



Daily Sample Schedule for elementary school students

WEEK 10


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 2-9

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 pages 9-10

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 10

1 p.m. 

Outdoor Play / Games See suggested activities on page 11

2 p.m. 

Project Time See suggested activities on page 11

3:30 p.m. 

Free Play See suggested activities on page 12



Social Emotional Engagement Guide See suggested activities on pages 13



Handouts + Worksheets See enclosed handouts starting on page 14

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,** jout 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.

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 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 PROJECT TIME ACTIVITY INVOLVES THE USE OF A RAIN GAUGE.

A limited supply of graduated cylinders to use as a rain gauge will be available at the Prescott Elementary School and Roosevelt Middle School meal sites on Friday, May 29.





Suggested Learning Activities + Resources for elementary students


WEEK 10

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



Morning Movement

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Tabata Workout:</p> <ul style="list-style-type: none"> » Tabata is a high intensity workout in which you work hard for 20 seconds and then rest for 10 seconds. » Choose 5 exercises from the following: <ul style="list-style-type: none"> › jumping jacks › squats › crunches › sit-ups › push-ups › mountain climbers › jog in place › burpees › high knees › side hops/jumps › child's choice » Your child will spend one minute on each exercise: <ul style="list-style-type: none"> › 20 seconds work + 10 seconds rest + 20 seconds work + 10 seconds rest = 60 seconds » Provide a rest time between each minute of work. 	<p>Activity Options:</p> <ul style="list-style-type: none"> » Decrease the number of exercises » Reduce the number of seconds of work and/or increase the rest time » Mountain climbers: put your hands on a bench or the counter instead of on the floor » Push-ups: can be done from knees instead of toes » Jumping jacks and side hops/ jumps: replace with side step-outs, alternating sides » Sit-ups: replace with crunches or sitting/standing knee lifts » Jogging and high knees: replace with marching in place » Burpees: instead of jumping out, child can step out; use a stepstool instead of putting hands on the floor » Choose other exercises not on the list that your child can do 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Mindfulness Poses » Go Noodle <p>New This Week:</p> <ul style="list-style-type: none"> » Tabata Workout for Kids <i>Complete this Tabata workout along with the kids in the video.</i> <p> Access these resources on the district's website.</p>



Learning Opportunities


MATH »

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Measuring Household Furniture (Preschool):</p> <ul style="list-style-type: none"> » Materials: paper, crayons » Directions: <ul style="list-style-type: none"> › Measure household furniture using items around your house (boxes, shoes, cans of food, playing cards, blocks, or legos). › Draw a picture of the furniture you will measure and then write or tally the number of items used to measure the furniture and label the items used (example: 10 shoes). › Compare items you measured: Which item was longer? Which item was the shortest? Were any items the same length? 		<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » youcubed » On-line Math Games » Math Activity of the Day » Math Story Collections » Khan Academy » Card Games » Dice Games <p>Math Tools:</p> <ul style="list-style-type: none"> » Virtual Math Manipulatives » Virtual Cards » Virtual Dice » Math Words Dictionary

MATH LEARNING OPPORTUNITIES continued on next page »

Measurement (Grades PK-5):

- » Complete the appropriate activities below and/or pages from the provided handouts for K-5 which include a variety of games, activities, and practice sheets. This week’s games and activities focus on various measurement concepts and skills across grade levels including comparing measurements, time, length, area, perimeter and volume, as well as connecting concepts of measurement in problem solving.
- » As a reminder, there are some wonderful virtual tools to support and many of the manipulatives distributed over the past weeks can be helpful as well!
- » 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.

