



# Daily Sample Schedule for elementary school students

## WEEK 5


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 2-6

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 7

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](http://www.dbqschools.org) for sites and times.*

12:30 p.m. 


**Chores** See suggested activities on page 8

1 p.m. 

**Outdoor Play / Games** See suggested activities on page 8

2 p.m. 

**Project Time** See suggested activities on page 9

3:30 p.m. 

**Free Play** See suggested activities on page 9



**Social Emotional Engagement Guide** See suggested activities on page 10



**Handouts + Worksheets** See enclosed handouts starting on page 11

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,** joug 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 electronico [rfrench@dbqschools.org](mailto:rfrench@dbqschools.org) o con Taj Suleyman al correo electronico [tsuleyman@dbqschools.org](mailto: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](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 elementary students

## WEEK 5

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!

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)



### Morning Movement

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Morning Movement Challenge:</b></p> <ul style="list-style-type: none"> <li>» Monday: 5 jumping jacks, 5 sit-ups, 5 push-ups</li> <li>» Tuesday: 7 jumping jacks, 7 sit-ups, 7 push-ups</li> <li>» Wednesday: 10 jumping jacks, 10 sit-ups, 10 push-ups</li> <li>» Thursday: 13 jumping jacks, 13 sit-ups, 13 push-ups</li> <li>» Friday: 15 jumping jacks, 15 sit-ups, 15 push-ups</li> </ul>	<p><b>Challenge Options:</b></p> <ul style="list-style-type: none"> <li>» Provide rest periods as needed</li> <li>» Provide balance support</li> <li>» Reduce the number of repetitions</li> <li>» Push-ups: do from knees instead of toes or use a stepstool for your hands instead of the floor</li> <li>» Jumping jacks: do side step-outs, alternating sides</li> <li>» Replace sit-ups with crunches or sitting/ standing knee lifts</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Mindfulness Poses</a></li> <li>» <a href="#">Go Noodle</a></li> </ul> <p> Access these resources on the district's website.</p>




### Learning Opportunities


#### MATH »


» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Counting, Computation and Place Value Practice:</b></p> <ul style="list-style-type: none"> <li>» This week's handouts includes numerous math games focused on counting, computation and place value practice.</li> <li>» 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.</li> <li>» Don't forget to continue to explore and play math games from previous weeks!</li> </ul>	<p><b>Practice Options:</b></p> <ul style="list-style-type: none"> <li>» 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) or tracing</li> <li>» Adult may write for the student</li> <li>» Provide counters for solving problems</li> <li>» Read story problems aloud to make sure child understands what is being asked</li> <li>» Do an example or two for the child modeling your thinking. (Ex: Grade 5: If I need to evaluate <math>6 \times t</math>, and <math>t = 2</math>, I would replace the <math>t</math> with a 2 in the expression. I know <math>6 \times 2 = 12</math>, so 12 is my answer.)</li> <li>» Choose worksheets from a different grade level</li> <li>» Choose just a few problems from each page to complete</li> <li>» Provide references as needed: a number line (or meterstick), hundreds chart (see page 29), place value chart (whole numbers and decimals), list of number words, multiplication table, or thousands chart</li> <li>» Refer to math dictionary regarding unknown terms</li> <li>» Provide a calculator for checking answers</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">On-line Math Games</a></li> <li>» <a href="#">Math Activity of the Day</a></li> <li>» <a href="#">Math Story Collections</a></li> <li>» <a href="#">Khan Academy</a></li> <li>» <a href="#">Card Games</a></li> <li>» <a href="#">Dice Games</a></li> </ul> <p><b>Math Tools:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Virtual Math Manipulatives</a></li> <li>» <a href="#">Virtual Cards</a></li> <li>» <a href="#">Virtual Dice</a></li> <li>» <a href="#">Math Words Dictionary</a></li> </ul> <p> Access these resources on the district's website.</p>



MATH LEARNING OPPORTUNITIES continued on next page »



<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› PreK-5 Counting, Computation and Place Value</li> </ul>	<p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>› Grades 2-5: 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</li> <li>› Grade 3: Write numbers in expanded form in a place value chart</li> <li>› Grade 4: Write decimals in a place value chart to more easily compare values</li> <li>› Grade 5: Watch the “Order of Operations” and/or “Long Division” videos on Khan Academy</li> </ul>	
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**READING** »

