





# Daily Sample Schedule for elementary school students


## WEEK 6


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 2-7

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 8-9

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 9

1 p.m.  **Outdoor Play / Games** See suggested activities on page 9

2 p.m.  **Project Time** See suggested activities on page 10

3:30 p.m.  **Free Play** See suggested activities on page 10

 **Social Emotional Engagement Guide** See suggested activities on page 11

 **Handouts + Worksheets** See enclosed handouts starting on page 12

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.

Nos 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.

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.

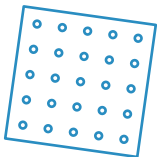
Visit [www.keystoneaea.org/parents-families/at-home-digital-resources](http://www.keystoneaea.org/parents-families/at-home-digital-resources) to access resources students are familiar with including Book Flix, True Flix, and more.

#### **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.



#### **THIS WEEK'S MATH LEARNING OPPORTUNITIES INCLUDE ACTIVITIES THAT INVOLVE THE USE OF GEOBOARDS.**

A limited supply of geoboards will be available at the Hempstead High School and Prescott Elementary School meal sites on Friday, May 1.





# Suggested Learning Activities + Resources for elementary students

## WEEK 6

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>Activity Card Draw:</b></p> <ul style="list-style-type: none"> <li>» Take out one set of cards ace through 10 (or make your own cards with numbers 1-10). Each morning draw four cards and do 5-10 of each activity using the following key:               <ul style="list-style-type: none"> <li>› Aces: frog jumps</li> <li>› 2s: jumping jacks</li> <li>› 3s: push-ups</li> <li>› 4s: mountain climbers</li> <li>› 5s: high knees</li> <li>› 6s: squats</li> <li>› 7s: sit-ups</li> <li>› 8s: butt-kickers</li> <li>› 9s: arm circles</li> <li>› 10s: side hops</li> </ul> </li> </ul>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Just draw a couple of cards</li> <li>» Slow the pace of the activity</li> <li>» Provide rest periods as needed</li> <li>» Provide balance support</li> <li>» Reduce the number of repetitions</li> <li>» Instead of jumping, activities can be done by stepping out, forward or backward</li> <li>» Use a stool for push-ups or mountain climbers</li> <li>» March in place when a modification is not helpful</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>Geometry Practice:</b></p> <ul style="list-style-type: none"> <li>» Complete the appropriate pages from the provided handouts, hands-on activities and/or the preschool activities below. Some activities include use of geoboards. A limited number are being distributed and a virtual geoboard can be found on the Virtual Math Manipulatives link under ONLINE resources.</li> <li>» Some of the math concepts may be review and some will build upon previous learning. Find the pages 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>» Check out the new online resource, youcubed, for practice in a variety of skills and concepts!</li> </ul>	<p><b>Practice Options:</b></p> <ul style="list-style-type: none"> <li>» Provide access to the online math dictionary for any unknown words</li> <li>» Complete just some of the questions on each page</li> <li>» Choose just one or two pages to complete</li> <li>» Adult may write for the student or student may answer orally</li> <li>» Do some problems together with the child before allowing independent work</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><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">youcubed</a> <i>Numerous math tasks that can be chosen by grade and topic</i></li> </ul> <p> Access these resources on the district's website.</p>

MATH LEARNING OPPORTUNITIES continued on next page »


-  **Also see these enclosed handouts:**
- › Preschool Geoboard Activity
  - › Kindergarten Geometry Practice
  - › Grade 1 Geometry Practice
  - › Grade 2 Geometry Practice
  - › Grade 3 Geometry Practice
  - › Grade 4 Geometry Practice
  - › Grade 5 Geometry Practice
  - › Preschool Shape Hunt
  - › Kindergarten Geometry Hands-On Activity
  - › Grade 1 Geometry Hands-On Activity
  - › Grade 2 Geometry Hands-On Activity
  - › Grade 3 Geometry Hands-On Activity
  - › Grade 4 Geometry Hands-On Activity
  - › Grade 5 Geometry Hands-On Activity

