



# Daily Sample Schedule for elementary school students

## WEEK 7

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.     |  | <b>Rise and Shine!</b> Eat breakfast, get dressed, brush teeth   |
| 9 a.m.     |  | <b>Morning Movement</b> See suggested activities on page 2   |
| 9:30 a.m.  |  | <b>Learning Opportunities</b> See suggested activities on pages 2-9  |
| 10:45 a.m. |  | <b>Snack</b> Grab a healthy snack to powerup – even better if it’s a fruit or vegetable!   |
| 11 a.m.    |  | <b>Story Time</b> Read to your child or your child reads   |
| 11:30 a.m. |  | <b>Creativity Time</b> See suggested activities on page 10-12  |
| Noon       |  | <b>Lunch</b> Feed your mouth, feed your brain! Grab a healthy lunch hitting the major food groups. <i>No-cost meals are available for students throughout the community. Visit <a href="http://www.dbqschools.org">www.dbqschools.org</a> for sites and times.</i> |
| 12:30 p.m. |  | <b>Chores</b> See suggested activities on page 12  |
| 1 p.m.     |  | <b>Outdoor Play / Games</b> See suggested activities on page 13  |
| 2 p.m.     |  | <b>Project Time</b> See suggested activities on page 14  |
| 3:30 p.m.  |  | <b>Free Play</b> See suggested activities on page 14   |
|            |  | <b>Social Emotional Engagement Guide</b> See suggested activities on page 15   |
|            |  | <b>Handouts + Worksheets</b> See enclosed handouts starting on page 16   |

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 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.



#### **THIS WEEK'S SCIENCE LEARNING OPPORTUNITIES INCLUDE ACTIVITIES THAT INVOLVE THE USE OF MAGNIFYING GLASSES.**

A limited supply of magnifying glasses will be available at the Hempstead High School and Prescott Elementary School meal sites on Friday, May 8.





# Suggested Learning Activities + Resources for elementary students

## WEEK 7

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>Bean Bag Tosses:</b></p> <ol style="list-style-type: none"> <li>1. Use two hands to toss the bean bag up into the air and use two hands to catch it.</li> <li>2. Use two hands to toss the bean bag up into the air and use one hand to catch it.</li> <li>3. Use one hand to toss the bean bag up into the air and use one hand to catch it.</li> <li>4. Use one hand to do a rainbow toss across your body (in an arc) and use the opposite hand to catch it.</li> <li>5. Toss the bag up in the air, touch the ground, and stand up in time to catch it (with one or both hands).</li> <li>6. Toss the bag up in the air, turn around once, and catch it (with one or both hands).</li> </ol> <p>» Try to do each type of toss 5-10 times. If you are successful, set a new goal for the number of tosses you want to complete and try again.</p> | <p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Instead of touching the ground or turning around (tosses 5 and 6), clap as the interim action</li> <li>» Tosses may be done in a seated position</li> <li>» Toss a scarf, hankie, balled-up sock or small stuffed animal instead of a bean bag</li> </ul> | <p><b>Ongoing Resources:</b><br/>(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>Partner Dice Game (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Materials Needed: Dice</li> <li>» To Play: Each player receives 1 die. Together roll the dice and observe what number each person has rolled. Determine which player rolled the highest number, lowest number or if the numbers were equal/same.</li> </ul> <p><b>Card Counting Math (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Materials Needed: Deck of Cards (Ace-10 only), Small Objects (coins, rocks, cereal, crackers, etc.)</li> <li>» To Play: <ul style="list-style-type: none"> <li>› Place card face up</li> <li>› Child identifies number if possible (Ace=1) or adult identifies number</li> <li>› Child can either match object to suit on card (ex. if card is 4 of spades, they would cover the 4 spades with 4 objects) OR child can count out total of number of objects represented by card <ul style="list-style-type: none"> <li>› QUESTION TO ASK CHILD: How many objects do you have in all?</li> </ul> </li> <li>› Draw a new card</li> </ul> </li> </ul> |                | <p><b>Ongoing Resources:</b><br/>(check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">youcubed</a></li> <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="#">Fractions Visual</a><br/><i>Visual depiction for comparing fractions</i></li> </ul> <p> Access these resources on the district's website.</p> |