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Read or Tell a Story:</b></p> <ul style="list-style-type: none"> <li>› 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.</li> <li>› Record your child reading a book so they can listen to themselves read. They can even follow along as they listen to themselves read.</li> <li>› To mix things up, your child could read to a pet (dog, cat, fish, etc.) or a favorite stuffed animal.</li> <li>› To communicate simple things, write notes. For example, leave a good morning note at the breakfast table, a good night note on their pillow, etc. Encourage your child to write notes to you!</li> <li>› Make characters you read about come to life. As your family faces different situations, ask how Olivia, the Pigeon, Batman, or the Little Snowplow (just to name a few characters) would handle this.</li> <li>› As you read a book, point out the author and illustrator. Remind your child that the author is the person who writes the book and the illustrator is the person who created the pictures.</li> <li>› Create a family book club. Have everyone read the same book (even a picture book). Set a date and time for everyone to sit together and discuss the book.</li> <li>› After reading a book to your child, ask questions about the characters and setting. Help your child identify these parts of the story if they are unsure.</li> <li>› After reading a book to your child, ask them to retell you what happened at the beginning, middle, and end of the story. Help your child identify these parts of the story if they are unsure.</li> <li>› Create a silent reading time each day. Everyone reads anything they choose.</li> <li>› After your child finishes a chapter book, have them write another chapter. Encourage them to think through what their ending might be.</li> <li>› If your child is reading a chapter book, when they are finished ask them to choose one character and describe how that character changed through the book.</li> </ul>	<p><b>Read or Tell a Story Options:</b></p> <ul style="list-style-type: none"> <li>› verbalize responses</li> <li>› draw pictures</li> <li>› act out the beginning, middle, and end</li> <li>› point to pictures that show beginning, middle, and end or a specific character or setting</li> </ul> <p><b>Writing (Stories or Notes) Options:</b></p> <ul style="list-style-type: none"> <li>› draw pictures</li> <li>› adult may write for child</li> <li>› child may record story or note on an electronic device (phone, tablet)</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>› <a href="#">Scholastic Activities for PK-5</a> <i>Once on the page, scroll down and click on “Click Here to Get Started. Then choose a grade level.</i></li> <li>› <a href="#">BookFlix</a> <i>Read a fiction or non-fiction story and complete related activities.</i></li> <li>› <a href="#">Storyline Online</a> <i>Watch a video featuring celebrated actors reading children’s books.</i></li> </ul> <p> Access these resources on the district’s website.</p>

<p><b>Fluency:</b></p> <ul style="list-style-type: none"> <li>» Model fluent reading by reading a picture book or a chapter from a chapter book to your child.</li> <li>» Reread favorite books over and over again. Encourage your child to work on reading with expression.</li> <li>» Choose any book and read a page aloud to your child. Have your child read the same page trying to use the same expression as you did when you read the page.</li> <li>» Have your child track (point to) the words as you read them.</li> <li>» Have your child read aloud as often as possible. Books are great, but they can read a variety of things: captions on TV, words in the newspaper, words in a magazine, names on cereal boxes, basically words anywhere in your house.</li> <li>» Choose a favorite nursery rhyme. Write it down. Have your child practice reading it multiple times. As they read the text multiple times, your child should read with few accuracy errors and great expression.</li> </ul>	<p><b>Fluency Options:</b></p> <ul style="list-style-type: none"> <li>» Adult can read a part first and the student will echo read</li> <li>» Adult and student can read the selection at the same time</li> <li>» Based on student's needs, adult and student can take turns reading phrases, sentences, paragraphs, or pages</li> <li>» After adult models reading the passage/section, student can read aloud the same text multiple times</li> </ul>	
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› PreK Lexia Skill Builder</li> <li>› Kindergarten Lexia Skill Builder</li> <li>› Grade 1 Lexia Skill Builder</li> <li>› Grade 2 Lexia Skill Builder</li> <li>› Grade 3 Lexia Skill Builder</li> <li>› Grade 4 Lexia Skill Builder</li> <li>› Grade 5 Lexia Skill Builder</li> </ul>	<p><b>Lexia Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» PreK: Adult may provide hand over hand to help child track words 1:1 as adult reads</li> <li>» Kindergarten: Provide definition of unfamiliar word when giving the directions. (Example: An elephant is enormous. Enormous means very large. Color other things that are enormous, or very large.) Help child identify the items shown in each picture if unfamiliar.</li> <li>» Grade 3: Provide access to a dictionary to check definitions</li> <li>» Model an example first or do a few together before the child works independently</li> <li>» Choose pages from a different grade level</li> <li>» Complete one or two pages instead of the whole packet</li> <li>» Do the even or odd-numbered problems only</li> <li>» Complete just a few problems on each page</li> <li>» Student could draw, dictate or sign the answers rather than write</li> <li>» For sorting, adult could cut out the pieces first</li> <li>» If asked to provide answers two ways (ex: circle and write the word), just require one way</li> <li>» Provide a separate sheet of lined paper for sentence writing</li> </ul>	

