





Daily Sample Schedule for elementary school students


WEEK 4


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.

8 a.m.  **Rise and Shine!** Eat breakfast, get dressed, brush teeth


9 a.m.  **Morning Movement** See suggested activities on page 2

9:30 a.m.  **Learning Opportunities** See suggested activities on pages 2-5

10:45 a.m.  **Snack** Grab a healthy snack to powerup – even better if it’s a fruit or vegetable!


11 a.m.  **Story Time** Read to your child or your child reads


11:30 a.m.  **Creativity Time** See suggested activities on page 6

Noon  **Lunch** Feed your mouth, feed your brain! Grab a healthy lunch hitting the major food groups. *No-cost meals are available for students throughout the community. Visit www.dbqschools.org for sites and times.*


12:30 p.m.  **Chores** See suggested activities on page 7

1 p.m.  **Outdoor Play / Games** See suggested activities on page 7

2 p.m.  **Project Time** See suggested activities on page 8

3:30 p.m.  **Free Play** See suggested activities on page 8

 **Social Emotional Engagement Guide** See suggested activities on page 9

 **Handouts + Worksheets** See enclosed handouts starting on page 10

Reading the printed version of the document? Access the online resources at: 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,** joug im kebak Renee French ilo rfrench@dbqschools.org ak Taj Suleyman ilo 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 o con Taj Suleyman al correo electrónico tsuleyman@dbqschools.org con el objetivo de coordinar la presencia de un intérprete del distrito.

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:

FAMILIAR STUDENT RESOURCES

Students can use their district username and password to access the [Clever Portal](#), just like they do at school.

Here, they'll have access to some of their favorites: ST Math, Code.org, Type to Learn, Seesaw and more.

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 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 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.



THIS WEEK'S SCIENCE LEARNING OPPORTUNITIES INCLUDE ACTIVITIES THAT INVOLVE THE USE OF A BALANCE.

A limited supply of balances will be available at the Hempstead High School and Prescott Elementary School meal sites on Friday, April 17.





Suggested Learning Activities + Resources for elementary students

WEEK 4

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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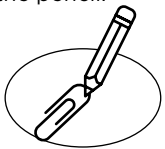
Morning Movement


» AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Hop like a frog 5, 10 and 15 times » Do 2, 5, 10 and 15 push-ups » Bear Walk down the hallway or outside on the sidewalk » Do 2, 5, 10 and 15 jumping jacks » Balance on right foot for a count of 5, 10, 15 or 20. Then balance on left foot for a count of 5, 10, 15 or 20. 	<ul style="list-style-type: none"> » Slow the pace of the activity » Provide rest periods as needed » Define boundaries clearly » Provide balance support » Reduce the time period or number of repetitions 	<ul style="list-style-type: none"> » Mindfulness Poses » Go Noodle <p> Access these resources on the district's website.</p>



Learning Opportunities

MATH »

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Math Games</p> <ul style="list-style-type: none"> » This week's PreK- Math Games handout includes numerous math games which support conceptual understanding and strengthen computational skills. » Some of the math concepts may be review and some will build upon previous learning. Find the games your child will experience the most success and yet challenge them. Encourage your student to use various strategies they know and have them explain their reasoning. » Notes: <ul style="list-style-type: none"> » Games labeled K (kindergarten) are appropriate for preschool as well. » If the game calls for use of game marker or counter, you may use various items you have available: button, coins, paper clips, etc. » Some games include a spinner template. To use, place a paper clip in the center of the spinner, and put the point of a pencil in the center, through the clip. Spin the paper clip around the pencil. 	<ul style="list-style-type: none"> » Adult can orally count with child for support and do hand-over-hand to help with 1:1 counting (touching an object as you count it) » Do an example or two for the child modeling your thinking. Example for "True or False?" game: I know = means "the same as." I drew the card that says $7-2=8-5$. I know that $7-2=5$, so the left side is worth 5, and I know that $8-5=3$, so the right side is 3. Five is not the same as three, so this equation is false. I get to move 1 space. » Work through some practice rounds together before starting a game » Choose games from a different grade level » Increase or decrease the target number to change the level of difficulty » Provide references appropriate for the game: a number line (or meterstick), hundreds chart, fractions chart, multiplication table, place value chart (whole numbers and decimals), or thousands chart » Adult may write for the student » Provide counters for solving problems » Provide a calculator for checking answers 	<ul style="list-style-type: none"> » Virtual Math Manipulatives » On-line Math Games » Math Activity of the Day » Math Story Collections <p><i>(Above resources from Math Learning Center, producer of Bridges in Mathematics)</i></p> <ul style="list-style-type: none"> » Khan Academy Math Resources » Math Words Dictionary » Card Games » Dice Games » Virtual Dice » Virtual Cards <p> Access these resources on the district's website.</p>
<p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> » PreK-5 Math Games 	<ul style="list-style-type: none"> » If asked to create story problems, adult and child could do this together » Use lined paper turned sideways (or graph paper if you have it) to create columns to make it easier to keep numbers in the right place value when solving multi-digit problems (+, -, X, /), including problems with decimals 	