|  |   |  |
|--|---|--|
| <p><b>Number Sense Practice (Grades K-5):</b></p> <ul style="list-style-type: none"> <li>» 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 focus is on continuing to build strong number sense through various concepts and skills, depending on grade level, including counting and comparing numbers, place value, using algorithms to solve equations as well as applying these skills to solve word problems. 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!</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> </ul> | <p><b>Practice Options:</b></p> <ul style="list-style-type: none"> <li>» Complete just some of the questions on each page</li> <li>» Choose just one or two pages to complete</li> <li>» Choose pages from a different grade level</li> <li>» Adult may write for the student or student may answer orally</li> <li>» Model a problem or do some problems together with the child before allowing independent work</li> <li>» 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</li> </ul> |  |
| <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Kindergarten Number Sense Practice</li> <li>› Grade 1 Number Sense Practice</li> <li>› Grade 2 Number Sense Practice</li> <li>› Grade 3 Number Sense Practice</li> <li>› Grade 4 Number Sense Practice</li> <li>› Grade 5 Number Sense Practice</li> </ul>  | <p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» Kindergarten: Please refer to the supports listed in the documents for specific accommodations</li> <li>» Grade 1: Provide a 100s chart and counters for problem solving</li> <li>» Grades 2: Provide a base 10 place value chart and list of number words as a reference</li> <li>» Grade 3: Access the Fractions Visual as a resource (see online links)</li> <li>» Grades 4: Provide a base 10 place value chart and list of number words as a reference</li> <li>» Grade 5: Provide a multiplication table as a resource</li> </ul>       |  |

**Read or Tell a Story:**

- » 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.
- » Before you read a book to your child look at the cover. Make guesses if your child thinks the book is fiction or non-fiction. When you are done discuss what genre the book is.
- » After reading any book discuss with your child the main character of the book. Ask your child questions about the character.
- » Read poems together. Encourage your child to write their own poem.
- » If your child is reading a chapter book, ask them to summarize the chapter or chapters they read. Don't be afraid to ask questions about the book and let them tell you what they know.
- » When reading a book, point out the author and illustrator of the book.
- » Encourage your child to act out the story they read.
- » One way to celebrate all the reading you are doing is to keep a list of the books you are reading. It is fun to go back after a week has gone by and read all the titles of the books you have read.
- » Encourage your child to write their own book. Remember it does not have to be long. It should have some type of storyline with a beginning, middle, and end. Adding the pictures that match the text can be a very fun, creative project.
- » Create a book talk time each week. Everyone in your house gets 5 minutes to talk about the book they are reading.

**Read or Tell a Story Options:**

- » Before acting out a story, have the child point to and describe pictures that show beginning, middle and end
- » To help with summarizing, your child could answer these questions:
  - › Who is the main character?
  - › What did the main character want?
  - › What was the problem?
  - › How did the character try to solve the problem?
  - › How was the problem resolved (how did it end)?

**Ongoing Resources:**

(check these often for new and varied content)


- » [Scholastic Activities for PK-5](#)  
*Once on the page, scroll down and click on "Click Here to Get Started." Then choose a grade level.*
- » [BookFlix](#)  
*Read a fiction or non-fiction story and complete related activities.*
- » [Storyline Online](#)  
*Watch a video featuring celebrated actors reading children's books.*

**New This Week:**

- Preschool:
- » Monday: [Green Eggs and Ham](#)
  - » Tuesday: [Rhyme Song](#)
  - » Wednesday: [Frog on a Log](#)
  - » Thursday: [Rhyme Song](#)
  - » Friday: [Rhyming Dust Bunnies](#)

Grades K-5:

- » [Online Thesaurus](#)  
*Find synonyms and antonyms by entering words into the search bar.*

 Access these resources on the district's website.

**Foundational Reading and Language Skills:**

Rhyme Riddle Week (Preschool):

- » Rhyming: words that sound the same and end the same way
- » Each day read the rhyming riddle and have your child guess the answer. Listen to the rhyming story or have fun with the rhyming music video

» Monday:

*You sleep in me and I rhyme with head...  
You wear me on your head and I rhyme with cat...  
I light up the day sky and I rhyme with fun...*

- › Read or listen to the book *Green Eggs and Ham* by Dr. Seuss

» Tuesday:

*You need me to eat soup and I rhyme with moon...  
I am an animal that loves the mud and I rhyme with big...  
I fall from the sky when it is cold and I rhyme with blow...*

- › Watch the online rhyming video: Make a Rhyme, Make a Move by Jack Hartmann

» Wednesday:

*I say "woof" and I rhyme with fog...  
I say "quack" and I rhyme with muck...  
I am small and love to eat cheese and I rhyme with house...*

- › Read or listen to the book *Frog on a Log* by Kes Gray & Jim Field

» Thursday:

*You put me on your feet and I rhyme with clock...  
I have three colors on me- red, white and blue and I rhyme with bag...  
I say "oink" and I rhyme with big...*

- › Watch the online rhyming video: Exercise, Rhyme, and Freeze by Jack Hartmann

» Friday:

*I twinkle in the night sky and I rhyme with car...  
I "buzz" around with my yellow and black strips and I rhyme with tree...  
You call and text people from me and I rhyme with cone...*

- › Read or listen to the book *Rhyming Dust Bunnies* by Jan Thomas

**Foundational Skills Options:**

- » Adult may write for child
- » Word Play: write, do verbally, or use magnetic letters to manipulate sounds

Activities (Grade K-5):

- » Play with words. Take a word like dog and change the first letter to make new words. Do the same with the last letter, and a real challenge would be to change the vowel.
- » Have some fun working on syllables. Ask your child to identify things in your house (i.e.. bed, door, refrigerator, bookshelf) and clap out how many syllables are in each word. Start by doing it together and then have your child do it by themselves.
- » To work on compound words, you can write words on small pieces of paper like sun, shine, snow, man, light, house and lay them on the floor or table. Have your child bring two words together to make a compound word.
- » To work on verbs, there are several things you can do. When reading any sentence, point out the verb in the sentence. Make a list of verbs and keep adding to it as you read different texts. A verb is a word used to describe an action, state, or occurrence, and forms the main part of the predicate of a sentence such as hear, become, happen.
- » Talk with your child about common similes. 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). List the similes you think of. Add to your list as you find or think of more.
- » Help your child identify pronouns in a sentence. A pronoun is a word that can function by itself as a noun phrase and that refers either to the participants in the discourse (e.g., I, you) or to someone or something mentioned elsewhere in the discourse (e.g., she, it, this). You can simply point out pronouns when you are reading any text.
- » Complete the grade level handouts for additional practice in foundational skills.





**Also see these enclosed handouts:**



- › Kindergarten Fiction or Non-Fiction
- › Kindergarten Kim and Sam
- › Kindergarten LEAD21 Opposites
- › Kindergarten Lexia Skill Builder
- › Kindergarten Poems
- › Kindergarten Word Change
- › Grade 1 -ed and -s Endings
- › Grade 1 Lexia Skill Builder Digraphs
- › Grade 1 Lexia Skill Builder Syllables
- › Grade 1 Picking Flowers
- › Grade 2 LEAD21 Author's Purpose
- › Grade 2 LEAD21 Find the Word
- › Grade 2 LEAD21 Finish the Sentence
- › Grade 2 LEAD21 Finish the Word
- › Grade 2 LEAD21 Nouns That Show Ownership
- › Grade 2 LEAD21 Write Contractions
- › Grade 3 Common Irregular Verbs
- › Grade 3 Irregular Verbs
- › Grade 3 Lexia Skill Builder Multi-syllable Words
- › Grade 3 Missing Word
- › Grade 3 Regular Verbs
- › Grade 4 The Crowded House Passage
- › Grade 4 The Crowded House Activity Parts 1-3
- › Grade 4 Relative Pronouns and Adverbs
- › Grade 5 LEAD21 Antonyms, Thesaurus and Homophones
- › Grade 5 LEAD21 Context Clues
- › Grade 5 LEAD21 Idioms
- › Grade 5 LEAD21 Metaphors
- › Grade 5 LEAD21 Similes

**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
- » If asked to provide answers two ways (ex: circle and write the word), just require one way
- » On reading passages, cover up part of the text with a piece of paper so the child can focus on one small chunk at a time
- » Kindergarten:
  - › Fiction/Non-fiction: Color code the circle; choose one color for fiction and one for non-fiction
  - › Poems: Some examples of familiar poems include *Twinkle, Twinkle Little Star*, *Humpty Dumpty*, *Mary Had a Little Lamb*, *Hickory Dickory Dock*
  - › Decodable Reader: Adult can read a part first and the student will echo read, adult and student can read the selection at the same time, or adult and student can take turns reading phrases or sentences
- » Grade 5:
  - › Context Clues: Before answering the questions, use a highlighter to find hints, such as commas and clue words (see examples on the first page of the worksheet)
  - › Synonyms: Use an online thesaurus (see link in ONLINE resources)