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>1,2,3 What Do I See? (PreK):</b></p> <ul style="list-style-type: none"> <li>» Before starting, gather items from outside (ex. Grass, wood chips, twigs, leaf, flower, rock, etc.)</li> <li>» What you do:                             <ul style="list-style-type: none"> <li>› Put items that were gathered from outside in a bowl and cover with a scarf or piece of material.</li> <li>› Take turns peeking under the material and say “1, 2, 3 what do I see?”</li> <li>› Begin to say the name of the item emphasizing the initial sound</li> <li>› Take turns guessing the name of the item. If they guess correctly, reveal the item. If they do not guess correctly, slowly reveal a small part or give clues about the item.</li> <li>› Continue to all items are revealed.</li> </ul> </li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Kindergarten Goldfish</li> <li>› Kindergarten Environment</li> <li>› Grade 1 Leaf Patterns</li> <li>› Grade 1 Grains</li> <li>› Grade 2 Insects</li> <li>› Grade 2 Properties</li> <li>› Grade 3 Plants</li> <li>› Grade 4 Environments</li> <li>› Grade 5 Systems</li> </ul>	<p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» Adult can demonstrate how to do the activity or do some examples together before the child works independently</li> <li>» Adult may write words for the child or child may respond orally</li> <li>» Complete just a few problems/ questions from the activity</li> <li>» Choose an activity from a different level</li> <li>» Kindergarten Goldfish: Write words on cards or post-its for labelling</li> <li>» Kindergarten Environment: Cut out the pictures of the creatures so the child can physically move them</li> <li>» Grade 2 Properties: Reduce number of objects in the group</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Mystery Science</a> <i>Digital learning with no materials, digital learning with materials.</i></li> <li>» <a href="#">National Mississippi River Museum &amp; Aquarium</a></li> <li>» <a href="#">Wonderopolis</a></li> <li>» <a href="#">PBS Science</a></li> </ul> <p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Bill Nye the Science Guy</a></li> <li>» <a href="#">Brain Pop</a> <i>(free account through June)</i></li> <li>» <a href="#">Earth Day Game</a></li> </ul> <p> Access these resources on the district’s website.</p>

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Civics:</b></p> <ul style="list-style-type: none"> <li>» Take a walk around your neighborhood. See if you can find flags displayed in yards or businesses. How many US flags can you find? (Bring a visual of the US flag to refer to if needed) How many other types of flags do you see?</li> <li>» Flags are designed to represent a country. For example, the 50 stars of the US flag represent the 50 states, and the 13 stripes represent the 13 original colonies. Design a flag to represent your family. Who are members of your family? What activities do you like to do? What symbols could you include to represent those? What colors would represent your family?</li> <li>» Complete the “10 Facts About” handout. This could be 10 Facts About My Family, 10 Facts About Flags, or 10 Facts about anything you know about!</li> </ul>	<p><b>Activity and Timeline Options:</b></p> <ul style="list-style-type: none"> <li>» Verbalize, write, or sign the responses</li> <li>» Draw pictures</li> <li>» Adult may write child’s responses</li> <li>» Co-create the list/project</li> <li>» Use the talk-to-text feature on a phone/device to make the list on a “notes” app</li> </ul> <p><b>Ten Facts Option:</b></p> <ul style="list-style-type: none"> <li>» Modify the list to any number of facts that is reasonable for your child</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Google Earth</a> <i>Discover places around the world.</i></li> <li>» <a href="#">TrueFlix</a> <i>Read a book and watch a related video about a social studies topic.</i></li> </ul> <p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Time for Kids</a> <i>(free subscription)</i></li> </ul> <p> Access these resources on the district’s website.</p>
<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>» Take a walk around your neighborhood. See if you can spot any “For Sale” or “Sold” signs. What kinds of places are people moving into or out of (Ex: apartment, house, business)?</li> <li>» Geography can include studying the movement of people. Has your family ever moved? What was the reason for moving? How did you get everything moved? Where did you move? Interview some other family members or friends and ask those questions. See if there is a common reason why, where, or how the people you interviewed have moved.</li> </ul>		
<p><b>Economics:</b></p> <ul style="list-style-type: none"> <li>» Make a shopping list (words or pictures). Estimate how much each item will cost. Predict if the item will be found in the grocery store. Talk about your prediction.</li> <li>» Think about how some there are some new rules in our community during this time. How have those rules changed how, where, and what you buy? Make a T-chart. On one side list the rule and on the opposite side list how it has affected your family’s shopping.</li> </ul>		
<p><b>History:</b></p> <ul style="list-style-type: none"> <li>» Create a daily time line using handout.</li> <li>» Create a life time line using handout.</li> <li>» In 10 years, if you opened a time capsule from this month, what do you think you would find in it? Discuss with a family member, draw a picture, or make a list.</li> </ul>		
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› 10 Facts</li> <li>› Daily Timeline</li> <li>› Life Timeline</li> </ul>		



