





# Daily Sample Schedule for elementary school students

## WEEK 8


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


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


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


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


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


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- 11:30 a.m.  **Creativity Time** See suggested activities on pages 10-11


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- 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.*


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


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- 1 p.m.  **Outdoor Play / Games** See suggested activities on page 12


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- 2 p.m.  **Project Time** See suggested activities on page 13


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- 3:30 p.m.  **Free Play** See suggested activities on page 13

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-  **Social Emotional Engagement Guide** See suggested activities on pages 14-15

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-  **Handouts + Worksheets** 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.



# Suggested Learning Activities + Resources for elementary students

## WEEK 8

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>Ball Handling Challenges:</b></p> <p><b>PASS/ROLL</b></p> <ol style="list-style-type: none"> <li>1. Pass a ball around your waist.</li> <li>2. Roll or pass a ball around your feet.</li> <li>3. Roll or pass a ball in a figure 8, weaving it between your feet.</li> </ol> <p><b>TOSS</b></p> <ol style="list-style-type: none"> <li>1. Toss the ball from one hand to the other in a low arc.</li> <li>2. Toss the ball from one hand to the other in a high arc.</li> </ol> <p><b>SPIN</b></p> <ol style="list-style-type: none"> <li>1. Try to spin the ball on your fingers.</li> <li>2. Spin the ball on the ground clockwise and then try counterclockwise.</li> </ol> <p>» Try to do each type of ball handling 5-10 times. If you are successful, set a new goal for the number you want to complete and try again.</p>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Use a different size ball to make it easier to handle</li> <li>» If going in one direction (for example: to the left) is difficult, try the opposite direction.</li> <li>» If standing is not an option: <ul style="list-style-type: none"> <li>› Do the activities while seated with feet out in front of you</li> </ul> </li> <li>» If bending is not an option: <ul style="list-style-type: none"> <li>› Create the ball patterns or do the spinning on your table top</li> </ul> </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>'One More, One Less' Card Game (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Materials Needed: a deck of cards (number cards only, no face cards), dice, or cards with numbers on them (at least 1-10, challenge numbers 1-20), paper, crayons/markers</li> <li>» To Play: Decide if you will be playing one more or one less (plus 1 or minus 1). Each player takes turns flipping over top card or roll dice, adding one more to number or subtracting one. If answered correctly, the player keeps the card.</li> </ul>	<p><b>Card Game Options:</b></p> <ul style="list-style-type: none"> <li>» Provide a number line to show child how to identify one more/one less</li> <li>» Provide cards with dots and numbers on them to represent total number indicated on dice</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="#">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> Access these resources on the district's website.</p>


MATH LEARNING OPPORTUNITIES continued on next page »

<p><b>Operations and Algebraic Thinking (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 operations and algebraic thinking, as well as continued work on place value through various concepts and skills, depending on grade level. 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>Activity 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, especially with decimals</li> <li>» Adult may read questions/story problems aloud for the child</li> </ul>	
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Preschool Math Mat: Simple Addition</li> <li>› Kindergarten Operations and Algebraic Thinking</li> <li>› Grade 1 Operations and Algebraic Thinking</li> <li>› Grade 2 Operations and Algebraic Thinking</li> <li>› Grade 3 Operations and Algebraic Thinking</li> <li>› Grade 4 Operations and Algebraic Thinking</li> <li>› Grade 5 Operations and Algebraic Thinking</li> </ul>	<p><b>Worksheet Options:</b></p> <ul style="list-style-type: none"> <li>» Kindergarten:             <ul style="list-style-type: none"> <li>› Provide hand-over-hand support with tracing</li> <li>› On “Dog/Cat Addition,” circle the groups to make the counting easier</li> <li>› Support child with 1:1 counting</li> </ul> </li> <li>» Grade 1:             <ul style="list-style-type: none"> <li>› Provide a number line or counters for solving problems</li> </ul> </li> <li>» Grade 2:             <ul style="list-style-type: none"> <li>› Provide a 200s chart and/or place value chart for reference</li> </ul> </li> <li>» Grade 3:             <ul style="list-style-type: none"> <li>› Provide counters or a multiplication table for solving problems</li> <li>› For the game, reduce the number of rounds played</li> </ul> </li> <li>» Grade 4:             <ul style="list-style-type: none"> <li>› Provide a 100s chart</li> </ul> </li> <li>» Grade 5:             <ul style="list-style-type: none"> <li>› Provide a multiplication table</li> </ul> </li> </ul>	

