



# Daily Sample Schedule for middle school students

## PHASE 2

Each student is unique (that's what we love about them!) and learns at different paces and different ways. This schedule is a sample to help guide you - use any or all of it, but always feel free to modify it to meet the needs of your student or family.



### Learning Opportunities

**Language Arts** See suggested activities on page 2

**Math** See suggested activities on page 3

**Science** See suggested activities on page 3

**Social Studies** See suggested activities on page 4

**Exploratory (Grades 7+8)** See suggested activities on page 4

**Wellness** See suggested activities on page 4

**Art** See suggested activities on page 5

**Music** See suggested activities on page 5



**Social Emotional Engagement Guide** See suggested activities on page 6



**Handouts + Worksheets** See enclosed handouts starting on page 7

*Reading the printed version of the document? Access the online resources at: [www.dbqschools.org/coronavirus-information/educational-resources](http://www.dbqschools.org/coronavirus-information/educational-resources)*

Jej kate koj komman bwe aolep menin jiban ko ewor ipped ren tobar aolep rijikuul. **Elane kwoj aikuj jiban ikijen Kajin**, jouj im kebak Renee French ilo [rfrench@dbqschools.org](mailto:rfrench@dbqschools.org) ak Taj Suleyman ilo [tsuleyman@dbqschools.org](mailto:tsuleyman@dbqschools.org) nan komman karok nan an jikuul lewaj rukook nan jiban.

No esmeramos por hacer que todos nuestros recursos sean accesibles para todos y cada uno de los estudiantes. **Si necesita asistencia en su idioma Español**, comuníquese con Renee French al correo electrónico [rfrench@dbqschools.org](mailto:rfrench@dbqschools.org) o con Taj Suleyman al correo electrónico [tsuleyman@dbqschools.org](mailto:tsuleyman@dbqschools.org) con el objetivo de coordinar la presencia de un intérprete del distrito.

STAY UP-TO-DATE WITH THE DISTRICT'S CORONAVIRUS RESPONSE EFFORTS: [www.dbqschools.org/coronavirus](http://www.dbqschools.org/coronavirus)

**In the pages that follow, the expert teachers on our educational support team have developed activities and compiled resources to support the learning of your student.** In addition, you can also access the following:

#### **KEYSTONE AEA RESOURCES UNLOCKED**

Our partners at Keystone AEA have opened all of their learning resources to students with no password needed.

Visit [www.keystoneaea.org/parents-families/at-home-digital-resources](http://www.keystoneaea.org/parents-families/at-home-digital-resources) to access resources students are familiar with including Book Flix, True Flix, and more.

#### **IOWA DEPARTMENT OF EDUCATION RESOURCES**

The Iowa Department of Education released a new website of optional resources to support students in grades PreK-12, including interactive games, virtual field trips, coding activities and e-books.

Visit [educateiowa.gov/pk-12/resources-support-learning-during-covid-19](http://educateiowa.gov/pk-12/resources-support-learning-during-covid-19) to access these resources.

**Have a question about the activities in this resource guide?** Reach out to your student's teacher — they are here to support you during this closure.



# Suggested Learning Activities + Resources for middle school students

## PHASE 2

These OPTIONAL activities are ranged to meet the various needs of learners. Start where your child would have the most success and work to a challenge!