 **Also see these enclosed handouts:**

- › Kindergarten Measurement
- › Grade 1 Measurement
- › Grade 2 Measurement
- › Grade 3 Measurement
- › Grade 4 Measurement
- › Grade 5 Measurement

NOTE: Some of the work for this week are pages from the math Student Workbooks which were sent home during the student material pick-ups. These are listed below:

Grade 2:

TITLE OF WORKBOOK:
Bridges in Mathematics Grade 2 Student Book
PAGE(S): TITLE OF PAGE(S):
155-156 Subtraction & Measurement Practice

Grade 4:

TITLE OF WORKBOOK:
Bridges in Mathematics Grade 4 Student Book
PAGE(S): TITLE OF PAGE(S):
211-212 Money Story Problems

TITLE OF WORKBOOK:
Home Connections Grade 4
PAGE(S): TITLE OF PAGE(S):
83-84 Running to the Race
119-120 Frankie’s Fairgrounds

Grade 5:


TITLE OF WORKBOOK:
Bridges in Mathematics Grade 5 Student Book
PAGE(S): TITLE OF PAGE(S):
240 Tank Volume


Worksheet Options:

- » Complete just some of the questions on each page
- » Choose just one or two pages to complete
- » Choose pages from a different grade level
- » Adult may write for the student or student may answer orally
- » Model a problem and talk aloud about your thinking when solving it, or do some problems together with the child before allowing independent work
- » 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
- » Adult may read questions/story problems aloud for the child
- » Kindergarten:
 - › Provide hand-over-hand support with tracing
 - › Provide number line to support with counting and number writing
 - › Support child with 1:1 counting
- » Grade 1:
 - › “Time Concentration”: Play the game just with the cards for telling time to the hour; cards telling time to the half hour can be added in later once telling time to the hour is mastered
- » Grade 2:
 - › Provide a 100s chart as a resource for problem-solving
- » Grade 3:
 - › Provide a multiplication table as a resource
 - › Games: Do a practice round together first to ensure child understands the directions
 - › “Cut a Rug”: Provide a chart with the formulas for area and perimeter as a reference
 - › “The Square Counting Shortcut”: To help keep track of what has been counted, after counting a row or column, color it in and write the number of squares at the end of the row/column
- » Grade 4:
 - › Provide a chart of perimeter and area formulas for reference
- » Grade 5:
 - › Provide a chart of area and volume formulas for reference

New This Week:

- Preschool:
- » [Measuring with Everyday Objects](#)
- Grades K-5:
- » [Math Concept and Terms Glossary](#)
The creators of ST Math have provided a glossary of various math concepts, terms, models, etc. Included are visuals and a video. (Each glossary entry indicates exactly where to go in the video to learn more on that term.)

 Access these resources on the district’s website.

AT HOME	ACCOMMODATIONS	ONLINE
<p>Read or Tell a Story:</p> <ul style="list-style-type: none"> » Using a book, do a picture walk with your child. Talk about the pictures. (You do not need to read the words.) What do they see? Add descriptive words to the pictures. Have your child point to items in the pictures. » To continue to work on sounds, play a game with your child where you pick the sound and your child names as many words that begin with that sound as they can think of. » Make up silly rhymes together. Write them down and read them out loud. » When you and your child are reading a book together, point out vocabulary words that may be unfamiliar to your child. Discuss the meaning of the words. » Turn your child’s favorite book into a song. Perform the song for others in your house. » Instead of summarizing a story you just read, ask your child to summarize what happened during the day/week. » To help your child learn more sight words, continue to label objects in your house with post-it notes or paper posted on the object with the word clearly printed. As your child sees the word labeled on the object, they will begin to recognize the word quickly. 	<p>Read or Tell a Story Options:</p> <ul style="list-style-type: none"> » Adult and child work together on the task 	<p>Ongoing Resources: (check these often for new and varied content)</p> <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>New This Week:</p> <p>Preschool:</p> <ul style="list-style-type: none"> » Let’s Learn About Syllables by Jack Hartmann » Learn Syllables by Jack Hartmann
<p>Foundational Reading and Language Skills:</p> <p>Syllable Activity: Hickety Pickety Bumblebee (Preschool):</p> <ul style="list-style-type: none"> » Directions: Begin by singing the first line and signal for your child to sing his or her name. Sing the next four lines and guide your child to say: whisper, stomp, _____. Repeat for each member of your family. <i>Hickety, Pickety, Bumblebee Won’t you say your name for me? (child says his or her name) Let’s all whisper it. (family members whisper it) Let’s all stomp it. Let’s all turn off our voices and clap it.</i> » To extend the activity, use words other than child’s name. <p>Rhyming Activity (Preschool):</p> <ul style="list-style-type: none"> » Materials: a bag and variety of household objects » Directions: Place a few or all objects in bag. Adult and/or child can state the chant before pulling out each object: <i>One, two, three, four Let’s pass this bag around some more. Five, six, seven, eight, Rhyming words are really great!</i> » After pulling out an object, state what it is and then state a word that rhymes with it. (ex. Car-star) Have fun! 		<p>Grades K-5:</p> <ul style="list-style-type: none"> » Metaphor Examples » Simile Examples <i>Examples of metaphors and similes for your reference.</i> <p>Grades 2 and 4:</p> <ul style="list-style-type: none"> » Online Dictionary <i>Enter words in the search bar at the top to access definitions.</i> <p>Grade 4:</p> <ul style="list-style-type: none"> » Online Thesaurus <i>Find synonyms or antonyms by entering words into the search bar.</i> <p> Access these resources on the district’s website.</p>


