Adjust as needed. More ideas on [LinkedIn](http://TeacherTMI@linkedin/) and at [TeacherTMI.com](http://teachertmi.com/)

*TMI Teacher Squad supports student learning, one teacher at a time!*

*We make suggestions; you make the professional decisions*.

**YES! You may forward this directly to your classroom families. Be well.**

**Math:**

1. Dice games, card games, and board games. Excellent for problem solving, planning, dexterity, social skills, and probably more. Keep score to practice calculations.

2. Write a grocery list using $100.  How many meals can you make with what you bought?

3. PE activities:  How many times can you do this in a minute?  Tie your shoe, zip a jacket, twirl a 360...

**Reading comprehension:**

1. Watch TV and movies.  Excellent for recognizing main characters,

plot, climax, conclusion, etc.

2. Talk about what you watch and record it in written form or draw with captions. OR can be done in letter format, speech, recorded, or cartooned.

3. Books and magazines still work. So do book reports (cartoon strip, commercial, poster,)

**Writing:**

1. Diary of our shelter in place experience,

2. PenPal writing via text or email or old style, expository and descriptive writing, cartoons, scripts, etc.

3. Write letters to local Chambers of Commerce, to travel agency, or

to companies (ask for a product like brochure or sample) ASK ADULT for PERMISSION to SEND if you are using a home address--otherwise use school address.

**Science** experiments and data collection:

1. Mummify an orange slice.  Take one slice of orange and salt it furiously. Put in baggy and record deterioration each day. Take second slice of orange and simply put in baggy and record deterioration each day. What does this say about salt?  About time?  About airtight spaces?

2. Make dirt.  Take an apple core and place in a baggy with a handful of dirt.  Add a couple teaspoons of water.

Record you observations each day.

3. Make 2 batches of Jello. First batch: follow directions on box.

Second batch: only use half the liquid. Compare the difference.

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**Social Studies**:

1. Interview family members about your heritage.  How did your family get to the US?

2. Draw a map of where you live. Bedroom? Home? Neighborhood? City? State? Country?

3. Write letters to the government about questions you have.

4. Decide what conditions make citizens obey the rules.

5. Create a timeline for the conditions of the VIRUS and our SHELTER in PLACE experience.

**SS Governmen**t:  Name the different levels of government guiding the response to VIRUS.

Name their title and their actual name. How many levels of government have a say over each of us? What are they doing?

**SS Economics:**  What products are critical during this virus experience?  Which are affected by supply/demand?

When is it acceptable to raise prices?  When is it legal? When is it ethical?

**PE:**

1. Choose 5 exercises.  Write each on a separate piece of paper.

Put them throughout the house to create a par course. Walk through the house and complete the exercises as you get to them.

2. Make a chart and keep record of you healthful activities:  teeth brushing, grooming,

drinking water and hot water throughout the day, sleep, nutrition...

3. Learn about public health issues we are facing now.

**ARTs/Crafts:**

1. Find an item of clothing you are ready to give away.  Cut squares from the cloth. Cut fringe around the edges--the same way for each piece.  Then, line them up and tie them together using the fringe to make a quilt or pillow.

2. Use food coloring and a bit of rubbing alcohol to dye rice or pasta.

Make a mosaic that represents something you've learned this week.

3. Change the words of a song you already know (twinkle, twinkle little star). Instead use words that

tell what you have learned this week.