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## Learning Opportunities



Language »  
Arts

AT HOME	ACCOMMODATIONS	ONLINE
<p>» Picture Stories:</p> <ul style="list-style-type: none"> <li>» Look through family photos or a magazine</li> <li>» Write or draw what happens next</li> </ul> <p>» Topic of your choice project:</p> <ul style="list-style-type: none"> <li>» Choose a topic you are familiar with or want to research (you could also choose yourself as a topic)</li> <li>» Create a display of the information</li> <li>» Share the information with a family member or friend</li> <li>» (Kids are doing this on TikTok and sharing them)</li> </ul> <p>🕒 <b>Need help supporting your student's learning?</b> Use the "53 Ways to Check for Understanding" resource from Edutopia at the very end of this document. It gives parents and students ideas of different ways to help students process and share new learning. These can be applied to nearly all the content areas and offer students choices in their learning.</p> <p>📄 <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>» Comprehension Questions to Ask Your Child</li> <li>» Graphic Organizer: Compare and Contrast</li> <li>» 53 Ways to Check for Understanding</li> </ul>	<p>🕒 <b>Also see the Elementary Activities + Resources</b></p> <p><i>Options:</i></p> <ul style="list-style-type: none"> <li>» For students who need fluency practice using text you have around the house: <ul style="list-style-type: none"> <li>» <a href="#">Reading &amp; Fluency Strategies for Parents</a></li> <li>» <a href="#">Reading &amp; Fluency Strategies 2</a></li> </ul> </li> </ul> <p><i>Extended Activity:</i></p> <p><b>Create an Experience Book</b></p> <ul style="list-style-type: none"> <li>» Use simple objects from an event/ activity (example student loves Wendy's fries, so paste the fry container). <ul style="list-style-type: none"> <li>» Use hand-under-hand or hand-over-hand techniques if needed.</li> <li>» Give the student time to explore the objects to be placed on the page, choose where on the page to put the items, paste etc.</li> <li>» Book relates to the CHILD'S experiences.</li> </ul> </li> <li>» Remember to show the page as the student experienced the activity, not how you did or wanted him/her to. <ul style="list-style-type: none"> <li>» Making entries meaningful.</li> </ul> </li> <li>» Display what was meaningful to the student and represent that on the page. <ul style="list-style-type: none"> <li>» Add entries during the activity or as soon as possible after the activity.</li> </ul> </li> <li>» It is important to do the page when the activity is fresh on your student's mind. Hopefully, in doing it quickly the memories will remain, and you can go back periodically and relive the experience. If you wait too long, you might forget important details that occurred. <ul style="list-style-type: none"> <li>» Use a variety of approaches to produce pages.</li> </ul> </li> <li>» Be creative and have fun. Use different colors, textures, pictures etc. to make the pages memorable.</li> <li>» To enhance the student's understanding of the concept of the experience book choose the time and topics carefully: <ul style="list-style-type: none"> <li>» Pick a time when the student is best able to attend to the activity. The student should be in a quiet or active alert state.</li> </ul> </li> </ul> <p><i>Alternate Activity:</i></p> <ul style="list-style-type: none"> <li>» <a href="#">Review safety signs and meaning</a></li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">Scholastic (Grades 6-12)</a></li> <li>» <a href="#">Scholastic (All Grade Levels)</a> <i>To accommodate various learning levels, families may choose text readability level for each activity.</i></li> <li>» <a href="#">IXL</a> <i>An online resource helping students build language arts and communication skills.</i></li> <li>» <a href="#">Audible</a> <i>Free audiobooks for students</i></li> </ul> <p>📄 Access these resources on the district's website.</p>



AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Play Shut the Box</b></p> <ul style="list-style-type: none"> <li>» Materials Needed:                             <ul style="list-style-type: none"> <li>› 2 Dice and Cards Numbered 1-9</li> </ul> </li> <li>» The goal of the game is to flip over all of the numbered cards.                             <ul style="list-style-type: none"> <li>› Lay the cards out in front of you with the number side face up.</li> <li>› Roll two dice and find their sum.</li> <li>› You may then flip over any numbers that add up to the sum of the two dice combined. (For instance, if you roll a 10, you may flip over a 2, 3 and 5, since <math>2+3+5=10</math>, or you may flip over a 4 and 6 since <math>4+6=10</math>.)</li> <li>› Play continues like this until you have flipped over all of the numbers, 1-9 (You win!), or until the numbers that remain do not add up to the required sum.</li> </ul> </li> <li>» You can also play with a partner where you each have a set of cards and take turns with each roll to flip over your own cards. The person that flips over all of their cards or who has the lowest sum remaining wins.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Middle School Card Games (not available online; will be shared electronically via Canvas)</li> </ul>	<p> <b>Also see the Elementary Activities + Resources</b></p> <ul style="list-style-type: none"> <li>» <a href="#">IXL Math</a>: Use for procedural fluency practice, not conceptual understanding.</li> </ul> <p><i>Extended Activities:</i></p> <ul style="list-style-type: none"> <li>» Gather objects to put on a wall/board/basket with descriptions on a sticky note of how they're connected to math.                             <ul style="list-style-type: none"> <li>› Discuss how to make real-world math connections. Examples: playing cards, cake pans, softball score sheets, and cookie recipes.</li> </ul> </li> <li>» Counting and Sorting:                             <ul style="list-style-type: none"> <li>› Use your silverware drawer to count and sort items and put in correct place</li> <li>› Gather items such as marbles, dominoes or puzzle pieces. Count and sort specific numbers and place in a bag.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">Khan Academy (Illustrative Math)</a></li> <li>» ST Math <i>Students login through <a href="#">Clever Portal</a></i></li> </ul> <p> Access these resources on the district's website.</p>