## Creativity Time

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

### ART »

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Drawing Challenge:</b></p> <ul style="list-style-type: none"> <li>» Draw with your three favorite colors. Label what you drew or tell someone what you drew.</li> <li>» Draw your favorite place in your house or the whole world</li> <li>» Draw your favorite flower or your dream garden</li> <li>» If you could invent a new plant what would it be and what would it look like.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Earth Day Coloring Sheet</li> </ul>	<p><b>Drawing Challenge Options:</b></p> <ul style="list-style-type: none"> <li>» Adult may provide partial or full hand-over-hand assistance with drawing/coloring</li> <li>» Find clip art or pictures from magazines/newspapers to put together to create a unique image like those described in the drawing challenge</li> <li>» Use a large 3 ring binder as a slant board</li> <li>» Provide a model to refer to when drawing</li> <li>» Provide verbal and/or visual step directions while drawing</li> </ul>	<p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">The Color Wheel</a></li> <li>» <a href="#">The Artful Parent: Color Mixing</a></li> </ul> <p> Access these resources on the district's website.</p>

### MUSIC »

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Music Activities:</b></p> <ul style="list-style-type: none"> <li>» Pretend to play a musical instrument.</li> <li>» Make up a melody to help tell a story. <ul style="list-style-type: none"> <li>› If you have “Pete the Cat” at home, have fun making up a melody for Pete to sing each time his shoes change color! <ul style="list-style-type: none"> <li>› Read the story aloud.</li> <li>› When it’s time for Pete to sing his song, make up your own melody for the words: “I love my _____ shoes, I love my _____ shoes, I love my _____ shoes.”</li> </ul> </li> <li>› You can make up a melody or rhythm with any repeated words in any story you have at home.</li> </ul> </li> <li>» Interview a family member on how music is important to them. Favorite song from childhood, teenager, adult.</li> <li>» Check out concerts from the Musical Instrument Museum.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› I Can Describe Music with Emojis</li> <li>› I Can Write a Phrase</li> </ul>	<p><b>Describe with Emojis Options:</b></p> <ul style="list-style-type: none"> <li>» Adult may write for student</li> <li>» Younger students can choose to just determine how the music makes them feel. Indicate that with the emojis.</li> <li>» Use a mirror to watch your face while listening to the music. Do you see your expression or emotion on the emoji paper?</li> <li>» Student can point to the word/emoji of choice or just describe your feelings sing their own words</li> <li>» Choose just one or two songs to analyze</li> </ul> <p><b>Write a Phrase Options:</b></p> <ul style="list-style-type: none"> <li>» cut out the notes/rests that your child knows and they can be glued into the boxes</li> <li>» complete just one or two rhythms</li> <li>» use the online music symbols dictionary to help explain the names and values of notes</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Groove Pizza</a></li> <li>» <a href="#">Classics for Kids: Instruments of the Orchestra</a></li> </ul> <p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Pete the Cat Video</a></li> <li>» <a href="#">Music Symbols Dictionary</a></li> <li>» <a href="#">Musical Instrument Museum</a></li> </ul> <p> Access these resources on the district's website.</p>