| AT HOME  | ACCOMMODATIONS   | ONLINE  |
|--|--|---|
| <p><b>Salt/Sugar Test (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Materials Needed: ¼ teaspoon of salt, ¼ teaspoon of sugar, 2 pieces of dark colored paper</li> <li>» To Play: Put the salt on a dark piece of paper and the sugar on a dark piece of paper. Using magnifying glass, look at both and describe how the first one looks, feels, and ask same questions about the other. Can they tell a difference between them? They can taste each one and ask them to name what they tasted? Describe how each tasted.</li> </ul> | <p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Adult may write for child or assist with tracing</li> <li>» Child may verbalize, sign responses, or draw pictures</li> <li>» Complete only certain activities/questions (evens/odds/top half/bottom half)</li> <li>» Model a problem or do some problems together with the child</li> </ul> | <p><b>Ongoing Resources:</b><br/>(check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Mystery Science</a><br/><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="#">Ada Twist, Scientist</a><br/><i>An astronaut reads from space!</i></li> </ul> <p> Access these resources on the district's website.</p> |
| <p><b>Magnifying Glass Activities (Grades K-5):</b></p> <ul style="list-style-type: none"> <li>» This week, we encourage all students and families to use a magnifying glass for the activities in the packet. Head outside and explore the world around you in your yard, neighborhood, or local green space.</li> <li>» A limited supply of magnifying glasses will be handed out at Hempstead and Prescott on Friday, May 8. See the attached handouts for activities using the magnifying glass.</li> </ul>  | <p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» Preschool and Kindergarten:             <ul style="list-style-type: none"> <li>› Adult/older sibling may assist child with 1:1 counting activities</li> </ul> </li> </ul>  |   |
| <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Preschool: Magnifying Glass</li> <li>› Kindergarten: Magnifying Glass</li> <li>› Grade 1: Take a Closer Look</li> <li>› Grade 2: Soil Search</li> <li>› Grade 3: Explore Nature</li> <li>› Grade 4: Fingerprints</li> <li>› Grade 5: Fingerprint Mission</li> <li>› Grade 5: Fingerprint Types</li> <li>› Grade 5: Look Closely</li> </ul>                                  |  |   |