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. (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.</li> <li>» Have conversations with your child. Ask them questions and when they answer you dig deeper with more questions.</li> <li>» Ask your child to draw a story and you write the words.</li> <li>» Make connections with what you are reading in a book with real life.</li> <li>» Turn on the closed captioning on your TV for one program and read the captions.</li> <li>» Tell family stories. Let everyone take turns telling a family story.</li> <li>» Don't forget to read non-fiction books.</li> <li>» Write a book together about the 2020 Quarantine. Help your child organize their thoughts and get an outline down on paper. Let them work independently after that.</li> <li>» If your child has a favorite story after reading it ask them to act it out for you. This can be as simple or elaborate as you want to make it.</li> <li>» After your child has read a chapter of a book ask them to tell you the main idea and describe the supporting details.</li> </ul>	<p><b>Read or Tell a Story Options:</b></p> <ul style="list-style-type: none"> <li>» Locate pictures in the text that answer questions</li> <li>» Verbalize/draw/sign responses</li> <li>» Act out the story</li> <li>» Record stories on a device instead of in writing</li> <li>» Adult and child work together on the task</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> Preschool:</p> <ul style="list-style-type: none"> <li>» Monday: <a href="#">The Foot Book Video</a></li> <li>» Tuesday: <a href="#">Opposites Song Video</a></li> <li>» Wednesday: <a href="#">You Are Not Small Read Aloud Video</a></li> <li>» Thursday: <a href="#">The Opposites Action and Dance Song Video</a></li> <li>» Friday: <a href="#">Dinosaur Roar! Read Aloud Video</a></li> </ul>
<p><b>Foundational Reading and Language Skills:</b> Opposites Week (Preschool):</p> <ul style="list-style-type: none"> <li>» Opposites: words that are completely different</li> <li>» Each day complete the opposite activity. Listen to the story about opposites or have fun with the opposites music video.</li> <li>» Monday:             <ul style="list-style-type: none"> <li>› In Your House:                 <ul style="list-style-type: none"> <li>› Using a mirror, make a <b>happy</b> face and then a <b>mad</b> face.</li> <li>› Find a <b>big</b> toy and a <b>small</b> toy.</li> </ul> </li> <li>› Outside:                 <ul style="list-style-type: none"> <li>› Run <b>fast</b> around your house, then walk <b>slow</b> around your house.</li> <li>› <b>Loudly</b> stomp <b>down</b> your sidewalk, then <b>quietly</b> tiptoe <b>up</b> your sidewalk.</li> </ul> </li> <li>› Read or listen to the story <i>The Foot Book</i> by Dr. Seuss</li> </ul> </li> <li>» Tuesday:             <ul style="list-style-type: none"> <li>› In Your House:                 <ul style="list-style-type: none"> <li>› Walk or scoot <b>down</b> the stairs, then walk <b>up</b> the stairs.</li> <li>› Turn <b>on</b> the light in your room, then turn the light <b>off</b> in your room.</li> </ul> </li> <li>› Outside:                 <ul style="list-style-type: none"> <li>› Find a <b>hard</b> rock or stone, then find a <b>soft</b> feather or flower.</li> <li>› Find a <b>long</b> piece of grass, then find a <b>short</b> piece of grass.</li> </ul> </li> <li>› Play the game <i>Opposites Kids Songs</i> by The Learning Station</li> </ul> </li> </ul>		<p>» Access these resources on the district's website.</p>