READING LEARNING OPPORTUNITIES continued on next page »

Activities (Grades K-5):

- » Clap out syllables to words. Try to use small words and bigger words with multiple syllables.
- » Pick random words and ask your child to think of a rhyming word to that word. Don't be afraid to choose more complicated words if they are familiar to your child.
- » Ask your child to tell you sentences that use past, present, and future verbs (i.e. Yesterday I walked home; Today I walk home; Tomorrow I will walk home). You can give them the first sentence and have them tell you the other two.
- » Ask your child to read any sentence. Point out the adjective. Read another sentence and ask them to point out the adjective. An adjective is a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it.
- » It is always a good use of time to have your child print upper and lowercase letters. You can do this many ways:
 - › The child prints the letters in ABC order
 - › Adult says the names of random letters and the child prints those letters
 - › Adult writes the letters and the child copies them from the page
- » Continue to point out end punctuation as you read (i.e. periods, question marks, and exclamation points). This week, add commas to the punctuation you point out.
- » Reverse roles by having everyone in your house write 2 similes and 2 metaphors as an assignment that they hand in to your child. Have your child grade each person's work. A simile is a figure of speech involving the comparison of one thing with another thing of a different kind, used to make a description more emphatic or vivid (e.g., as brave as a lion, crazy like a fox). A metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is not literally applicable (e.g., the snow is a white blanket).



Activities (Grades K-5):



- » Provide lined paper for writing letters
- » Provide a list of similes and metaphors as a resource; find some examples in the online resources
- » For summarizing, these question words might help guide the child in describing the events of each day (you may not need every question for each statement)
 - › Who?
 - › (Did) What?
 - › When?
 - › Where?
 - › How?
 - › Why?
- » Model summarizing first with the question words as prompts
 - › Who? *We*
 - › (Did) What? *built a fort*
 - › When? *on Monday*
 - › Where? *in the basement*
 - › How? *using blankets and couch cushions*
 - › Why? *so we could have a fun place to read*
 - › Then put it all together:
We built a fort on Monday in the basement using blankets and couch cushions so we could have a fun place to read.


-  **Also see these enclosed handouts:**
- › Kindergarten Blending and Segmenting
 - › Kindergarten Rhyme Workpage 1
 - › Kindergarten Rhyme Workpage 2
 - › Kindergarten Rhyme Workpage 3
 - › Grade 1 Adjectives
 - › Grade 1 Deep in the Swamp
 - › Grade 1 Frequently Occurring Adjectives
 - › Grade 1 Past Present Future
 - › Grade 1 Uppercase and Lowercase Letters
 - › Grade 1 Verb Sort
 - › Grade 2 Concept Sort
 - › Grade 2 Shades of Meaning 1
 - › Grade 2 Shades of Meaning 2
 - › Grade 2 Shades of Meaning 3
 - › Grade 3 Analyze Idioms
 - › Grade 3 Use Figurative Language
 - › Grade 4 Brainstorm Related Words
 - › Grade 4 Metaphors
 - › Grade 4 Related Words
 - › Grade 4 Similes
 - › Grade 4 Vocabulary Recording Sheet
 - › Grade 4 Word Mapping
 - › Grade 5 Identifying Introductory Phrases
 - › Grade 5 Introductory Phrases 1
 - › Grade 5 Introductory Phrases 2

Worksheet Options:

- » Child may verbalize/draw/sign responses
- » Shorten the task: do only one page, do odds or evens, cut page in half
- » If asked to provide answers two ways (ex: circle and write the word), just require one way
- » Do some examples together and talk aloud about your thinking as you answer the questions
- » Select an activity from a different level
- » Adult may assist with writing or write responses for the child
- » Provide separate page for writing answers if blanks/spaces provided are too small
- » On activities involving cutting, pre-cut the pieces before the activity
- » When word banks are provided, cross off each word from the box as you place it in the correct column so you know which words are available
- » Kindergarten:
 - › Help child identify items in pictures that may be unfamiliar
- » Grade 2:
 - › Shades of Meaning 1 (p66-67): Try to determine the mildest word first and then the strongest; this may make it easier to place the “in between” words
 - › Provide a dictionary to confirm meanings of words; see online resources for a link to a dictionary
- » Grade 4:
 - › Vocabulary (p73, 76, 79, 80): Provide a dictionary to confirm meanings of words and a thesaurus to find related words (synonyms/examples) and antonyms (non-examples); see online resources for a link to a thesaurus and dictionary



AT HOME	ACCOMMODATIONS	ONLINE
<p>Neighborhood Crayon Rubbing (Preschool): » Complete the handout for this lesson.</p>	<p>Activity Options: » Adult may write for child</p>	<p>Ongoing Resources: (check these often for new and varied content)</p>
<p>Push and Pull Forces (Kindergarten): » Complete the handout for this lesson.</p>	<p>» Adult may read aloud questions/ reading passages for the child</p>	<p>» Mystery Science <i>Digital learning with no materials, digital learning with materials.</i></p>
<p>Opaque, Translucent, Transparent (Grade 1): » Find things in your house or outside that fit into each category. Use a flashlight and shine directly on the object to see if light goes through the object. Use the handout for this lesson to record your findings.</p>	<p>» Child may verbalize, sign responses, or draw pictures</p> <p>» Complete only certain activities/ questions (evens/odds/top half/ bottom half)</p>	<p>» National Mississippi River Museum & Aquarium</p>
<p>Solids and Liquids (Grade 2): » Complete the handouts for this lesson.</p>	<p>» Model a problem or do some problems together with the child</p>	<p>» Wonderopolis</p> <p>» PBS Science</p>
<p>Food Chains (Grade 3): » Complete the handout for this lesson.</p>	<p>» Complete an activity from a different grade level</p>	<p> Access these resources on the district's website.</p>
<p>Topographic Maps (Grade 4): » Use the Contours and Intervals handout to investigate what information a topographic map gives a reader. » Read the Response Sheet A handout and then use the topographic map for Mallard Peak (Response Sheet B handout) to plan a hiking route for William and his uncle. Draw a route that will be the best for William and his uncle with the information they have given you.</p>		
<p>Shadows and Graphing Data (Grade 5): » Complete the handouts for this lesson.</p>		
<p> Also see these enclosed handouts: › Preschool Neighborhood Crayon Rubbing › Kindergarten Push and Pull Forces › Grade 1 Opaque, Translucent, Transparent › Grade 2 Solids and Liquids Activity 1 › Grade 2 Solids and Liquids Activity 2 › Grade 3 Food Chains › Grade 4 Contours and Intervals › Grade 4 Topographic Maps Response Sheet A › Grade 4 Topographic Maps Response Sheet B › Grade 5 Shadows and Graphing Data</p>	<p>Worksheet Options: » Grade 5: › Provide separate sheet of paper for recording responses to questions</p>	