| 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 focusing on different types of payment.</li> </ul>   | <p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Model a problem or do some problems together with the child</li> <li>» Reduce the number of questions to answer (evens/odds/top half/ bottom half)</li> </ul>  | <p><b>Ongoing Resources:</b><br/>(check these often for new and varied content)</p> <ul style="list-style-type: none"> <li>» <a href="#">Google Earth</a><br/><i>Discover places around the world.</i></li> <li>» <a href="#">TrueFlix</a><br/><i>Read a book and watch a related video about a social studies topic.</i></li> </ul>   |
| <p><b>Community Helper: Doctors and Nurses (Preschool)</b></p> <ul style="list-style-type: none"> <li>» Set up a doctor's office or hospital. Have your child take care of family members or their stuffed animals. Watch the community helpers video for more fun!</li> <li>» Complete the handout for this lesson.</li> </ul>   | <ul style="list-style-type: none"> <li>» Adult may read aloud questions/ reading passages for the child</li> <li>» Adult may write for the child</li> <li>» Child may verbalize/sign/draw pictures</li> <li>» Complete an activity from a different grade level</li> </ul>  | <p><b>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">Wide Open School</a><br/><i>Find and use free resources in every content area.</i></li> </ul>  |
| <p><b>What is a Neighborhood? (Kindergarten)</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> <li>» Want to learn more about this topic? Check out the neighborhood video.</li> </ul>  |   | <p>Preschool:</p> <ul style="list-style-type: none"> <li>» <a href="#">Community Helpers Video</a></li> </ul>  |
| <p><b>Family Traditions! (Grade 1)</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> <li>» Watch the tradition video/song for more fun!</li> </ul>  |   | <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>» <a href="#">Neighborhood Video</a></li> </ul>  |
| <p><b>Community Helpers (Grade 2)</b></p> <ul style="list-style-type: none"> <li>» Find out who provides services in our community! Read the text handout and then complete the activity handout for this lesson.</li> <li>» Want to learn more about this topic? Check out BookFlix to read/listen to additional books.</li> </ul>   |   | <p>Grade 1:</p> <ul style="list-style-type: none"> <li>» <a href="#">Tradition Video/ Song</a></li> </ul> <p>Grade 2:</p> <ul style="list-style-type: none"> <li>» <a href="#">BookFlix</a><br/><i>Click into People and Places to read/ listen to "A Day with the Doctor" or click into Family and Community to read/listen to books about Firetrucks, Garbage Trucks, Farms and many others.</i></li> </ul>  |
| <p><b>How Do Rules and Laws Affect People? (Grade 3)</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> <li>» Want to learn more about this topic? Check out Learn360 to watch a video about rules and laws in our community.</li> </ul>   |   | <p>Grade 3:</p> <ul style="list-style-type: none"> <li>» <a href="#">Learn360</a><br/><i>Type "rules and laws" into the search bar. Choose "Rules and Laws: Exploring Communities" (full video). Watch the video about rules and laws in our community.</i></li> </ul>   |
| <p><b>Learn About the Alamo! (Grade 4)</b></p> <ul style="list-style-type: none"> <li>» Read the text handout and then complete the activity handout for this lesson.</li> <li>» Research the Alamo using the menu of choices from the Tic Tac Toe activity handout.</li> <li>» Want to learn more about this topic? Check out FreedomFlix to discover more.</li> </ul>   |   | <p>Grade 3:</p> <ul style="list-style-type: none"> <li>» <a href="#">Learn360</a><br/><i>Type "rules and laws" into the search bar. Choose "Rules and Laws: Exploring Communities" (full video). Watch the video about rules and laws in our community.</i></li> </ul>   |
| <p><b>Declaration of Independence (Grade 5)</b></p> <ul style="list-style-type: none"> <li>» Read the text handout and then complete the activity handout for this lesson.</li> <li>» Want to learn more about this topic? Check out FreedomFlix to discover more or read TCI Chapter 12 accessible by logging into Clever.</li> </ul>  |   | <p>Grade 3:</p> <ul style="list-style-type: none"> <li>» <a href="#">Learn360</a><br/><i>Type "rules and laws" into the search bar. Choose "Rules and Laws: Exploring Communities" (full video). Watch the video about rules and laws in our community.</i></li> </ul>   |
| <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>» Financial Literacy: Payment Methods</li> <li>» Preschool: Community Helper</li> <li>» Kindergarten: Neighborhood</li> <li>» Grade 1: Family Traditions</li> <li>» Grade 2: Community Helpers Text</li> <li>» Grade 2: Community Helpers Activity</li> <li>» Grade 3: Rules and Laws</li> <li>» Grade 4: The Alamo Text</li> <li>» Grade 4: The Alamo Activity</li> <li>» Grade 4: The Alamo Tic Tac Toe</li> <li>» Grade 5: Declaration of Independence Text</li> <li>» Grade 5: 3-2-1 Activity</li> </ul> | <p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» Financial Literacy: <ul style="list-style-type: none"> <li>» Provide calculator for solving problems</li> </ul> </li> <li>» Grade 1: <ul style="list-style-type: none"> <li>» Rather than writing/drawing, child could look through family camera roll or photos albums to identify examples</li> </ul> </li> <li>» Grade 2: <ul style="list-style-type: none"> <li>» Instead of drawing lines, adult or child could cut out words to match to pictures</li> </ul> </li> <li>» Grade 3: <ul style="list-style-type: none"> <li>» Activity can be completed without accessing video</li> </ul> </li> </ul> | <p>Grade 4:</p> <ul style="list-style-type: none"> <li>» <a href="#">FreedomFlix</a><br/><i>Click the Westward Expansion tab and select the Alamo to read/listen all about this event!</i></li> </ul> <p>Grade 5:</p> <ul style="list-style-type: none"> <li>» <a href="#">FreedomFlix</a><br/><i>Click the Colonial Era tab and read/ listen to The Declaration of Independence book.</i></li> <li>» <a href="#">Clever Portal</a><br/><i>Click into TCI to find and read Chapter 12.</i></li> </ul> <p> Access these resources on the district's website.</p> |





## Creativity Time

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

**ART** »

| AT HOME  | ACCOMMODATIONS  | ONLINE  |
|--|---|---|
| <p><b>Paper Towel Art (Preschool):</b></p> <ul style="list-style-type: none"><li>» Using a variety of markers, watercolor paints, or pens draw a design on a paper towel square</li><li>» Sprinkle water on the design using a spray bottle, dropper, or fingers</li><li>» Watch the color bleed into the paper towel</li><li>» Let dry</li></ul> <p><b>Drawing Challenge:</b></p> <ul style="list-style-type: none"><li>» Draw a llama surfing</li><li>» Draw a circus elephant standing on a ball</li><li>» Draw a flamingo doing ballet</li><li>» Draw a person with fruit for hair</li><li>» Draw French fries on a roller-coaster</li></ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"><li>› Comic Strip Challenge</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 three-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>Worksheet Options:</b></p> <ul style="list-style-type: none"><li>» Preview examples of comic strips from the newspaper prior to starting to generate ideas and provide a model</li><li>» Watch the video in the online resources to see how to create basic shapes into comic characters</li></ul> | <p><b>New This Week:</b></p> <ul style="list-style-type: none"><li>» <a href="#">Kids Make Comics</a><br/><i>Watch a video to see how to make simple shapes into comic characters.</i></li></ul> <p> Access these resources on the district's website.</p> |