### DRAMA »

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Move and Freeze:</b></p> <ul style="list-style-type: none"> <li>» Turn on music and have someone turn it off. When off-freeze into a statue.</li> </ul> <p><b>Tray Activity:</b></p> <ul style="list-style-type: none"> <li>» Find 20 random items around the house and put them on a tray. (Rubber band, comb, fork, eraser, flower, pencil, rock, Band-Aid, etc.)</li> <li>» Pass the tray around, or set the tray in the middle of the circle and allow family members to observe the tray for about one minute.</li> <li>» Then take the tray away and have everyone list as many objects as they can remember on a sheet of paper.</li> <li>» For younger children, have them take turns one at a time naming the items.</li> </ul>	<p><b>Move and Freeze Options:</b></p> <ul style="list-style-type: none"> <li>» If mobility is limited, this can be done in a chair</li> </ul> <p><b>Tray Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Reduce the number of items on the tray (5, 10)</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Drama Games</a></li> </ul> <p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Move and Freeze Action Songs</a></li> </ul> <p> Access these resources on the district's website.</p>







## Chores

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Chore Chart:</b></p> <ul style="list-style-type: none"> <li>» Continue to use your chore chart (add a new daily job to the chart). Possible new chores: rake the yard, pick up garbage around your house, or help with the recycling. Example ideas:               <ul style="list-style-type: none"> <li>› Monday: make bed, put dirty dishes in sink or dishwasher, dust a room</li> <li>› Tuesday: make bed, help with dishes, dust the living room</li> <li>› Wednesday: make bed, help with laundry, vacuum</li> <li>› Thursday: make bed, help with dishes, put clothes away</li> <li>› Friday: make bed, clean room</li> </ul> </li> </ul>	<p><b>Chore Options:</b></p> <ul style="list-style-type: none"> <li>» Break down chore into small tasks. Give child 1 task to do at a time. For example:               <ul style="list-style-type: none"> <li>› Chore: Clean up a room</li> <li>› Step 1: Pick up clothes</li> <li>› Step 2: Put clothes in basket</li> <li>› Step 3: Pick up blocks</li> <li>› Step 4: Put blocks in bin</li> </ul> </li> </ul>	




## Outdoor Play / Games

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Parachute Fun:</b></p> <ul style="list-style-type: none"> <li>» Take a large blanket or flat sheet outside. Have each member grab the edges and start shaking the edges. Add tennis balls. Add stuffed animals. Take turns running underneath.</li> </ul> <p><b>Tail Game:</b></p> <ul style="list-style-type: none"> <li>» Equipment Needed: a sock, a bandana, or small fabric for each person playing</li> <li>» Play: Each player places tucks a “tail” into the back of their pants. The players run around to capture the tails of the other players, while also keeping their own tail safe. If a tail is removed, the person is frozen. That person can attempt to grab other tails from their spot. The last player with a tail wins. (idea from childhood 101)</li> </ul> <p><b>Sidewalk Obstacle Course:</b></p> <ul style="list-style-type: none"> <li>» Using sidewalk chalk, design an obstacle course for your family. Ideas: balance on the line, hop to circles, run around the squares, etc. Have Fun 😊</li> </ul> <p><b>Soccer:</b></p> <ul style="list-style-type: none"> <li>» Start a fun game of soccer with your family. Mark the goal area. Using just your feet to move any ball to the goal area.</li> </ul> <p><b>Outdoor Tic-Tac-Toe:</b></p> <ul style="list-style-type: none"> <li>» In your driveway or on the sidewalk, use your sidewalk chalk and make a tic-tac-toe grid.</li> </ul> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>» Use 6 frisbees or objects. Determine where each child will stand and see who has the best aim. Good Luck!</li> </ul>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Slow the pace of the activity (Ex: instead of running, child may walk)</li> <li>» Offer time to rest within activity</li> <li>» Reduce size of play area</li> <li>» Set clear boundaries</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Physical Education TV</a></li> <li>» <a href="#">Open - Online Physical Education Network</a></li> </ul> <p> Access these resources on the district's website.</p>



