTube, or Zoom call) or read themselves the book listed in the parent guide/lesson plans if you have access to the book. This will be an activity the teacher or teacher assistant will support the parents in training.
Fine Arts (25 - 30 minutes) Asynchronous	1:40 - 2:10	This time of the day allows for the child to explore and experiment with manipulating and transforming materials to express ideas and experiences.	Teachers can encourage creativity by providing opportunities for children to engage in the process of creating: art (drawing, painting, sculpture), music (song, dance, playing instruments), &/or drama (role play story, imaginative play).	During this time, the parent will join in the process of creating with the student. The parent supports development of vocabulary and social emotional skills as he/she discusses the child's process and product with the student.
Transition (15 - 20 minutes) Asynchronous	2:10 - 2:30	Practice hygiene practices, learn to assist, and to prepare for a healthy snack.	Children wash their hands and get their individual space at the table ready.	Prepare snack and allow the child to wash their hands to get ready for snack. Children can help prepare the snack.
Snack (15 - 20 minutes) Asynchronous	2:30 - 2:45	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together (socially distanced) at table with teacher or teacher assistant at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or caregiver and possibly other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.

SAMPLE SCHEDULES

4 year old Class Daily Schedule (5 of 5)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom "Looks Like"	At-Home "Looks Like"
Math (20 - 30 minutes) Asynchronous	2:45 - 3:15	Teacher focuses on a skill (such as, number recognition, one to one counting, determining which set is larger or smaller, counting on, and patterning) through use of various manipulatives.	The teacher plans & offers sequenced opportunities for children to explore math skills connected to everyday activities.	The parent will support the student by working alongside the child and encourages the child to talk about what they are doing as they work (compare quantities, count each object, sort by size, etc).
Story Time (20 - 30 minutes) Asynchronous	3:15 - 3:45	This is a time of the day to share ideas & learning through books. A book is introduced and a before-reading discussion is hosted (predictions made, character look-fors, etc). The book is read and then after the story is finished, there is an extension from the story.	Either the teacher or teacher assistant will choose a book to read. The teacher or teacher assistant will introduce the book, discuss the book with students before reading it aloud, and then extend the book at the conclusion of reading.	Parent will use the shared read aloud (video link, YouTube, or Zoom call) or read themselves the book listed in the parent guide/lesson plans if you have access to the book. This will be an activity the teacher or teacher assistant will support the parents in training. Students may retell the story in their own words, act out the story personally or use props (puppets, drawn characters, etc), or make connections from the story to themselves, other texts, or the world.

SAMPLE SCHEDULES

3 year old Class Daily Schedule (1 of 3)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom "Looks Like"	At-Home "Looks Like"
Lunch Asynchronous	12:00 - 12:30	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together (socially distanced) at table with teacher or teacher assistant at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or caregiver and possibly other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.
Outdoor Learning Fine Arts Asynchronous	12:30 - 1:00	<p>This time of the day is a time for children to play and work outside imploring their gross and fine motor skills.</p> <p>-----</p> <p>This time of the day allows for the child to explore and experiment with manipulating and transforming materials to express ideas and experiences.</p>	<p>During outdoor learning, the teacher and teacher assistant plays with the children while they are playing outside. Also they support learning skills while working outside. For example, assist in getting containers to collect water if they are watering a garden.</p> <p>-----</p> <p>Teachers can encourage creativity by providing opportunities for children to engage in the process of creating: art (drawing, painting, sculpture), music (song, dance, playing instruments), &/or drama (role play story, imaginative play).</p>	<p>During the outdoor learning time, the parent will join in the play that the child identifies for that day. For example, I want to collect different leaves or flowers. Then the parent can ask questions about how they are alike/different.</p> <p>-----</p> <p>During this time, the parent will join in the process of creating with the student. The parent supports development of vocabulary and social emotional skills as he/she discusses the child's process and product with the student.</p>
Circle Time (10 - 15 minutes) Synchronous	1:00 - 1:15	To build community among the children. A way to check in and greet each other and to discuss news or changes to the day.	Children sit in a large group on the rug near a small easel to discuss any news or changes and children are encouraged to comment and make suggestions. All children are welcomed and greeted by each other during this time.	Parent and child will check in with the teacher or teacher assistant using a zoom call. During this time everyone will be greeted and the expectations for the day will happen at this time.