AT HOME	ACCOMMODATIONS	ONLINE
<p>Family Learning: Sorting Needs and Wants</p> <ul style="list-style-type: none"> » 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, the lesson is focused on needs and wants. » Complete the Financial Literacy handout for this lesson. 	<p>Activity Options:</p> <ul style="list-style-type: none"> » Model a problem or do some problems together with the child » Reduce the number of questions to answer (evens/odds/top half/bottom half) » Adult may read aloud questions/reading passages for the child » Adult may write for the child » Child may verbalize/sign/draw pictures » Complete an activity from a different grade level 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Google Earth <i>Discover places around the world.</i> » TrueFlix <i>Read a book and watch a related video about a social studies topic.</i>
<p>Community Helper: You Choose (Preschool):</p> <ul style="list-style-type: none"> » Read or listen to the story <i>Clothesline Clues to Jobs People Do</i> by Kathryn Heling and Deborah Hembrook. » Have your child choose what community helper they want to be for the week. Have them set up an area in the house to represent the job and work place. Have them pretend to be the community helper. » Complete the handout for this lesson. 	<p>Worksheet Options:</p> <ul style="list-style-type: none"> » Grade 3: <ul style="list-style-type: none"> › Review the graphic organizer before reading the passage so that you know what information to look for as you are reading the text 	<p>New This Week: Preschool:</p> <ul style="list-style-type: none"> » Clothesline Clues to Jobs People Do <i>Listen to this story by Kathryn Heling and Deborah Hembrook.</i>
<p>Borrowing (Kindergarten):</p> <ul style="list-style-type: none"> » Complete the handout for this lesson. 		<p>Kindergarten:</p> <ul style="list-style-type: none"> » TumbleBooks <i>Read or listen to the book about borrowing a library book.</i>
<p>Maps and Directions (Grade 1):</p> <ul style="list-style-type: none"> » Complete the handout for this lesson. 	<ul style="list-style-type: none"> » Grade 4: <ul style="list-style-type: none"> › As you read the passage, highlight or underline phrases that talk about the natural resources of the area 	<p>Grade 1:</p> <ul style="list-style-type: none"> » Clever Portal <i>Click on MackinVIA to find and read/listen to the book "Compass Roses and Directions" by Jennifer M. Besel.</i>
<p>Saving Money (Grade 2):</p> <ul style="list-style-type: none"> » Read the text handout about saving money and then complete the handout for this lesson. 	<ul style="list-style-type: none"> » Break the task into manageable chunks based on the area; read about one area (for example, Denver) and then create the symbol for its natural resources and put it on the map; repeat with other areas 	
<p>César Chávez (Grade 3):</p> <ul style="list-style-type: none"> » Read the text handout César Chávez and his impact, then complete the handout for this lesson. 		
<p>Cities of the West (Grade 4):</p> <ul style="list-style-type: none"> » Read the text handout about cities of the west and complete the map handout. 	<ul style="list-style-type: none"> » Grade 5: <ul style="list-style-type: none"> › Divide this reading into sections; read about each amendment one at a time; before going on to the next amendment, highlight the sentence that captures the main idea about the amendment (this will make it easier to find main ideas when going back to the text) 	<p>Grade 2:</p> <ul style="list-style-type: none"> » Clever Portal <i>Click on MackinVIA to find the book Save Wisely and read while thinking about shopping.</i>
<p>Bill of Rights (Grade 5):</p> <ul style="list-style-type: none"> » Read the text handout about the Bill of Rights and then complete the handout for this lesson. 	<ul style="list-style-type: none"> › Review the graphic organizer before reading the passage so that you know what information to look for as you are reading the text 	
<p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › Financial Literacy: Sorting Needs and Wants › Preschool Community Helper › Kindergarten Borrowing › Grade 1 Maps and Directions › Grade 2 Saving Money Text › Grade 2 Saving Money Activity › Grade 3 César Chávez Text › Grade 3 César Chávez Activity › Grade 4 Cities of the West Text › Grade 4 Cities of the West Map › Grade 5 Bill of Rights Text › Grade 5 Bill of Rights Activity 		<p> Access these resources on the district's website.</p>