**Worksheet Options:**


- » Provide hand-over-hand support with tracing if needed
- » Create or provide an “anchor chart” with all needed formulas listed (area, perimeter, volume)
- » Patterning – say the parts of the pattern out loud while pointing to each object to help determine what comes next (Ex: circle, square, triangle, circle, square, \_\_\_\_\_)
- » Right angles – use the corner of an index card as a way to “check” for a right angle
- » Counting coins – use actual coins if available
- » Area – for large figures, divide them into smaller pieces and find the area of each smaller piece first
- » Polygons – model your thinking with a sample problem before the child begins (*Ex: I think this first shape is a polygon. On a polygon, all sides are straight with no curves. This shape has four straight sides with no curves. Polygons are also closed shapes. I see this shape has all the sides meeting at the corners, so it is closed. This shape must be a polygon.*)
- » Volume – If cubes are available, build the figure first to provide a concrete model before finding the volume.

**Hands-on Activity Options:**

- » Find 3D examples in your house first to refer to as a model, as 2D drawings of 3D models can sometimes be confusing
- » Pre-cut the shapes before doing the sorting activity

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Read or Tell a Story:</b></p> <ul style="list-style-type: none"> <li>» Using a book, do a picture walk with your child. Talk about the pictures (do not read the words). What do they see? Add descriptive words to the pictures. Have your child point to items in the pictures.</li> <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>» Don't forget to read non-fiction to your child or with your child.</li> <li>» Ask your child specific questions about the character in the book they are reading.</li> <li>» Make foods you read about in a book, for example: Stone Soup</li> <li>» Have your child read aloud a book they are familiar with to you and/or other family members.</li> <li>» After reading a book, ask your child: "If you could change one thing in this story what would you change?"</li> <li>» Record you reading one of their favorite books. Play the recording while your child turns the pages.</li> <li>» Don't forget to read aloud a chapter book as a family. Take turns reading chapters if that is appropriate.</li> </ul>	<p><b>Read or Tell a Story Options:</b></p> <ul style="list-style-type: none"> <li>» If the text of a book is too advanced for the child, he/she could use the pictures in the book to retell the story.</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><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Reading Rockets</a> <i>Scroll down the page to access a list of Greek word parts and definitions.</i></li> </ul> <p> Access these resources on the district's website.</p>
<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>» Play the word game 20 questions with your child and other family members.</li> <li>» As you read books or hear people speaking on TV, write down new words or interesting words on a poster or piece of paper. Keep the list growing as you come across new words. You could extend this by adding the definition to each word.</li> <li>» Have your child tell you stories. This is an engaging way to get your child talking and asking questions, which will strengthen their vocabulary.</li> <li>» Simply have conversation with your child. Talking and listening to your child will build oral language vocabulary.</li> <li>» Sort and group objects. Categorizing and labeling will help your child learn new words.</li> <li>» Learn common roots, prefixes and suffixes to SUPER SIZE your child's vocabulary.</li> <li>» Interact with new vocabulary words as you read or hear the words. You can make the words come to life by acting them out or drawing the words.</li> </ul>	<p><b>Vocabulary Options:</b></p> <ul style="list-style-type: none"> <li>» When categorizing, provide categories for the child. For example:             <ul style="list-style-type: none"> <li>› Size - small, medium, large</li> <li>› Texture: smooth, rough OR soft, hard</li> </ul> </li> <li>» Instead of acting out new words, mix in some familiar words.</li> <li>» Child could pick out a favorite toy or stuffed animal and describe it, or the adult could ask questions about it with just two choices. For example: Is your animal large or small? Is your block smooth or rough? Is the toy heavy or light?</li> </ul>	



READING LEARNING OPPORTUNITIES continued on next page »