| AT HOME  | ACCOMMODATIONS  | ONLINE   |
|--|---|--|
| <p><b>Sing-along (Preschool):</b></p> <p>» Sing the following to the tune of “Wheels on the Bus.” Move to the action words and add more!</p> <p><i>All the Little Ducks Go Upside Down</i></p> <p><i>All the little ducks go upside down upside down, upside down, All the little ducks go upside down as they dabble at the bottom of the pond.</i></p> <p><i>All their little beaks go snap, snap, snap, snap, snap, snap, snap, snap, snap, All their little beaks go snap, snap, snap, as they dabble at the bottom of the pond.</i></p> <p><i>All their little tails go wiggle, waggle, wiggle, wiggle, waggle, wiggle, wiggle, waggle, wiggle, All their little tails go wiggle, waggle, wiggle, as they dabble at the bottom of the pond.</i></p> <p><b>Musical Spoon (Preschool-Grade 5):</b></p> <p>» Use a spoon and a ridged can to make some music! Think of other objects you can play on with a spoon.</p> <p><b>Rubber Band Musical Instrument (Preschool-Grade 5):</b></p> <p><i>NOTE: Adults should help kids with this project.</i></p> <p>» What You’ll Need:</p> <ul style="list-style-type: none"> <li>› Large, empty margarine tub, metal coffee can, or empty tissue box</li> <li>› Stickers</li> <li>› Lots of rubber bands</li> </ul> <p>» Decorate either the margarine tub, tissue box, or the metal coffee can with your favorite stickers.</p> <p>» Stretch five to seven rubber bands around the container so that they go over the open end.</p> <p>» Pluck the rubber bands to make different sounds.</p> <p><b>Music History (Preschool-Grade 5):</b></p> <p>» Ask your parents who your oldest relatives are. Ask if you can write, call or e-mail them to ask about the family’s musical history. Did grandma play the piano? Did Great-Great-Aunt Minnie buy an organ from a traveling salesman in a covered wagon on the plains?</p> <p>» Who were the family singers, and who couldn’t carry a tune? If your family emigrated from another country to the United States, do your relatives know or remember songs from the “old country”? If they do, be sure to have your relatives sing them so you can record them!</p> <p>» Be sure to take notes as you talk to these people. Once you start asking questions, you’ll probably find out so much more about your family than just its musical history.</p> <p><b>How Stuff Works (Grades 3-5):</b></p> <p>» Research a variety of musical topics and check out How Stuff Works: Music Channel online to explore even more!</p> | <p><b>Music History Options:</b></p> <p>» Provide or co-create a list of questions for the child to ask before contacting the family member</p> | <p><b>Ongoing Resources:</b><br/>(check these often for new and varied content)</p> <p>» <a href="#">Groove Pizza</a></p> <p><b>New This Week:</b></p> <p>» <a href="#">The Wheels on the Bus Song</a><br/><i>Super Simple Songs</i></p> <p>» <a href="#">Duck Song</a><br/><i>Recording of the tune to the Duck Song.</i></p> <p>» <a href="#">How Stuff Works: Music Channel</a><br/><i>Research some musical topics.</i></p> <p> Access these resources on the district’s website.</p> |