AT HOME	ACCOMMODATIONS	ONLINE
<p>Coding Activity (Grades PK-5):</p> <ul style="list-style-type: none"> » Think like a coder! This week features a variety of unplugged coding activities that don't require a computer or laptop. These activities work on the vocabulary in coding such as algorithm and sequence. Each activity is a new opportunity to learn about coding. Have fun! <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › Grades PK-2 Feed the Mouse › Grades PK-2 If/Then › Grades PK-2 Treasure Hunt › Grades 3-5 Binary Codes › Grades 3-5 Graph Paper Programming › Grades 3-5 Happy Maps › Grades 3-5 Real Life Algorithms 	<p>Worksheet Options:</p> <ul style="list-style-type: none"> » Model or do a practice round/ problem together first » Adult may read directions aloud to child » Grades PK-2: <ul style="list-style-type: none"> › Feed The Mouse: <ul style="list-style-type: none"> › Reduce the length of the maze › Limit directions to one step at a time › Move 3 spaces forward, stop, move 3 spaces left, stop › If/Then: Create a list of some if/ then statements prior to playing › Treasure Hunt: For students with mobility challenges, decrease the number of movements required or modify the type of movement: <ul style="list-style-type: none"> › step instead of hop › walk 5 steps instead of 20 » Grades 3-5 <ul style="list-style-type: none"> › Graph Paper Programming: Provide a blank piece of grid paper to follow the algorithm step-by-step to check it › Happy Maps: Use counters or coins to represent the object to physically move it to the target to determine the direction › Real Life Algorithms: Pre-cut the pieces before the activity 	<p>New This Week:</p> <ul style="list-style-type: none"> » Mochi's Playroom <i>Explore STEM activities to do at home.</i> » Clever Portal <i>Choose Code.org to check out more coding opportunities.</i>




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

AT HOME	ACCOMMODATIONS	ONLINE
<p>Recycled Art (Preschool):</p> <ul style="list-style-type: none"> » Materials: <ul style="list-style-type: none"> › Any recycled materials (empty boxes, toilet paper rolls, paper towel rolls, tin foil, plastic lids, etc.), glue, crayons or markers, paper » Directions: <ul style="list-style-type: none"> › Have Fun! Glue together materials to make anything with your imagination. › Examples: a city for your toy cars, a zoo for your toy animals, a spaceship for your toys <p>Drawing Challenge (Grades K-5):</p> <ul style="list-style-type: none"> » Draw a squirrel roasting a marshmallow » Draw a lobster dancing » Draw a walking taco » Draw a cheeseburger surfing » Draw a dragon sailing <p>Summertime Fun! (Grades K-5):</p> <ul style="list-style-type: none"> » Finish drawing and coloring the beach scene on the handout. <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › Summertime Fun! 	<p>Worksheet Options:</p> <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 three-ring binder as a slant board » Provide a model to refer to when drawing » Provide verbal and/or visual step-by-step directions while drawing 	<p>New This Week:</p> <ul style="list-style-type: none"> » How to Draw a Beach by Drawing Geek <i>Follow the step-by-step modeling to draw your own beach scene.</i> » How to Draw an Island by Art for Kids Hub <i>Follow the step-by-step modeling to draw your own island scene.</i> <p> Access these resources on the district's website.</p>

MUSIC »

AT HOME	ACCOMMODATIONS	ONLINE
<p>Draw to the Music (Preschool):</p> <ul style="list-style-type: none"> » Materials Needed: paper, a variety color of crayons, and any music » Directions: <ul style="list-style-type: none"> › Listen to music › When you hear the music stop, stop coloring. Grab a different color crayon. › Keep changing crayon colors when the music stops. › If music is fast, color fast. If music is slow, color slowly. <p>Summer Music Logs (Grades K-5):</p> <ul style="list-style-type: none"> » Listening log: Write down music that you hear each day. Record information about the songs, like the title/artist, genre, mood, time signature, tempo, instrumentation, etc., or you could draw a picture in response to the music. » Singing log: Write down songs you sing each day. You can sing along with a recording, sing by yourself, or sing with your family. » Share your log with your music teacher in the fall! 	<p>Summer Music Logs Options:</p> <ul style="list-style-type: none"> » Adult or older sibling may write for the child 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Groove Pizza <p>New This Week:</p> <ul style="list-style-type: none"> » Flash Music Games <i>Online music games for summer.</i> » Super Simple Songs <p> Access these resources on the district's website.</p>

DRAMA »