 **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

**Lexia Worksheet Options:**

- » Child may respond verbally or with pictures or signs
- » Shorten the task: do only one page, do odds or evens, cut page in half, or require only one response instead of two (Ex: circle OR write the word)
- » Do some examples together and talk aloud about your thinking as you answer the questions
- » Select an activity from a different level
- » On activities involving cutting, pre-cut the pieces before the activity
- » Adult may assist with writing or write responses for the child
- » **Preschool:**
  - › Adult may need to name pictures (especially if the object name is unknown to the child or the picture could be interpreted in different ways)
  - › Child can state, point to, circle, or color the rhyming words
  - › Have your child do only one activity on the sheet (cover up the other options to not distract or overwhelm)
- » **Grade 2:**
  - › Provide visual model of the alphabet for reference
  - › Review labels for pictures
- » **Grade 3:**
  - › Create a poster/chart with the spelling rules for the child to refer to, or write out the rule as a series of questions.  
*Ex: Doubling Rule Questions*
    1. *Is the base word one syllable?*
    2. *Does the base word have one vowel?*
    3. *Does the base word end in one consonant?*
    4. *Does the suffix begin with a vowel?**If yes to all, the double the last consonant.*
- » **Grade 4:**
  - › Provide a dictionary for reference
- » **Grade 5:**
  - › Provide a reference list of Greek word parts and their definitions. One can be accessed at the Reading Rockets link in the online resources.

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Weather Graph (Preschool):</b> » Complete the handout for this lesson.</p>	<p><b>Worksheet Options:</b> » Adult may write for child</p>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p>
<p><b>Trees (Kindergarten):</b> » Complete the handout for this lesson.</p>	<p>» Child may verbalize or sign responses</p>	<p>» <a href="#">Mystery Science</a> <i>Digital learning with no materials, digital learning with materials.</i></p>
<p><b>Night Sky (Grade 1):</b> » Complete the handout for this lesson.</p>	<p>» Complete only certain activities/questions (evens/odds/top half/bottom half)</p>	<p>» <a href="#">National Mississippi River Museum &amp; Aquarium</a></p>
<p><b>Solids, Liquids and Gases (Grade 2):</b> » Complete the handout for this lesson.</p>	<p>» Instead of drawing, child may use tablet or phone to take a photo or video</p>	<p>» <a href="#">Wonderopolis</a></p>
<p><b>Weather (Grade 3):</b> » Complete the handout for this lesson.</p>	<p>» Do some examples together</p>	<p>» <a href="#">PBS Science</a></p>
<p><b>Energy (Grade 4):</b> » Complete the handout for this lesson.</p>	<p>» Grade 2 Solids: » Explain terminology as you model and give an example for sorting. <i>Rigid means "unable to bend," I am not able to bend this cutting board, so I will write cutting board in the category labeled "rigid."</i></p>	<p><b>New This Week:</b> Preschool: » <a href="#">Weather Video/Song</a></p>
<p><b>Earth and Sun (Grade 5) :</b> » Complete the handout for this lesson.</p>	<p>» Grade 4 Energy: » Provide calculator to compute total watts</p>	<p>Grades K-5: » <a href="#">Clever Portal</a></p>
<p> <b>Also see these enclosed handouts:</b>                  › Preschool: Weather Graph                  › Kindergarten: Trees                  › Grade 1: Night Sky                  › Grade 2: Solids, Liquids and Gases                  › Grade 3: Weather                  › Grade 4: Energy                  › Grade 5: Earth and Sun</p>		<p><i>Click into FOSS and select the Digital Only Resources tab to find the grade level resource.</i></p> <p>Kindergarten:                  › Select <b>Trees and Weather</b> and click <b>Streaming Videos</b> to watch "Once There Was a Tree."                  › Select <b>Multimedia</b> and do the Leaf Sorting and Who Lives Here? activities.</p> <p>Grade 1:                  › Select <b>Student eBook</b> and read or listen to pages 26-37.</p> <p>Grade 2:                  › Select <b>Multimedia</b> to play any of the games and also watch videos.</p> <p>Grades 3-5                  › Select <b>Multimedia</b> to play any of the games and also watch videos.                  › Select <b>Student eBook</b> and read or listen to the book.</p> <p> Access these resources on the district's website.</p>