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Where Does Your Water Come From?</b></p> <ul style="list-style-type: none"> <li>» How does it get into your house and leave your house?</li> <li>» What happens if you flush something that does not breakdown in water?</li> <li>» Take a paper towel and piece of toilet paper, put it in water and watch what happens over time!</li> </ul>	<p><i>Extended Activity:</i></p> <ul style="list-style-type: none"> <li>» Look under your kitchen sink.                             <ul style="list-style-type: none"> <li>› Where does the water go when you turn on the faucet?</li> <li>› See if you can follow the drain pipes to a lower level.</li> <li>› Draw a picture of your home showing how the water gets outside.</li> <li>› Show multiple levels if you can.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">Science Simulations</a></li> <li>» <a href="#">National Geographic Videos</a></li> </ul> <p> Access these resources on the district's website.</p>
<p><b>Identifying Rock Types</b></p> <ul style="list-style-type: none"> <li>» Can you find different examples of sedimentary, metamorphic, and igneous rock?</li> <li>» Take a picture or sketch the location of each rock.</li> <li>» Why do you think you saw each type of rock in the location you did?</li> </ul>	<p><i>Extended Activity:</i></p> <ul style="list-style-type: none"> <li>» Find pictures of different kinds of rocks on the internet.                             <ul style="list-style-type: none"> <li>› Print the pictures, or draw them, and label them.</li> <li>› Can you find different kinds in your yard?</li> </ul> </li> </ul>	
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Chocolate Milk CER</li> </ul>		



**Social Studies** »



AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Interview Activity</b></p> <ul style="list-style-type: none"> <li>» Interview two different adults about their opinions about the coronavirus pandemic.</li> <li>» Ask specific questions then compare/contrast their answers.</li> <li>» How are people experiencing things in the same or different ways?</li> <li>» Collect pictures from your family.</li> <li>» Create a picture timeline and ask your parents about each picture:</li> <li>» What events were happening locally at the time of this picture?</li> <li>» Nationally?</li> <li>» Worldwide?</li> <li>» What aspects of life stayed the same across the pictures?</li> <li>» What aspects of life changed?</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Career Interest Inventory Survey and Questionnaire</li> </ul>	<p><i>Extended Activities:</i></p> <ul style="list-style-type: none"> <li>» Talk to your family about a visit to a museum. Use pictures to help you remember your visit.               <ul style="list-style-type: none"> <li>› Write sentences or a paragraph about your favorite exhibit.</li> <li>› Draw a picture of your favorite exhibit.</li> <li>› Make a short video describing what you saw.</li> <li>› Find the location of the museum on a map.</li> </ul> </li> <li>» Complete the Career Interest Inventory Survey and Questionnaire to see what your interests are for high school job shadows and work experiences.</li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">National Geographic Kids</a> <i>Explore maps and countries</i></li> <li>» <a href="#">History Channel: This Day In History</a> <i>See what happened on this day in history, as well as exploring other resources from the History Channel</i></li> <li>» <a href="#">Google Earth</a></li> </ul> <p> Access these resources on the district's website.</p>