AT HOME	ACCOMMODATIONS	ONLINE
<p>Community Helper: You Choose (Preschool):</p> <ul style="list-style-type: none"> » Refer to social studies activity for pretend play. <p>Twenty-One (Grades K-5):</p> <ul style="list-style-type: none"> » Sitting in a circle, families attempt to count to 21 in a random order, without two or more people speaking at the same time. One person begins by saying "one", then another person says "two." » Continue the group count until you reach twenty-one. If more than one person says a number at the same time, the count begins again. » Change the content! This game can be used with any familiar content that has a sequence. For example: <ul style="list-style-type: none"> › skip counting (e.g. threes, sixes, eights, etc.) › using the alphabet › musical scales or "Do Re Mi" › counting in intervals with units (e.g. in tens, and dollars/cents 10¢, 20¢... \$1.20) 	<p>Twenty-One Options:</p> <ul style="list-style-type: none"> » Reduce the end target (for example, instead of counting to 21, try counting to 5 at first) 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Drama Games <p> Access these resources on the district's website.</p>




Chores

AT HOME	ACCOMMODATIONS	ONLINE
<p>Summer Chores:</p> <ul style="list-style-type: none"> » Make a daily summer chore chart with your family. » Determine two chores you can complete each day. » Make a chart representing each day and the chores you will complete. » Set a goal for yourself of the number of chores you will complete each week. 	<p>Summer Chores Options:</p> <ul style="list-style-type: none"> › Adult may create the chart, print a chart from the internet, or use a page from a calendar › Provide a list of age-appropriate chores for the child to choose from 	




Outdoor Play / Games

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Tag Week:</p> <ul style="list-style-type: none"> » TV tag » Freeze tag » Tag » Tunnel tag <ul style="list-style-type: none"> › One player is it. When a player is tagged, he/she must remain frozen in place, with legs spread apart, creating a tunnel. He/she can be unfrozen if a non-it player crawls under the leg tunnel. When all the players are frozen, a new "it" is chosen, and the play begins again. » Turtle tag <ul style="list-style-type: none"> › One player is it. If a chased player gets tagged, he/she becomes frozen until tagged by another non-it player. To avoid being tagged, players can lay down on their backs with their hands and feet in the air. Players can only remain safe like this for 10 seconds. 	<p>Movement Activity Options:</p> <ul style="list-style-type: none"> » Slow the pace of the activity (walk instead of run) » Offer time to rest within activity » Reduce size of play area 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » 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>"Life isn't about waiting for the storm to pass... it's about learning to dance in the rain." -Vivian Greene</p> <p>Measure and Record Summer Rainfall:</p> <ul style="list-style-type: none"> » Materials: <ul style="list-style-type: none"> › Rain Gauge (use one you already have or see the options that follow) <ul style="list-style-type: none"> › A limited supply of graduated cylinders to use as a rain gauge will be distributed on Friday, May 29 at Prescott and Roosevelt. › Directions for making your own rain gauge are included in the handouts. › Daily Summer Rain Log Handout › Summer Rain Graph Handout › Pencil » To Do: <ul style="list-style-type: none"> › On rainy summer days, use your rain gauge to measure rainfall. Record the amount of rain that fell on your Daily Summer Rain Log. When recording measurements, use the same unit (cm or in) each day. › At the end of the summer, use the Summer Rain Graph to create a line, bar or picture graph to display all of the summer rain data! Which summer month do you predict will have the most rainfall? » NOTES: <ul style="list-style-type: none"> › Make sure to put your rain gauge somewhere securely outside so it will not tip over and will also not be blocked from rain. › When creating your graph, don't forget to scale the units of measurement (for amounts of rain on the vertical axis and days/weeks on the horizontal)! <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › Daily Summer Rain Log › Summer Rain Graphs › Make Your Own Rain Gauge 	<p>Summer Rainfall Options:</p> <ul style="list-style-type: none"> » Adult assistance may be needed to create the gauge, read the gauge, record the measurements, and create the graph » Different graphs are available to accommodate your child's needs: <ul style="list-style-type: none"> › Graph the results daily rather than at the end of summer to keep the task smaller › Use a graph with larger boxes for students with small motor difficulty › Graph just one month or one week's worth of data » Adult or older sibling may write for the child 	