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Family Learning:</b></p> <ul style="list-style-type: none"> <li>» Financial Literacy is defined as the ability to understand and apply the ideas of saving, spending and creating a budget. These are important skills for children to learn as they grow older. This week a lesson will be attached focusing on financial literacy skills surrounding money, allowance, paycheck and salary. Another lesson will be focused on the tax we pay on goods as well as learning how much bills are in your family each month. Complete the handouts that follow.</li> </ul>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Adult and student may complete problems together</li> <li>» Reduce the number of questions to answer (Ex: odds only or make a list of 5 facts instead of 10)</li> <li>» Adult may read aloud questions/passages</li> <li>» Adult may write for the 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>Community Helper: Teachers (Preschool)</b></p> <ul style="list-style-type: none"> <li>» Have your child be the teacher and demonstrate their preschool day. Have your child set up a school and “teach” their stuffed animals.</li> <li>» Complete the handout for this lesson.</li> </ul>	<ul style="list-style-type: none"> <li>» Child may verbalize/sign/draw pictures/take photos instead of written responses</li> <li>» Complete an activity from a different grade level</li> </ul>	<p><b>New This Week:</b> Preschool: » <a href="#">Teachers Rock! Video</a></p>
<p><b>Love Our Earth! (Kindergarten)</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> </ul>		<p>Kindergarten: » <a href="#">Earth Day Video</a></p>
<p><b>Community Helpers (Grade 1)</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> </ul>		<p>» <a href="#">Earth Day Songs</a> <i>Sing and dance to Earth Day songs!</i></p>
<p><b>Learning about Landforms (Grade 2)</b></p> <ul style="list-style-type: none"> <li>» Read the text from TCI in the handout and complete the handout for this lesson.</li> </ul>		<p>Grade 1: » <a href="#">Clever Portal</a> <i>Community helpers are so important! Read the book “Clothesline Clues to Jobs People Do” accessible by logging into Clever and choosing MackinVIA. Search for the book by title.</i></p>
<p><b>Financial Literacy (Grade 3)</b></p> <ul style="list-style-type: none"> <li>» Complete the handouts for this lesson.</li> </ul>		
<p><b>Learn about Iowa! (Grade 4)</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> </ul>		
<p><b>Learning about King George (Grade 5)</b></p> <ul style="list-style-type: none"> <li>» Read the handout passage about King George and complete the graphic organizer.</li> </ul>		<p>Grade 2: » <a href="#">BookFlix</a> <i>Landforms are part of learning geography! Click into People and Places to read “Types of Maps.”</i></p>
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Money Matters</li> <li>› Financial Literacy: Calculate the Cost</li> <li>› Preschool: Community Helper</li> <li>› Kindergarten: Earth</li> <li>› Grade 1: Community Helpers</li> <li>› Grade 2: Landforms</li> <li>› Grade 3: Financial Literacy</li> <li>› Grade 3: 10 Facts About Money</li> <li>› Grade 4: Facts About Iowa</li> <li>› Grade 5: King George Reading Passage</li> <li>› Grade 5: King George Graphic Organizer</li> </ul>	<p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» Money Matters: <ul style="list-style-type: none"> <li>› Provide place value chart for ordering numbers</li> <li>› Provide calculator for problem-solving</li> </ul> </li> <li>» Grade 1 Community Helpers and Grade 2 Landforms: <ul style="list-style-type: none"> <li>› Cut apart cards for easier matching</li> </ul> </li> <li>» Grade 3 Financial Literacy: <ul style="list-style-type: none"> <li>› Provide a 100s chart for counting support</li> <li>› Make a set of cards with a coin of each type taped to it labeled with its value to serve as a reference when counting money</li> </ul> </li> </ul>	<p>Grade 3: » <a href="#">BookFlix</a> <i>Click into ABC’s and 123’s to find three books about money. Choose one (or more!) to read or listen to.</i></p> <p>Grade 4: » <a href="#">TrueFlix</a> <i>Click into My United States to read a book about Iowa.</i></p> <p>Grade 5: » <a href="#">Clever Portal</a> <i>Click into TCI to find the section Read &amp; Do: King George III and His Colonies from Chapter 10.</i></p>