SAMPLE SCHEDULES

3 year old Class Daily Schedule (2 of 3)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

<p>Large Group (10 - 15 minutes)</p> <p>Synchronous</p>	<p>1:15 - 1:30</p>	<p>Large group time builds a sense of community. Up to 20 children and two adults come together for movement and music activities, interactive story telling, and other shared experiences. Children have many opportunities to make choices and play the role of leader.</p>	<p>This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used.</p>	<p>This is a time that children are allowed to express themselves in some type of movement. There may be music played or sung during this time and children are asked to share and/or lead in the activity. They may choose to determine the type of movement that will be used. This is a great time to engage all the children in the home in the same activity.</p>
<p>Small Group (15 - 20 minutes)</p> <p>Synchronous</p>	<p>1:30 - 2:30*</p> <p>*Exact times will vary based on groupings; teacher will inform you of specific time for your group</p>	<p>Small group time allows a time of relationship building between the teacher, student, and parent. Small group of children and the teacher or teacher assistant will come together via Zoom to practice skills connected to the daily lesson &/or spiraled skills needing to be practiced.</p>	<p>This is a time that children are able to demonstrate for the teacher their ability to perform the different pre-kindergarten skills independently while the teacher or teacher assistant monitors and offers support/coaching as needed to be successful.</p>	<p>This is a time that the parent, alongside the student, will be present to hear the teacher or teacher assistant's commentary to the child to help enhance the development of the pre-kindergarten skill being practiced. This coaching will be continued by the parent during independent work time.</p>
<p>Math (15 - 20 minutes)</p> <p>Asynchronous</p>	<p>2:30 - 2:50</p>	<p>Teacher focuses on a skill (such as, number recognition, one to one counting, determining which set is larger or smaller, counting on, and patterning) through use of various manipulatives.</p>	<p>The teacher plans & offers sequenced opportunities for children to explore math skills connected to everyday activities.</p>	<p>The parent will support the student by working alongside the child and encourages the child to talk about what they are doing as they work (compare quantities, count each object, sort by size, etc).</p>

SAMPLE SCHEDULES

3 year old Class Daily Schedule (3 of 3)

This schedule is intended to show how each element of classroom instruction might look in a home setting. The order of the schedule will vary depending on the setting.

Lesson Activity	Time	Purpose	Classroom "Looks Like"	At-Home "Looks Like"
Snack (15 - 20 minutes) Asynchronous	2:50 - 3:05	To develop a sense of community while eating. Discuss a wide variety of topics that are sparked by the child. Also, a time to talk about foods and the importance of eating healthy for a healthy body.	Children are sitting together (socially distanced) at table with teacher or teacher assistant at each table. Language building is emphasized as much as eating. Children learn how to take care of their personal needs in regard to eating.	Child will sit with the parent or caregiver and possibly other children in the home to eat and build language while eating. Discuss what is needed to take care of personal needs in regard to eating.
Work Time (25-30 minutes) Asynchronous	3:05 - 3:35	This period of time includes 3 tasks: 4. PLAN: A 5-minute period during which the child with the parent plans what they want to do to practice the skill(s) taught by the teacher (parent will reference lesson plans for options to support skills) 5. DO: A 20- minute period for student to perform their chosen tasks/plan. (Students may transition to new activities that interest them that align to learning goals.) 6. REVIEW 5-minute period for reviewing what they've learned and done during this time.	The teacher and teacher assistant assist students in choosing work stations in which to complete various skill-building tasks. Once children have made a choice of task/station, the teacher and teacher assistant observe students working to scaffold their work and talk about what the child is doing to build vocabulary, language skills, and skill specific development. The work time is at least 40 minutes and at the end of the time allotted a signal is given for students to clean up their respective areas and come back together to review what they learned.	The adult will plan with their child what they would like to do during their work time. This could be using manipulatives, blocks, books, and household items (such as pots/pans, dress up clothes, etc). Once the child has made a plan for the work time, they are to use these choice materials to practice working on the skills taught during large &/or small groups or skills listed in the parent guide/lesson plans. The parent is to support the child by working alongside the child, and follow the child's lead while playing. After approximately 40 minutes, it is time to clean up and then come back together to discuss what was learned.
Read Aloud (10 - 15 minutes) Asynchronous	3:35 - 3:50	Teacher focuses on a skill while reading a story. The book is one that has vocabulary and supports the focus for that day.	The teacher or teacher assistant chooses a book that supports the learning that they are planning for that day. They pre-read and prepare the questions & activities that the children will join in while the reading takes place. Parts of the book are discussed, along with a variety of questions/activities.	Parent will use the shared read aloud (video link, YouTube, or Zoom call) or read themselves the book listed in the parent guide/lesson plans if you have access to the book. This will be an activity the teacher or teacher assistant will support the parents in training.