- » Wednesday:
  - › In Your House:
    - › **Open** a drawer in your bedroom, then **close** the drawer.
    - › With help, fill a cup **full** of water, then drink all the water till the cup is **empty**.
  - › Outside:
    - › Stand in the **front** of your house and **loudly** yell **hello**, then run to the **back** of your house and **whisper goodbye**.
  - › Read or listen to the story *You Are Not Small* by Anna Kang
- » Thursday:
  - › In Your House:
    - › For lunch eat something that is **hard** and also eat something **soft**.
    - › Find your **dirty** clothes and help wash them so they will be **clean**.
  - › Outside:
    - › Grab your wagon and **pull** it up a hill, then **push** it back home.
    - › Hop on your **left** foot - STOP - hop on your **right** foot.
  - › Dance and sing to *The Opposites Action and Dance Song* by Matt
- » Friday:
  - › In Your House:
    - › After playing outside, wash your **dirty** hands with soap and water (they are **wet**). Now get a towel and make sure your **clean** hands are **dry**.
  - › Outside:
    - › Find a hill, run **up** to the **top**. Now roll **down** to the **bottom**.
    - › Find something in your yard to climb **over**. Now find something to crawl **under**.
  - › Read or listen to the story *Dinosaur Roar!* by Paul and Henrietta Stickland

<p><b>Activities (Grades K-5):</b></p> <ul style="list-style-type: none"><li>» Have some fun working on opposites. You can use words like big/little. You can also use actions like sit down/stand up. You can have some real life opposites at the table with a full glass of milk then an empty glass of milk. Look around for ways to identify opposites.</li><li>» Work with end punctuation. As you read, point out the end punctuation. Talk with your child about the difference between a period, question mark, and explanation point.</li><li>» To work on commas and quotation marks, it's a great idea to point them out as you read. You can even do an art project by having your child write a sentence and use glue to place elbow macaroni where commas or quotation marks should be.</li><li>» To work on long and short vowels, you can write any words on small pieces of paper and lay them on the table or floor and have your child sort them by long and short vowels.</li><li>» To work on adjectives, there are several things you can do. When reading any sentence, point out the adjective in the sentence. Make a list of adjectives and keep adding to it as you read different texts. An adjective is a word or phrase naming an attribute, added to or grammatically related to a noun to modify or describe it (e.g. red, quick, happy).</li><li>» Talk with your child about common prefixes. A prefix is a word, letter, or number placed before another (e.g., un-, dis-, re-, pre-, mis-, non-). As you come across words with prefixes write them down and underline or highlight the prefix.</li><li>» Help your child identify conjunctions in a sentence. A conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause (e.g. and, but, if). You can simply point out conjunctions when you are reading any text.</li><li>» Complete the grade level handouts for additional practice in foundational skills.</li></ul>	<p><b>Activity Options (Grades K-5):</b></p> <ul style="list-style-type: none"><li>» Adult may write for child</li></ul>	
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 **Also see these enclosed handouts:**



- › Kindergarten LEAD21 Opposites
- › Kindergarten Punctuation
- › Grade 1 Nouns
- › Grade 1 Short and Long A and E
- › Grade 1 Short and Long I and O
- › Grade 1 Short and Long Vowel Read and Find
- › Grade 1 Singular and Plural Nouns
- › Grade 2 Lexia Skill Builder Irregular Verbs
- › Grade 2 Lexia Skill Builder Latin Prefixes
- › Grade 3 Adverbs (Comparatives, Superlatives)
- › Grade 3 LEAD21 Adjectives that Compare
- › Grade 3 LEAD21 Adjectives that Describe
- › Grade 3 LEAD21 Adverbs that Tell How
- › Grade 3 LEAD21 Adverbs that Tell When or Where
- › Grade 3 LEAD21 Comparatives and Superlatives
- › Grade 4 Descriptive Adjectives
- › Grade 4 Punctuating Dialogue
- › Grade 5 Compound Sentences
- › Grade 5 Interjections
- › Grade 5 Prepositional Phrases
- › Grade 5 Prepositions