 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
<p><b>Drawing Challenge:</b></p> <ul style="list-style-type: none"> <li>» Draw a flower using your favorite colors.</li> <li>» Draw a pair of shoes made out of flowers.</li> <li>» Draw a plant with a face.</li> <li>» Draw a famous landmark using your favorite types of flowers (Eiffel Tower made of roses, Mount Rushmore as daffodils, tulips, lilacs, and carnations, etc).</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Finish the Picture Flower</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-by-step directions while drawing</li> </ul>	<p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">How to create 3-D flowers (written directions)</a></li> <li>» <a href="#">How to create 3-D flowers (video)</a></li> <li>» <a href="#">How to draw flowers</a></li> </ul> <p> Access these resources on the district's website.</p>

### MUSIC »

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Creating an ABA Pattern:</b></p> <ul style="list-style-type: none"> <li>» Use a poem and found sounds to create a performance in an ABA pattern</li> <li>» For the "A" Section: The Poem               <ul style="list-style-type: none"> <li>› Read the poem, "Here Comes the Month of May" smoothly (poem is at the bottom)</li> <li>› Clap to the steady beat while reciting the poem (clap when you see a bold letter in the word)</li> <li>› Together (the speaking and clapping) is the A section</li> </ul> </li> <li>» For the "B" Section: The Found Sound               <ul style="list-style-type: none"> <li>› Find something around the house that you can use to make music. (example: plastic bins/ tote, metal frying pan, counter top, really anything that is NON breakable)</li> <li>› Play this instrument in the following grade appropriate pattern:                   <ul style="list-style-type: none"> <li>› Kindergarten: Count to 10, playing the instrument any way you choose</li> <li>› Grade 1: Count to 12, playing the instrument on the steady beat</li> <li>› Grades 2-5, play the grade specific rhythm pattern 4 times before going back to perform the A section a second time                       <ul style="list-style-type: none"> <li>› Grade 2: ta ta ti ti ta</li> <li>› Grade 3: ta ti ti rest ta</li> <li>› Grade 4: ti ti ti ti ti ta</li> <li>› Grade 5: ti ti ti ti ta rest</li> </ul> </li> </ul> </li> </ul> </li> <li>» For the repeat of the "A" Section: The Poem               <ul style="list-style-type: none"> <li>› Say and clap the poem smoothly again (no instrument)</li> </ul> </li> </ul> <p><i>Here Comes the Month of May Poem</i>  <i>The <b>calendar</b> is <b>turning</b>,</i>  <i>here <b>comes</b> the <b>month</b> of <b>May</b>.</i>  <i>The <b>weather</b> <b>is</b> <b>getting warm</b>,</i>  <i>we <b>go</b> <b>outside</b> to <b>play</b>.</i>  <i>I <b>wear</b> a <b>little jacket</b>,</i>  <i>that <b>keeps</b> me <b>warm</b> and <b>snug</b>.</i>  <i><b>Yikes!</b> I <b>had</b> <b>forgotten</b>,</i>  <i><b>all</b> about the <b>bugs!</b></i></p>	<p><b>ABA Pattern Options:</b></p> <ul style="list-style-type: none"> <li>» For students unable to read the poem:               <ul style="list-style-type: none"> <li>› Practice saying the first line until memorized, and then repeat it multiple times instead of doing the whole poem</li> <li>› Adult may read the poem while the child does the clapping/ playing</li> <li>› Perform a poem/nursery rhyme with a steady beat that the child knows by heart: Ex: <i>Hickory, Dickory Dock</i> or <i>Twinkle, Twinkle Little Star</i></li> </ul> </li> <li>» Adult may assist hand-over-hand to help keep beat</li> <li>» Choose a pattern from any grade level that is manageable for the 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="#">Groove Pizza</a></li> </ul> <p> Access these resources on the district's website.</p>