## Project Time

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Living Things Journal:</b></p> <ul style="list-style-type: none"> <li>» Look around outside. Do you see things beginning to grow? Start a journal documenting how the living thing you are observing changes each day. For a tree can you label branch, leaf, root, trunk? For a plant can you label roots, stem, leaves, flower, soil?</li> <li>» In your journal be sure to draw pictures and label your pictures as well as writing words to describe your living thing and how it changes each day.</li> <li>» If you have trees, plants or seeds, plant them and add drawings of them in your journal.</li> <li>» Take a picture each week of your plant if you are able to so you can see the growth.</li> <li>» In your journal make a list of what plants and trees need to grow. (sunlight, water, space to grow, food or nutrients from the soil)</li> </ul>	<p><b>Journal Options:</b></p> <ul style="list-style-type: none"> <li>» Child can dictate note/list to adult or draw a picture.</li> <li>» Take a phone, ipad, or tablet outside and snap pictures of growing plants; point to the various parts of the plant</li> <li>» Keep an electronic journal via typing or text-to-typing</li> </ul>	<p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">ScienceFlix</a> <i>Under Life Science there are several plant resources to read and watch.</i></li> <li>» <a href="#">BookFlix</a> <i>Click into Animals and Nature. There are a couple of books about plants to read.</i></li> </ul> <p> Access these resources on the district's website.</p>



## Free Play

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>» Cup Stacking: Grab some Solo/Dixie cups and have fun building structures.</li> <li>» Play a game with someone in the family.</li> <li>» Take your favorite toys outside on a warm day to play.</li> <li>» Plan a movie night for the family:             <ul style="list-style-type: none"> <li>› Prepare the evening of fun.</li> <li>› Gather favorite: pillows, blankets, stuffed animals.</li> <li>› Make an invitation for each family member to the movie night.</li> <li>› Prepare a simple special snack.</li> </ul> </li> </ul> <p><b>Shadow Draw:</b></p> <ul style="list-style-type: none"> <li>» Grab some paper, your favorite toys, and markers/crayons. Place the paper on the floor by a window or door that the light is shining through. Place your toy on the paper and trace around it. Show someone to guess what you traced.</li> </ul>	<p><b>Shadow Draw Options:</b></p> <ul style="list-style-type: none"> <li>» Provide hand-over-hand assistance with tracing</li> </ul>	



# Social Emotional Engagement Guide for all students

## WEEK 5



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!

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)



### Emotions

With the news of the school closure extending to the end of the school year, children, families and teachers are experiencing an array of emotions such as sadness and grief, anger, disappointment, relief, or others.

» AT HOME	ACCOMMODATIONS	ONLINE
<ul style="list-style-type: none"> <li>» Have a family discussion about how everyone is feeling.               <ul style="list-style-type: none"> <li>› Do a family check in (see Week 1 for ideas).</li> <li>› Introduce feeling words like sadness and grief.</li> <li>› Discuss what children know about those feelings. What things make them feel sadness or grief.</li> </ul> </li> <li>» Do art to spark the discussion.               <ul style="list-style-type: none"> <li>› Start with a blank sheet of paper and prompt the child with one of the following:                   <ul style="list-style-type: none"> <li>› Draw how you feel about the school closure</li> <li>› What are important memories they had this year</li> <li>› What do you miss most about school</li> <li>› What can we look forward to when we see each other again</li> <li>› What temperature or color do your feelings look like</li> </ul> </li> <li>› You could use a template like the How I'm Feeling handout</li> </ul> </li> <li>» Write a journal entry to go with their drawings or to express their feelings.</li> <li>» Talk about why we are home during this closure and what we can do to stay safe.               <ul style="list-style-type: none"> <li>› Read a social story about coronavirus or write your own.</li> <li>› Practice handwashing technique (sing a song, practice with washable paint, watch a video about handwashing)</li> </ul> </li> <li>» Cover coughs, sneezes, etc.</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› How I'm Feeling</li> </ul>	<ul style="list-style-type: none"> <li>» Some children might need different descriptions of feeling words. Pick words and meanings that fit the needs of your student.</li> <li>» Provide visuals or model facial expressions for emotions people may be feeling. Use a mirror when checking in.</li> <li>» Descriptions of coronavirus might be hard for young students to understand. Using words that your student knows can help (germs, etc.)</li> </ul>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Coronavirus Social Story</a></li> </ul> <p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Just for Kids: A Comic Exploring Coronavirus</a></li> <li>» <a href="#">Sesame Street Washy Wash Handwashing Video</a></li> <li>» <a href="#">Ask a Scientist: How does my body fight disease? Graphic Story</a></li> <li>» <a href="#">Dubuque Community School District Coronavirus Prevention Resources</a></li> </ul> <p> Access these resources on the district's website.</p>