**Worksheet Options:**

- » Child may verbalize/draw/sign responses
- » 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
- » Provide separate page for writing answers if blanks/spaces provided are too small
- » Kindergarten:
  - › Child may write in the punctuation rather than cutting and gluing
- » Grade 4:
  - › Descriptive Adjectives (p91): provide dictionary to define adjectives before writing sentences
  - › Punctuating Dialogue (p96): make correction marks in the sentences instead of rewriting the sentence



AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Bird Spotting (Preschool):</b></p> <p>» Use the preschool handout below to complete the activity.</p>	<p><b>Activity Options:</b></p> <p>» Adult may write for child</p>	<p><b>Ongoing Resources:</b> (check these often for new and varied content)</p>
<p><b>Weather (Kindergarten):</b></p> <p>» Look at the weather today and draw a detailed picture of what you see!</p>	<p>» Adult may read aloud questions/reading passages for the child</p>	<p>» <a href="#">Mystery Science</a> <i>Digital learning with no materials, digital learning with materials.</i></p>
<p><b>Weather (Grade 1):</b></p> <p>» Look at the weather each day and record the weather on the chart. Do you see any patterns from the week?</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>Landforms (Grade 2):</b></p> <p>» Complete the handout for this lesson to learn about landforms!</p>	<p>» Model a problem or do some problems together with the child</p>	<p>» <a href="#">Wonderopolis</a></p>
<p><b>Water Evaporation (Grade 3):</b></p> <p>» Complete the handout for this lesson to learn about water evaporation calculations.</p>	<p>» Complete an activity from a different grade level</p>	<p>» <a href="#">PBS Science</a></p>
<p><b>Weathering (Grade 4):</b></p> <p>» Read the text about weathering. Walk around your yard and your neighborhood. Can you find evidence of physical and chemical weathering occurring? Complete the handout to record answers.</p>		<p><b>New This Week:</b></p> <p>Grade 3:</p>
<p><b>Sensory Systems (Grade 5):</b></p> <p>» Determine how quickly you and your family members can respond to a visual stimulus by using a response timer. Complete the handout for this lesson.</p>		<p>» <a href="#">Water Cycle Song Video</a></p>
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Preschool Bird Spotting</li> <li>› Kindergarten Weather Observation</li> <li>› Grade 1 Weather Graph</li> <li>› Grade 2 Landforms</li> <li>› Grade 3 Evaporation</li> <li>› Grade 4 Weathering</li> <li>› Grade 5 Response Timer</li> </ul>	<p><b>Worksheet Options:</b></p> <p>» Grade 5:</p> <ul style="list-style-type: none"> <li>› Provide a calculator for finding averages</li> </ul>	<p>Grade 4:</p> <p>» <a href="#">Clever Portal</a> <i>Click into FOSS and navigate to the Soils, Rocks, and Landforms resources by clicking on the image for the module. Go to the Student e-Book and read pages 6-8. Click the "Tutorial" drop-down menu under "Online Activities" and select the "Weathering" tutorial for an interactive activity.</i></p> <p>Grade 5:</p> <p>» <a href="#">Clever Portal</a> <i>Click into FOSS and select the Digital Only Resources tab. Click Multimedia and choose Response Timer.</i></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>» Family 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 financial literacy skills of being an entrepreneur.</li> <li>» Complete the Financial Literacy handout for this lesson.</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> <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>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: Police Officer (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Have your child set up some chairs into a police car and part of their room into a police station. They can write speeding tickets for family members and give warnings to family members or their stuffed animals for not following rules of the house. Watch the community helpers video for more fun!</li> <li>» Complete the handout for this lesson.</li> </ul>		<p><b>New This Week:</b> Preschool:</p> <ul style="list-style-type: none"> <li>» <a href="#">Community Helpers (Police Officers) Video</a></li> </ul> <p>Kindergarten:</p> <ul style="list-style-type: none"> <li>» <a href="#">Know Your Globe Video</a> <i>You may watch this video before completing the globe activity.</i></li> </ul>