**DRAMA »**

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Puppet Show:</b></p> <ul style="list-style-type: none"> <li>» Take a fairy tale you know well (“Goldilocks and the Three Bears”) or a story book and some puppets or stuffed animals and put on a puppet show.</li> <li>» If you don’t have these items, you can make them using paper, scissors, sticks, colored pencils and tape.</li> <li>» You can also put on a shadow puppet story by using the items above, a white wall and a light source.               <ul style="list-style-type: none"> <li>› Draw a character on the construction paper with a colored pencil.</li> <li>› Cut out the character.</li> <li>› Tape a stick to the back of the character</li> <li>› Find a white wall and a light source. Your character’s shadow will appear!</li> </ul> </li> </ul>	<p><b>Puppet Show Options:</b></p> <ul style="list-style-type: none"> <li>» An adult could read the story aloud while the child manages the puppets.</li> <li>» Enlist other family members to help so the child only needs to manage one puppet.</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="#">Puppet Show: Little Red Riding Hood</a></li> <li>» <a href="#">How to Make a Dragon Shadow Puppet</a></li> </ul> <p> Access these resources on the district’s website.</p>




**Chores**

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Outdoor Chores:</b></p> <ul style="list-style-type: none"> <li>› Pick up trash around your house</li> <li>› Take out the garbage and recycling</li> <li>› Sweep out the garage</li> <li>› Help rake the yard</li> <li>› Using sidewalk chalk: decorate your driveway or sidewalk with drawings or encouraging words</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>Activities:</b></p> <ul style="list-style-type: none"> <li>» Play a favorite game with a family member</li> <li>» Set up an Outside Obstacle Course using some of your play equipment or toys</li> <li>» Play a game of kick ball with your family</li> <li>» Grab a ball- count how many times you can bounce, catch, kick the ball. Try to increase the number each day</li> <li>» Grab some buckets or large boxes and some tennis balls or small stuffed animals:               <ul style="list-style-type: none"> <li>› Set the buckets/boxes up against the house or garage door</li> <li>› Take 5-10 steps back</li> <li>› Toss your items in the buckets/boxes</li> <li>› Tally with sidewalk chalk how many items you threw into buckets/boxes</li> </ul> </li> <li>» Grab your skateboard, roller-skates, or bikes- ride around the neighborhood with your family</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 bases, child may walk)</li> <li>» Offer time to rest within activity</li> <li>» Reduce size of play area or distance traveled</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>Hearts for Hope:</b></p> <ul style="list-style-type: none"> <li>» Hearts have been a both a symbol of hope during this challenging time and also as a show of support for healthcare workers and first responders serving our community.</li> <li>» Share the goodness in your heart:               <ul style="list-style-type: none"> <li>› Cut out hearts in all colors of the rainbow.</li> <li>› Hang the hearts on a door or window for others to see.</li> </ul> </li> </ul> <p>NOTE: A limited supply of colorful construction paper packages will be handed out at the Hempstead High School and Prescott Elementary School meal sites on Monday, May 4.</p>		