AT HOME	ACCOMMODATIONS	ONLINE
<p>Read or Tell a Story</p> <ul style="list-style-type: none"> » Read or tell a story to your child each day. This could be a different picture book, a chapter from a chapter book, or a story told by the adult that is either fiction or non-fiction. » Create a silent reading time each day. Everyone reads anything they choose. » Choose a book and have your child tell you the story without reading the words just by looking at the pictures. » Encourage your child to find a secret place to enjoy a book. » After reading any book, ask your child if they liked the book. No matter the response, ask them to explain why they liked the book or why they didn't like the book. » After reading a story with your child, have them draw the beginning, middle, and end of the story. » Record your child reading a story. Watch the recording and compliment your child on their reading skills. » After reading any book, decide who the main character was. » If your child is reading a chapter book, have them summarize what the chapter they just read was about. » If your child is reading a chapter book, have them predict what might happen in the next chapter before they read it. Check to see if their predictions were accurate. 	<p><i>Reading response options:</i></p> <ul style="list-style-type: none"> » verbalize responses » draw pictures » act out the beginning, middle, and end » point to pictures that show beginning, middle, and end » to help with creating a written or verbal summary, your child could answer these questions: <ul style="list-style-type: none"> › Who is the main character? › What did the main character want? › What was the problem? › How did the character try to solve the problem? › How was the problem resolved (how did it end)? 	<ul style="list-style-type: none"> » Scholastic Activities for PK-5 <i>Once on the page, scroll down and click on "Click Here to Get Started. Then choose a grade level.</i> » BookFlix <i>Read a fiction or non-fiction story and complete related activities.</i> » Storyline Online <i>Watch a video featuring celebrated actors reading children's books.</i> <p> Access these resources on the district's website.</p>

READING LEARNING OPPORTUNITIES continued on next page »

Writing, Speaking and Listening

Favorite Thing Poem:

- » Ask your child to draw a picture of a favorite thing (animal, toy, food, person). Write a short poem about the favorite thing.

General Writing:

- » Write on a piece of paper: What if _____. Fill in the blank with whatever you want (i.e. the streets were rivers, dogs could talk, the sun never sets) and have your child write what life would be like if your “what if” was true.
- » Look at comic strips in the newspaper or online. Have your child create a comic strip.
- » Talk with your child about favorite foods. Also talk about least favorite foods. Have your child create the most disgusting sandwich for them. They could use words or pictures.

Concentration Word Game:


- » Have your child write down 20 words they know on index cards or squares of paper. Then you copy those 20 words. Mix the cards up and play concentration with the familiar words.

Life in the Future Activity:

- » Talk about the future. Have your child write about what they think their life will be like in 10 years, 20 years. Encourage your child to use their imagination about what the future might be like. When they are finished have your child read/perform their thoughts about the future.

Book Talk:

- » Have a book talk time. Have your child do a book talk to try to convince you to read a certain book.

 **Also see these enclosed handouts:**

- › PreK Lexia Skill Builder
- › Kindergarten Lexia Skill Builder
- › Grade 1 Lexia Skill Builder
- › Grade 2 Lexia Skill Builder
- › Grade 3 Lexia Skill Builder
- › Grade 4 Lexia Skill Builder
- › Grade 5 Lexia Skill Builder

Writing response options:

Favorite Thing Poem:

- » rather than drawing a favorite thing, provide an actual object about which to write
- » instead of a poem, child could write descriptive words or phrases about the object

General Writing Prompt:

- » trace letters or words
- » draw pictures
- » write words
- » verbalize responses
- » sign responses
- » adult may write child’s responses/story

Concentration Word Game:

- » modify the number of words expected
- » adult may write words

Life in the Future Activity:

- » instead of writing, record a video of your child describing the future

Lexia worksheet options:

PreK Students:

- » adult can show a visual to support matching the letters (ex. An ABC chart of upper/lower case letters)

Grade 3 Students:

- » allow child to refer to a list of idioms when completing Grade 2 Handout

Grade 4 Students:

- » provide access to online dictionary for Grade 4 Handout

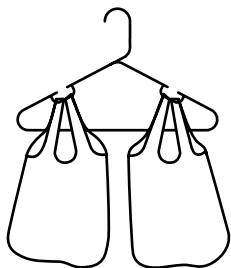
All Students:

- » adult can write the response and child can trace it
- » model an example first (example from kindergarten handout: The picture is a ball. The first sound in ball is /b/. I know that the letter b makes the /b/ sound. So I will circle the letter b.)
- » do some examples together before the child works independently
- » choose pages from a different grade level
- » do the even or odd-numbered problems only
- » complete just a few problems on each page
- » student could draw, dictate or sign the answers
- » for sorting, adult could cut out the pieces first
- » instead of rewriting words into groups, student could circle similar words with the same color marker
- » passages may be read to the child or child and adult could take turns
- » child could highlight answers in the text and verbally put the ideas in his/her own words
- » provide a separate sheet of lined paper for long responses

SCIENCE »

AT HOME

- » Use a pan balance to complete the following activities. If you do not have a balance, you can create one at home.
 - › Materials needed: 1 hanger + 2 grocery bags (you could also use string and 2 bowls or cups instead of grocery bags)



- Also see these enclosed handouts:**
- › Which Weighs More?
 - › Which Weighs More (Self Discovery)
 - › Balance Investigation
 - › Balance Investigation (Self Discovery)

ACCOMMODATIONS

- » Adult can demonstrate how to do the first one or do the first few together before the child works independently
- » Adult may write words for the child
- » Child may draw pictures of objects or find pictures to cut out
- » Complete just a few problems on each page

ONLINE

- » [Mystery Science](#)
Digital learning with no materials, digital learning with materials.
- » [National Mississippi River Museum & Aquarium](#)
- » [Wonderopolis](#)
A website designed to allow curiosity and imagination leading to new discoveries for children.
- » [PBS Science](#)
Explore science concepts with videos and interactive tools.

Access these resources on the district's website.

SOCIAL STUDIES »

AT HOME

- Civics**
- » Draw a picture or talk about people in the community that are helpers to us- doctors, nurses, garbage collectors, fire fighters, etc. List or talk about why you chose them? How do they help people?
 - » Create a list of leaders in your school, city, state, and/or country. What qualities do they have that make them effective? What other qualities would make them more effective?

- Geography**
- » Look at 10 items from your refrigerator or pantry. Sort in food groups: grains, fruits, vegetables, meat, and dairy.
 - » Look at 10 items in refrigerator or pantry. Talk about if you think the item could be made or grown in Iowa.
 - » Look at 10 labeled items from your refrigerator or pantry. Where was the item manufactured or packaged? From which region are most of the items? (northeast, midwest, southwest, southeast, west)

- Economics**
- » Grab the coin jar and sort into like coins: pennies, nickels, dimes, and quarters.
 - » Find a grocery receipt and sort the items into taxable and non-taxable items. How are the two lists different?

- History**
- » With a family member, find a picture of: a phone from the 1980s, a computer from the 1980s, and encyclopedias. Talk about how they were used during those times.
 - » These are some inventions from the 2000s: USB flash drives, Facebook, camera phones, iphones, and YouTube. Discuss: How have these inventions impacted your life? How would life be different if we didn't have them?

- Also see these enclosed handouts:**
- › U.S. Presidents II Word Search

ACCOMMODATIONS

- Response Options:*
- » verbalize
 - » draw pictures
 - » write words
 - » sign words
 - » adult may write child's responses
 - » co-create the list/project
 - » use the talk-to-text feature on a phone/device to make the list on a "notes" app
- Word Search Options:*
- » point to a certain letter
 - » color the first letter of a word
 - » point to words
 - » highlight or color the words
 - » adult can circle/highlight words and child can find the word in the list that matches
 - » start with 4 letter words and work up to longer words

ONLINE

- » [Google Earth](#)
Discover places around the world.
- » [TrueFlix](#)
Read a book and watch a related video about people, places (states, regions, continents), and historical events and culture.