**Exploratory (Grades 7 + 8)** »

AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> <li>» Complete the EVERFI handout.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› EVERFI Building a Better Business Plan and Pitch Worksheets</li> </ul>	<p><i>Extended Activities:</i></p> <ul style="list-style-type: none"> <li>» Make a simple meal/recipe:               <ul style="list-style-type: none"> <li>› Read recipe and gather supplies</li> <li>› Follow directions step by step</li> <li>› Measure items accurately</li> <li>› Bake/cook and then enjoy</li> <li>› Adult guidance and support as needed.</li> </ul> </li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>› Choose a recipe that does not involve baking</li> <li>› Limit the number of ingredients needed</li> <li>› Double the recipe and ask your student what the new measurement would be</li> </ul>	<ul style="list-style-type: none"> <li>» Continue EVERFI Personal Finance Online Lessons to completion as directed on your exploratory <a href="#">Canvas</a> course.</li> </ul> <p> Access these resources on the district's website.</p>

**Wellness** »

AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> <li>» Pick 5 different muscles to stretch. Hold each stretch for 20 seconds.</li> <li>» 1 Minute Challenge               <ul style="list-style-type: none"> <li>› Choose an exercise-plank, squats, jumping jacks, burpees, mountain climbers, lunges, etc.</li> <li>› How many can you do in 60 seconds?</li> </ul> </li> <li>» Take a walk or jog.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Deck of Fitness</li> </ul>	<ul style="list-style-type: none"> <li>» All activities can be modified to meet the physical needs of your student by decreasing or increasing the number of stretches, exercises or amount of time.</li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">American Heart Association Heart Hero Moves</a></li> <li>» <a href="#">At Home Physical Education Activities</a></li> <li>» <a href="#">The Body Coach</a></li> </ul> <p> Access these resources on the district's website.</p>

AT HOME	ACCOMMODATIONS	ONLINE
<p>☺ <b>Also see PHASE 1 for additional activities</b></p> <ul style="list-style-type: none"> <li>» Use the enclosed handout and draw one of the following each day                             <ul style="list-style-type: none"> <li>› Self-portrait</li> <li>› A sport</li> <li>› A family portrait</li> <li>› Your favorite animal</li> <li>› Something or someone you love</li> <li>› Free draw</li> <li>› Something in space</li> <li>› A bug</li> <li>› Your favorite book character</li> <li>› Your dream room.</li> <li>› Your favorite food</li> <li>› A garden</li> <li>› Your own comic book</li> <li>› An ocean scene</li> </ul> </li> </ul> <p><i>Tips:</i> Draw objects big enough they use up the space on the paper. Draw what you <b>see</b>. Be observant.</p> <p><b>Extended Challenge</b></p> <ul style="list-style-type: none"> <li>» Choose one of the themes from above and develop it further by either adding some color, collage elements, or both. Have fun with it.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› 14 Days of Drawing at Home</li> </ul>	<ul style="list-style-type: none"> <li>» Making marks on paper with any materials they have at home. See what those materials do when they are layered over each other.</li> <li>» <a href="#">Create Taste Safe Paint</a></li> <li>» <a href="#">Create Ice Cube Watercolors</a></li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">Google Arts and Culture</a></li> <li>» <a href="#">Draw Kids Draw</a></li> </ul> <p> Access these resources on the district's website.</p>