<p><b>Know Your Globe (Kindergarten):</b></p> <ul style="list-style-type: none"> <li>» Complete the handout for this lesson.</li> </ul>		
<p><b>Rules and Laws (Grade 1):</b></p> <ul style="list-style-type: none"> <li>» We follow rules and laws to help us protect everyone. Look at the rules or laws listed on the handout for this lesson. Draw a line that matches whether it would be used at school, at home, in your community, or all places.</li> </ul>		<p>Grade 1:</p> <ul style="list-style-type: none"> <li>» <a href="#">Clever Portal</a> <i>Click on MackinVIA to find and read the book "What Are Rules and Laws?" You may read/listen to this book before completing the rules and laws activity.</i></li> </ul>
<p><b>What does a good citizen do? (Grade 2):</b></p> <ul style="list-style-type: none"> <li>» Read the text in the handout and complete the activity about what good citizens do.</li> </ul>		
<p><b>Immigration in Iowa: Iowa's Salad Bowl (Grade 3):</b></p> <ul style="list-style-type: none"> <li>» Read "Iowa's Salad Bowl' on the text handout. As you read, identify the different groups of people that immigrated to Iowa. Draw or write words and/or symbols that represent each group of people who came to Iowa in the "salad bowl."</li> </ul>		
<p><b>Midwest Agricultural Changes (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> </ul>		
<p><b>Revolutionary War (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> </ul>		
<p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Financial Literacy: Entrepreneur Traits</li> <li>› Preschool Community Helper</li> <li>› Kindergarten Globe Activity</li> <li>› Grade 1 Rules and Laws</li> <li>› Grade 2 What Does a Good Citizen Do?</li> <li>› Grade 3 Iowa's Salad Bowl Text</li> <li>› Grade 3 Iowa's Salad Bowl Activity</li> <li>› Grade 4 Agricultural Changes Text</li> <li>› Grade 4 Agricultural Changes Activity</li> <li>› Grade 5 Revolutionary War</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>Decorate a Fish (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Gather a variety of materials (cotton balls, cereal, colored paper, grass, twigs, flowers, crayons, markers, chalk, etc.) and glue</li> <li>» Using the fish outline document and decorate your fish</li> <li>» Have fun!</li> </ul> <p><b>Fish Bowl (Preschool):</b></p> <ul style="list-style-type: none"> <li>» Gather crayons/markers or colored pencils</li> <li>» Using the fish bowl outline document, add the following details:               <ul style="list-style-type: none"> <li>› 1-5 colorful fish</li> <li>› Little blue pebbles at bottom</li> <li>› 2-3 green plants on top of the blue pebbles</li> <li>› Orange and brown stones on top of the blue pebbles</li> </ul> </li> </ul> <p><b>Drawing Challenge (Grades K-5):</b></p> <ul style="list-style-type: none"> <li>» Draw a fish swimming in something other than water</li> <li>» Draw a crab at a birthday party</li> <li>» Draw a shark water-skiing</li> <li>» Draw an octopus with spoons for legs</li> </ul> <p> <b>Also see these enclosed handouts:</b></p> <ul style="list-style-type: none"> <li>› Preschool Decorate a Fish</li> <li>› Preschool Fish Bowl Drawing</li> <li>› Grades K-5 Under the Sea Printable</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>New This Week:</b></p> <ul style="list-style-type: none"> <li>» <a href="#">How to Draw Sea Animals</a> <i>Step-by-step sea animal drawing tutorials and lessons for kids of all ages.</i></li> </ul> <p> Access these resources on the district's website.</p>