| AT HOME  | ACCOMMODATIONS   | ONLINE   |
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| <p><b>Five Little Bunnies (Preschool):</b></p> <p>» Use your puppets from last week, or use some small stuffed animals, to act out this rhyme using the actions in parentheses.</p> <p><i>Five little bunnies hopping on the floor, (hopping action)</i><br/> <i>One hopped away, (hop fingers on floor)</i><br/> <i>And then there were four . (take one bunny puppet away)</i></p> <p><i>Four little bunnies hid behind a tree, (hide face in hands)</i><br/> <i>One climbed up, (climbing action with hands)</i><br/> <i>And then there were three. (take one bunny puppet away)</i></p> <p><i>Three little bunnies wondered what to do? (tap head as if to think hard)</i><br/> <i>One went to sleep, (pretend to sleep)</i><br/> <i>And then there were two. (take one bunny puppet away)</i></p> <p><i>Two little bunnies went to have some fun, (the last two puppets jump up and down)</i><br/> <i>One hopped down a hole, (make a diving action with hand)</i><br/> <i>And then there was one. (take one bunny away)</i></p> <p><i>One little bunny paddling in the sea, (make last little bunny hop up and down)</i><br/> <i>I went and picked him up, (pick the bunny up)</i><br/> <i>And he came home with me! (cradle him in your arms).</i></p> <p><b>Activity (Preschool-Grade 5):</b></p> <p>» Pretend you have these places in your house and make up a play or story:</p> <ul style="list-style-type: none"> <li>› Workshop: You can build anything.</li> <li>› School: You are the teacher and your family are your students.</li> <li>› Food Market: You are the cashier.</li> <li>› Bakery: You can put on a baking show.</li> <li>› Puppet Show: You can use your puppets from last week.</li> <li>› Camp Out: You are the park ranger putting together a tent.</li> </ul> | <p><b>Five Little Bunnies Options:</b></p> <p>» An adult could read the rhyme aloud while the child manages the puppets.</p> <p>» Enlist other family members to help so the child only needs to manage one puppet.</p> <p><b>Activity Options:</b></p> <p>» Adult can provide a starting scene or idea and participate as one of the characters to help move the story.</p> | <p><b>Ongoing Resources:</b><br/>                     (check these often for new and varied content)</p> <p>» <a href="#">Drama Games</a></p> <p><b>New This Week:</b></p> <p>» <a href="#">Five Little Bunnies</a></p> <p> Access these resources on the district's website.</p> |




**Chores**

| » AT HOME   | ACCOMMODATIONS   | ONLINE |
|---|--|--------|
| <p><b>Outdoor Chores:</b></p> <p>» Put some music on and head outside:</p> <ul style="list-style-type: none"> <li>› Clean up and organize the garage</li> <li>› Wash your bike</li> <li>› Wash the outdoor furniture</li> <li>› Pick up the garbage in your yard</li> <li>› Pick up sticks, twigs, etc. in your yard</li> </ul> | <p><b>Chore Options:</b></p> <p>» Break down chore into small tasks. Give child 1 task to do at a time. For example:</p> <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> |        |



## Outdoor Play / Games

| » AT HOME   | ACCOMMODATIONS   | ONLINE   |
|---|--|--|
| <p><b>Make Puffy Sidewalk Chalk Paint:</b></p> <ul style="list-style-type: none"> <li>» Ingredients and Materials:               <ul style="list-style-type: none"> <li>› 1 cup of flour</li> <li>› 1 cup water</li> <li>› 1 tablespoon dish soap</li> <li>› food coloring (5-10 drops)</li> <li>› large bowl</li> <li>› wooden spoon</li> <li>› squeeze bottle</li> </ul> </li> <li>» How to Make:               <ul style="list-style-type: none"> <li>› Using a large bowl, stir together flour and water until there are no lumps.</li> <li>› Stir in dish soap to flour mixture.</li> <li>› Add food coloring.</li> <li>› Pour mixture into a squeeze bottle.</li> </ul> </li> <li>» NOTE: Use up paint on same day, mixture can explode if bottle is left closed.</li> </ul> <p><b>Sponge Darts:</b></p> <ul style="list-style-type: none"> <li>» Materials:               <ul style="list-style-type: none"> <li>› Sidewalk chalk</li> <li>› Sponges</li> <li>› Bucket of water</li> </ul> </li> <li>» To Prepare:               <ul style="list-style-type: none"> <li>› Soak sponges in water</li> <li>› Draw bullseye on sidewalk/driveway</li> </ul> </li> </ul> <div data-bbox="363 1003 461 1100" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>» How to Play:               <ul style="list-style-type: none"> <li>› Throw wet sponges onto bullseye with goal of landing as many as possible on center circle</li> </ul> </li> </ul> <p><b>Animal Movement Races:</b></p> <ul style="list-style-type: none"> <li>» Instead of running races, change it up to animal movement races:               <ul style="list-style-type: none"> <li>› Hop like a bunny</li> <li>› Bear walk</li> <li>› Crab walk</li> <li>› Slither like a snake</li> <li>› Run like a cheetah</li> <li>› Stomp like an elephant</li> </ul> </li> </ul> <p><b>Take a Spin!</b></p> <ul style="list-style-type: none"> <li>» Grab your bike, wagon, skateboard, scooter (anything with wheels!) and take a spin around the neighborhood.</li> </ul> <p><b>Bubble Play:</b></p> <ul style="list-style-type: none"> <li>» Try to blow the different types of bubbles:               <ul style="list-style-type: none"> <li>› Biggest bubble</li> <li>› Smallest bubble</li> <li>› Bubble inside another bubble</li> </ul> </li> </ul> | <p><b>Movement Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Slow the pace of the activity</li> <li>» Offer time to rest within activity</li> <li>» Reduce size of play area or distance traveled</li> <li>» Provide balance support</li> </ul> | <p><b>Ongoing Resources:</b><br/>(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>“Gratitude is the healthiest of all human emotions. The more you express gratitude for what you have, the more likely you will have even more to express gratitude for.” -Zig Ziglar</p> <p><b>Family Gratitude Jar:</b></p> <ul style="list-style-type: none"> <li>» Materials:             <ul style="list-style-type: none"> <li>› Any type of container</li> <li>› Small slips of paper</li> </ul> </li> <li>» Family members should take a few minutes each day to write down something for which they are grateful on a slip of paper. You may use the sentence frame, “I am grateful for _____ because _____.”</li> <li>» Place your paper in your Family Gratitude Jar. Your “jar” can be any container you have around the house in which you can put your gratitude slips. Feel free to decorate it if you wish.</li> <li>» At the end of the week, get together as a family if possible. Each person should take out of couple of the slips of paper and read what your family has been grateful for throughout the week.</li> </ul> | <p><b>Gratitude Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Instead of writing, child may draw a picture or dictate response to an older sibling or parent.</li> </ul> |        |