Access these resources on the district's website.



Creativity Time

Allow student choice with topics and/or materials for the activities below

ART »

AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Drawing Challenge: Draw an animal skydiving, draw a dragon breathing rainbows, draw a can of soda pouring out rainbows. » Color a picture using only the secondary colors (green, orange, violet). <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> » Rainbow Coloring Page 	<ul style="list-style-type: none"> » Adult may provide partial or full hand-over-hand assistance with drawing/ coloring » Find clip art or pictures from magazines/newspapers to put together to create a unique image like those described in the drawing challenge » Use a large 3 ring binder as a slant board » Provide a model to refer to when drawing » Provide verbal and/or visual step directions while drawing 	<ul style="list-style-type: none"> » The Color Wheel » The Artful Parent: Color Mixing <p> Access these resources on the district's website.</p>

MUSIC »

AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Sing a song you learned in class this year. » Make up a clapping pattern and teach it to someone else. » Use two words to describe music you heard in a commercial. » Think of two songs from your favorite movie. Explain how they are different and why you like them. » Turn on the radio and move! Have a family member copy your movements and then switch being the leader. » Think of a song that makes you happy. Explain to someone why. » Name the four instruments of the orchestra. Which one is your favorite? <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> » I Am a Musician Activity Board » I Can Write a Rhythm 	<ul style="list-style-type: none"> » Co-create the clapping pattern » Modify the length of the clapping pattern » Use an online resource to help you name the types of orchestra instruments <p><i>Musician Activity Board:</i></p> <ul style="list-style-type: none"> » complete one square per day instead of one row » highlight the activities your child can do and then choose from those <p><i>Rhythm Activity:</i></p> <ul style="list-style-type: none"> » cut out the notes/rests that your child knows and they can be glued into the boxes » complete just one or two rhythms » use the online music symbols dictionary to help explain the names and values of notes 	<ul style="list-style-type: none"> » Let's Play Music » Super Simple Songs » Children Love to Sign: Top 10 Kids Action Songs » Chrome Music Lab » Groove Pizza » Storyline Online (music search results) » Classics for Kids: Instruments of the Orchestra » Music Symbols Dictionary <p> Access these resources on the district's website.</p>

DRAMA »

AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » What Are You Doing? Game: One person mimes an activity like "eating an apple." Second player asks, "What Are You Doing?" The first person continues to mime eating an apple and says, "playing the piano." Second person mimes playing the piano-keep on miming back and forth. » Say the tongue twister "Red leather, yellow leather" as fast as you can. » Place color words in a bag. Each color means a different movement: <ul style="list-style-type: none"> » "Red!" - freeze » "Orange!" - stand on one leg » "Green!" - walk around the house 	<p><i>Game:</i></p> <ul style="list-style-type: none"> » beforehand, create a list of actions to choose from » child may stop miming before answering the question <p><i>Color Activity:</i></p> <ul style="list-style-type: none"> » on the color word card, draw a corresponding colored dot » make a chart with the colors and a description/picture of what each color means as a reference 	<ul style="list-style-type: none"> » Drama Games <p> Access these resources on the district's website.</p>




Chores

» AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Make a chore chart and hang it up. Example: <ul style="list-style-type: none"> › Monday: make bed, put dirty dishes in sink or dishwasher, dust my room › Tuesday: make bed, help with dishes, dust the living room › Wednesday: make bed, help with laundry, vacuum › Thursday: make bed, help with dishes, put clothes away › Friday: make bed, clean room 	<ul style="list-style-type: none"> » Break down chore into small tasks. Give child 1 task to do at a time. For example: <ul style="list-style-type: none"> › Chore: Clean up a room › Step 1: Pick up clothes › Step 2: Put clothes in basket › Step 3: Pick up blocks › Step 4: Put blocks in bin 	