## Free Play

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>» Monday: Put together a new puzzle or make your own using a the front of a cereal box</li> <li>» Tuesday: Set up a special (cozy) area in your room- put a favorite stuffed animal, blanket, pillow, books, pictures in this area. Use this area to read, play a quiet game, or to take a break.</li> <li>» Wednesday: Grab your favorite toys and just have fun. If it is nice, take your toys outside to play.</li> <li>» Thursday: Learn a new board or card game.</li> <li>» Friday: Make another blanket fort- plan a special sleep over in the fort. Make invites for your family.</li> </ul>		



# Social Emotional Engagement Guide for all students

## WEEK 6



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)



### Dealing with Frustration

Children and families are dealing with big emotions these days. We all have feeling different feelings and sometimes they come intensely. It is important to review how to cope with these feelings in appropriate ways.

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Identifying when you feel frustrated:</b></p> <ul style="list-style-type: none"> <li>» Have a discussion about the meaning of frustrated               <ul style="list-style-type: none"> <li>› What does it mean to feel frustrated?</li> <li>› How can we tell when we are frustrated?</li> <li>› How can we tell when others are frustrated?</li> <li>› Think about how your body feels when it's frustrated. Draw a map of how your body feels when it's frustrated. For example, do you get red hot, feel butterflies or a tornado in your stomach, get sweaty places?</li> </ul> </li> </ul> <p><b>Make a plan for what should happen when we get frustrated:</b></p> <ul style="list-style-type: none"> <li>» Have each family member identify some coping strategies they can use when they feel frustrated</li> <li>» Practice coping strategies that might help that you have never tried before               <ul style="list-style-type: none"> <li>› Strategies might include stopping what you are doing to take a break, have a mindful moment, do a breathing exercise, do yoga, take a walk, do an exercise, do a sensory activity, take a shower, color, or something else!</li> </ul> </li> <li>» Make a poster or other creative project to explain the plan               <ul style="list-style-type: none"> <li>› Hang it up where your child sees it often as a reminder</li> </ul> </li> <li>» Make up a skit or play (using themselves as actors or using puppets, action figures, or something else) to practice the plan for dealing with frustration</li> </ul> <p><b>Practice using your plan in real life:</b></p> <ul style="list-style-type: none"> <li>» Praise the child for trying the coping strategy out, even if it didn't work</li> <li>» Celebrate handling a tough situation well</li> <li>» Brainstorm ways that we could improve next time               <ul style="list-style-type: none"> <li>› Try out a new strategy</li> <li>› Use the strategy differently</li> </ul> </li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Body Outline</li> </ul>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Do these activities slowly and as many times as you need to. Some children catch on right away, others need lots more review and practice</li> <li>» Some kids might have ways to identify their feelings (like a colored zone) or coping skills they've learned in school. Have them teach those to you!</li> </ul> <p><b>Identify When You Feel Frustrated Options:</b></p> <ul style="list-style-type: none"> <li>» Use words or language your child is most familiar with               <ul style="list-style-type: none"> <li>› maybe they use angry or mad instead of frustrated</li> </ul> </li> <li>» Brainstorm ideas with the student before they do an activity               <ul style="list-style-type: none"> <li>› Identify body parts or feelings before they draw</li> <li>› Make a list of feelings before you start with them and give them a few choices to choose from</li> </ul> </li> </ul> <p><b>Make a Plan Options:</b></p> <ul style="list-style-type: none"> <li>» Make a list of strategies they can choose from before you start with your student that you approve of               <ul style="list-style-type: none"> <li>› Have them pick strategies to try from that list</li> </ul> </li> <li>» Try new strategies out as a family, have everyone participate</li> <li>» Make a template for the student to fill in for their "plan"</li> <li>» Have the student tell you what to write on the plan instead of writing or drawing themselves if needed</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="#">PBS Kids Article: How to Help Your Child Manage Frustration</a> <i>Includes activities that may help teach frustration.</i></li> <li>» <a href="#">Sesame Street Frustrated Ray Romano and Grover</a></li> </ul> <p> Access these resources on the district's website.</p>