## Free Play

| » AT HOME   | ACCOMMODATIONS | ONLINE |
|---|----------------|--------|
| <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>» Monday             <ul style="list-style-type: none"> <li>› Game Day: Play your favorite board or card game</li> </ul> </li> <li>» Tuesday             <ul style="list-style-type: none"> <li>› Puzzle Day: Put together a couple easy puzzles or a harder one</li> </ul> </li> <li>» Wednesday             <ul style="list-style-type: none"> <li>› Favorite Activity: Play with your favorite toys (inside or outside)</li> </ul> </li> <li>» Thursday             <ul style="list-style-type: none"> <li>› Building Day: Gather your blocks, Legos, boxes and build away</li> </ul> </li> <li>» Friday             <ul style="list-style-type: none"> <li>› Outside Day: How many activities can do you outside?</li> </ul> </li> </ul> |                |        |



# Social Emotional Engagement Guide for all students

## WEEK 7



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)



### Taking a Break

Last week, we practiced dealing with frustration and making a plan to use our coping tools. One type of coping tool when you are frustrated is to take a break. This week let's practice finding new ways to take a break.

| » AT HOME  | ACCOMMODATIONS  | ONLINE  |
|--|---|---|
| <p><b>Establish a procedure or rules for taking a break when we're frustrated:</b></p> <ul style="list-style-type: none"> <li>» How long should the break be?</li> <li>» How do we show that we need a break?               <ul style="list-style-type: none"> <li>› Do we say we need a break?                   <ul style="list-style-type: none"> <li>› What voice tone should we use?</li> <li>› What words should we use?</li> </ul> </li> <li>› Do we show that we need a break by pointing to a picture or holding a card?</li> <li>› Do we sign that we need a break?</li> </ul> </li> <li>» What materials can we use for our breaks?</li> <li>» How do we clean up after our breaks?</li> <li>» Where do we go to take our breaks?</li> <li>» Can we go on our own?</li> </ul> <p><b>Practice new ways to take a break. Try out new coping tools!</b></p> <ul style="list-style-type: none"> <li>» Practice the tool with an adult so we know how it works first.</li> <li>» Practice on our own second.</li> <li>» Once we've tried them, grade them to see how well they worked. Are we more calm when we're finished than when we started?</li> </ul> <p><b>Celebrate using new skills, even if it didn't go as planned.</b></p> <p><b>Please refer to the document "50 Ways to Take a Break" for break ideas.</b></p> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› 50 Ways to Take a Break!</li> </ul> | <p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Limit options for students who need fewer choices</li> <li>» Create a visual (using pictures) of the routine for taking a break and post that in the break space</li> <li>» Use pictures of visuals to give break choices</li> </ul> | <p><b>Ongoing Resources:</b><br/>(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="#">Free Family GoNoodle Videos and Songs</a><br/><i>Free videos for movement.</i></li> <li>» <a href="#">Counting Breaths Breathing Activity</a></li> </ul> <p> Access these resources on the district's website.</p> |



Blank white, draw a kite. Or, use this paper to doodle a poodle. Whatever you do, creative you can be, because your art, we'd love to see!

Share your creations with us!  [www.facebook.com/dbqschools](http://www.facebook.com/dbqschools)  [www.twitter.com/dbqschools](http://www.twitter.com/dbqschools)