Free Play

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Activities:</p> <ul style="list-style-type: none">» Monday: Relaxation Day» Tuesday: Neighborhood Scavenger Hunt<ul style="list-style-type: none">› Split into teams. Take some paper and something to write with. Tally/count how many of the following items you can find in your neighborhood.› Garage doors› Trees› Mailboxes› Flags› Basketball hoops› Pets sitting outside or in a window» Wednesday: Family Obstacle Course<ul style="list-style-type: none">› Set up an obstacle course, either inside or outside. Make sure to set up for people to: go through, go under, jump over, move around, etc. Set up a chart to time how long it takes each family member.» Thursday: Car Wash<ul style="list-style-type: none">› Grab a bucket, sponges, towels, and soap to set up a “car wash.” Fill the bucket with soap and water. Wash the bikes, wagons, scooters, etc. Assign a job to your family members.» Friday: Drive-in Movie Theater<ul style="list-style-type: none">› Set up a drive-in movie theater for your family. Make movie tickets, plan snacks, grab laundry baskets or boxes to serve as your “car” at the drive-in theater.	<p>Activity Options:</p> <ul style="list-style-type: none">» Scavenger Hunt:<ul style="list-style-type: none">› Pre-determine the list so an adult can write items/draw a picture of them before beginning the hunt» Obstacle Course:<ul style="list-style-type: none">› Reduce size of play area› Vary the type and number of obstacles based on child’s mobility	



Social Emotional Engagement Guide for all students

WEEK 10


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



Staying Connected

As we look at closing this very unique school year, it's important to take the time to take care of ourselves and families. As things are evolving and changing and we are making lots of transitions, we need to keep in mind the self-care of our families. One great way to keep the pulse of how our children are doing is to continue doing family check-ins as the school year ends, through the summer, and into the fall as we return to learning.

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Family Check-In: My Face is Like What?</p> <ul style="list-style-type: none"> » Check in with family members throughout the day as to how they are feeling at that moment. » Have them act out how they are feeling with their face (or bodies) and have other family members guess what they feel like. » Use pictures (like emojis) and have the family member pick the emoji that best describes how they are feeling. <p>Family Check-In: Check and Get Set</p> <ul style="list-style-type: none"> » Have a discussion at the end of the day, reviewing your child's day and preparing for the next one <ul style="list-style-type: none"> › Try filling in the blanks to these questions or others: <ul style="list-style-type: none"> › Today I was _____ › I want to do more of _____ › I want to do less of _____ › I will do this by _____ › If I get stuck I can try _____ <p>Family Check-In: The Weather Report</p> <ul style="list-style-type: none"> » Have each family member do a check-in in the morning (or another time during the day) by giving the "weather report" of their feelings. <ul style="list-style-type: none"> › For example someone might be "sunny and clear skies," meaning happy and ready for what's next. Another might feel "rainy" when they are sad, feel "cloudy" when they are confused or have "thunderstorms" when they are feeling nervous or anxious. » The family members can give their "weather report" by pretending to be a meteorologist on the news, making a video, writing up the report on paper or on an app, drawing a picture of the current weather or another way. Get creative! <p>Look for the other family check-ins found in the week 1 materials for more ideas!</p>	<p>My Face is Like What? Options:</p> <ul style="list-style-type: none"> » Instead of guessing how others are feeling, have the child say their feeling and then act it out to strengthen the child's use of feeling words » Have the child identify the feeling and have someone else act out or find a picture to match that feeling » Give the child a couple of feeling faces or words to choose from, especially for those just beginning to identify feeling words (see online resources for a list of feeling words) <p>Check and Get Set Options:</p> <ul style="list-style-type: none"> » Use other questions at the child's level if needed » Give the child choices or words to choose from (Examples: Today were you happy or nervous? Tomorrow do you want to try taking a break or telling someone how you feel?) » Model how to answer the questions before you ask the child to answer » Limit the questions; pick only one or two for children who get easily frustrated <p>Weather Report Options:</p> <ul style="list-style-type: none"> » Students just learning about weather may not be able to understand the connection between weather and feelings (or it might confuse them); instead have student create a "news report" of feelings (they could draw a picture, make a video, or act it out, but without the weather words!) » Create pictures or cards of weather words for the child to choose from » Label the pictures with feeling words that match » Limit the feelings choices for those just beginning to identify emotions 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Coronavirus Social Story <p>New This Week:</p> <ul style="list-style-type: none"> » Feelings Words Vocab List (PDF) <p> Access these resources on the district's website.</p>