Outdoor Play / Games

» AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Four Square (using sidewalk and ball: draw a large square and divide into four quadrants) » Hopscotch » Basketball game or P-I-G or H-O-R-S-E » Jump Rope What Time is it Mr. Wolf? Game: » Set Up: <ul style="list-style-type: none"> › Choose one person to be Mr. Wolf. Mr. Wolf and the children then line up on different sides of the yard. » How to Play: <ul style="list-style-type: none"> › Mr. Wolf stands with back to the children. › The children then ask in unison “What time is it Mr. Wolf?” › Mr. Wolf answers with a time. For example “It’s 5 o’clock.” › The children then take that many steps towards Mr. Wolf. › At any time, Mr. Wolf can answer “supper time!” When the wolf answers “supper time,” Mr. Wolf turns around, chases and tags as many kids as possible before they reach “home” (beginning side of game) › Whoever is tagged by Mr. Wolf then also becomes a wolf and lines up with Mr. Wolf to begin play again. › The last person to not be tagged wins and is the new wolf. 	<ul style="list-style-type: none"> » Slow the pace of the activity (Ex: instead of running, child may walk) » Offer time to rest within activity » Reduce size of play area 	<ul style="list-style-type: none"> » Mindfulness Poses » Go Noodle » Physical Education TV » Open - Online Physical Education Network <p> Access these resources on the district’s website.</p>



Project Time

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Time Capsule:</p> <ul style="list-style-type: none"> » Determine where you will store your time capsule » Choose a container <ul style="list-style-type: none"> › Storing indoors examples: shoe box, jar, cardboard box, etc. › Storing outdoors examples: coffee can with lid, popcorn tin with lid, steel box with lid, etc. » Decide what goes into your time capsule. Some ideas are: <ul style="list-style-type: none"> › Favorite fashion trends (drawings or pictures from a magazine) › Newspaper from this week › Photos › Note from yourself about life now › List of favorite things (color, book, food, toy, friend etc.) › Empty packaging from your favorite snack › List of what common things cost (milk, bread, candy bar, gas, etc.) » Once everything is in your time capsule, label and date it, and put it where you are going to store it. » Open your time capsule in 5 years, 10 years to remember what life was like right now. 	<ul style="list-style-type: none"> » Child can dictate note/list to adult or draw a picture 	



Free Play

» AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Cut strips of paper and make a paper link chain- hang it in your room » Learn a new card game: War, Go Fish, UNO, spoons » Get your blocks out or use boxes from around your house- plan what you could build, draw it, now build it » Build another blanket/sheet fort- take your favorite toys in and play in your “new” room <p>Make Play-Doh:</p> <ul style="list-style-type: none"> » Ingredients: <ul style="list-style-type: none"> › 1 cup of plain flour › ¼ cup of salt › ½ cup of hot water (kids be careful) › 2 tbsp cooking oil › Food coloring » Combine the dry ingredients in a large mixing bowl. Add food coloring to the hot water. Pour water into dry ingredients. Add oil and mix altogether. Knead, Knead, Knead 		



Social Emotional Engagement Guide for all students

WEEK 4



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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Kindness and Teamwork

It's helpful during this time of social distancing for everyone in the family to act as a team. Together focusing on kindness and teamwork, families can grow their skills.

» AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> » Have a family discussion. <ul style="list-style-type: none"> › What is teamwork? › Why is teamwork important? › How does it feel when a team works together? › Why do teams need to practice kindness for the team to be successful? » Do a family check in: 1 Thing <ul style="list-style-type: none"> › Have one family member be the focus of the family check in each day. › The other family members take turns sharing one kind thing about the assigned member. » Play Kindness Charades using handout » Create a Kindness Mobile using handout » Have kids do some activities to promote teamwork together: <ul style="list-style-type: none"> › Divide into teams and build a structure of toothpicks and marshmallows- see who can get the tallest OR play on one team to reach the tallest structure together. › Practice a hula hoop pass. All family members on the team create a circle holding hands (facing each other). One person starts with the hula hoop and the hula hoop must pass all the way around the circle without anyone letting go. › Have the family members practice being a team with activities or chores around the house. Have the team see how quickly they can clear the table and see if they can beat it the next time or see how many sticks the team can pick up from the yard together. <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › Two by Two Kindness Charades › Two by Two Kindness Mobile › Two by Two Coloring Sheet 	<ul style="list-style-type: none"> » Some children might need different descriptions of being kind. Pick words and meanings that fit the needs of your student. » Help younger students or ones who struggle think of kind things to say during the check in before the check in begins (have it be a conversation at different parts of the day). » Give only two or three choices of kind activities to practice at a time. » Provide boundaries or rules about the activity. <ul style="list-style-type: none"> › Get supplies ready before the activity 	<ul style="list-style-type: none"> » Common Sense Media for Parents » SEL Resources for Parents and Caregivers during COVID-19 » Coronavirus Social Story » School Closure Toolkit <p> Access these resources on the district's website.</p>