AT HOME	ACCOMMODATIONS	ONLINE
<p><i>Ask your student to:</i></p> <ul style="list-style-type: none"> <li>» Create your own theme song, then find a way to write it down (using either traditional musical notation or pictorial symbols) so that they can recreate it</li> <li>» Write new lyrics to an existing song</li> <li>» Have a concert in your living room—they can sing, move or play an instrument</li> <li>» Create a new instrument using recycled objects from your home, then demonstrate it and explain how it works</li> <li>» Performance students might consider a practice routine:                             <ul style="list-style-type: none"> <li>› Warm up (scales/vocal warm ups/long tones)</li> <li>› Identify and isolate passages that need to be refined and work on them</li> <li>› Practice performing your piece</li> </ul> </li> </ul>	<p><i>Extended Activities:</i></p> <ul style="list-style-type: none"> <li>» Listen to your student's favorite song/music together and find/draw pictures that tell the lyric's story.</li> <li>» Dance, dance, dance!</li> <li>» Compare and contrast two different music pieces. How are they the same? How are they different? Think about the voices, instruments, rhythms, and speed.</li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">London Symphony Orchestra</a> <i>Experience a live orchestral concert from multiple points of view.</i></li> <li>» <a href="#">Free Piano Method</a> <i>Learn music theory (to read and understand music) and piano skills. If you don't have a piano or keyboard at home, you can use this virtual one.</i></li> <li>» <a href="#">Groove Pizza</a> <i>Explore a variety of rhythms along with fractions and angle degrees. Play with pre-made rhythms or create your own and save it as an mp3.</i></li> <li>» <a href="#">Music Theory</a> <i>Sharpen your music theory skills with interactive lessons and drills. Good for beginning musicians through AP Music Theory students.</i></li> </ul> <p> Access these resources on the district's website.</p>



# Social Emotional Engagement Guide for all students

## PHASE 2


These OPTIONAL activities are ranged to meet the various needs of learners. Start where your child would have the most success and work to a challenge!

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### Socialization

Children and teens are wired to be social. During times of social distancing and routine changes it's important to find ways to promote socialization. Try out ones from different categories!

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Get Creative</b></p> <ul style="list-style-type: none"> <li>» Have the kids be the leaders in pretend play</li> <li>» Act out scenarios together or use toys like dolls, action figures, stuffed animals to interact</li> <li>» Create a skit or a play together</li> <li>» Draw a cartoon strip about interaction or write a story</li> <li>» Read a book with characters the about same age as the child/teen</li> <li>» Have family dinner, play a game or do a puzzle together</li> </ul>	<ul style="list-style-type: none"> <li>» Brainstorm play ideas and scenarios that your child might be experiencing ahead of time or co-create them together</li> <li>» Provide boundaries or rules about the activity</li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">Common Sense Media for Parents</a></li> <li>» <a href="#">The Gratitude Experiment</a></li> <li>» <a href="#">SciShow Psych</a></li> <li>» <a href="#">Gratitude and the Brain</a></li> <li>» <a href="#">SEL Resources for Parents and Caregivers during COVID-19</a></li> </ul>
<p><b>Reach Out</b></p> <ul style="list-style-type: none"> <li>» Draw a picture, make a card, or create a poster, collage, or project for a family member or friend</li> <li>» Write a letter, email or blog post to family members or friends</li> <li>» Create a vlog (video log) or write a speech to that person</li> <li>» Share your creation with the person- send it digitally, mail it, or save it for later. When we share our gratitude for others with them, it makes us (and them) feel better!</li> </ul>	<ul style="list-style-type: none"> <li>» Have the child tell another person about the picture or what to write for them</li> <li>» Help create a script for the child</li> <li>» Brainstorm ideas with them before starting</li> </ul>	<ul style="list-style-type: none"> <li>» <a href="#">Coronavirus Social Story</a></li> <li>» <a href="#">School Closure Toolkit</a></li> </ul> <p> Access these resources on the district's website.</p>
<p><b>Use Technology</b></p> <ul style="list-style-type: none"> <li>» Make a phone call to a friend or loved one</li> <li>» Create a video greeting to send to someone</li> <li>» Video chat or use another app. <ul style="list-style-type: none"> <li>› Have a play date</li> <li>› Figure out how to play a board game through video</li> <li>› Watch a video at the same time together and have a watch party</li> <li>› Put on some music and have a virtual dance party</li> </ul> </li> <li>» Connect through video games or social media</li> </ul>	<ul style="list-style-type: none"> <li>» Be aware of parent controls and appropriate technology for the age of the child</li> <li>» Review social norms or rules before the child interacts with others, if needed</li> <li>» Provide ideas to the children for things to do together</li> <li>» Give a smaller number of options like 2 choices</li> </ul>	