**MUSIC »**

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Sing and Dance (Preschool):</b></p> <ul style="list-style-type: none"> <li>» With your family, sing and dance along to a couple favorite preschool action songs. For example:               <ul style="list-style-type: none"> <li>› Listen and Move</li> <li>› Animal Dance and Freeze</li> </ul> </li> </ul> <p><b>Mother’s Day Composing:</b></p> <ul style="list-style-type: none"> <li>» Directions: This year, Mother’s Day was on Sunday, May 10. Get a sheet of paper and pencil. You are being given the task of composing (writing) new words to the “Jingle Bells” tune that you can sing for your Mom, Step-Mom, or Grandma. Make sure to sing it to them!               <ul style="list-style-type: none"> <li>› Here is an example of just the refrain:                   <p style="margin-left: 20px;"><i>Mother’s Day, Mother’s Day, my mom is so cool.</i></p> <p style="margin-left: 20px;"><i>Mother’s Day, Mother’s Day, my mom really rules!</i></p> </li> <li>» Grades K-2: You will create words for the “refrain” part of the song. (That would be the part with the words: “Jingle Bells, Jingle Bells, Jingle all the way, Oh what fun it is to ride in a one horse open sleigh.”)                   <ul style="list-style-type: none"> <li>› Here is an example of just the refrain:                       <p style="margin-left: 20px;"><i>Mother’s Day, Mother’s Day, my mom is so cool.</i></p> <p style="margin-left: 20px;"><i>Mother’s Day, Mother’s Day, my mom really rules!</i></p> </li> </ul> </li> <li>» Grades 3-5: You will create both the words for the refrain AND a verse. (That would be the part that starts: “Dashing through the snow...”)</li> <li>› Example: My mom knows how to read. My mom knows how to write. My mom knows how to sing and she does everything right! Oh!</li> <li>› Now try asking your family members to give you three words about your mom and you try to compose a new song. (For example: <i>mom, love, and pizza</i>)</li> </ul> </li> </ul>	<p><b>Composing Options:</b></p> <ul style="list-style-type: none"> <li>» Instead of writing the lyrics, an adult may write for the child or the lyrics can be recorded on a device</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><b>New This Week:</b></p> <p>Preschool:</p> <ul style="list-style-type: none"> <li>» <a href="#">Listen and Move</a></li> <li>» <a href="#">Animal Dance and Freeze Song</a></li> </ul> <p>Grades K-5:</p> <ul style="list-style-type: none"> <li>» <a href="#">Happy Mother’s Day Song by the Kiboomers</a></li> </ul> <p><i>Sing this song to your mom or someone who is like a mom to you.</i></p> <p> Access these resources on the district’s website.</p>

**DRAMA »**

AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Wearing Many Hats (Preschool-Grade 5):</b></p> <ul style="list-style-type: none"> <li>» Draw a picture of a hat and cut it out.</li> </ul>  <ul style="list-style-type: none"> <li>» Inside the hat, write the words:               <p style="margin-left: 20px;"><i>My mom wears many hats in our family.</i></p> <p style="margin-left: 20px;"><i>My mom is a _____ and she taught me how to _____.</i></p> </li> <li>» Your mom does lots of things, so cut out as many hats as you want! Then read the hats to your mom, grandmother, or other adult using different voices (loud, soft, silly, happy).</li> <li>» Put together all of mom’s hats and make up a story. Perform the story.</li> </ul>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Adult may help student with writing</li> <li>» Hats may be pre-cut</li> <li>» Responses may be oral/signed/drawn</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> Access these resources on the district’s website.</p>




## Chores

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Daily Chores:</b></p> <ul style="list-style-type: none"> <li>» Morning:               <ul style="list-style-type: none"> <li>› Make bed, get dressed, put pajamas away, brush/comb hair, eat breakfast, put dirty dishes away, clean up bedroom, vacuum a room in your home</li> </ul> </li> <li>» Afternoon:               <ul style="list-style-type: none"> <li>› Make lunch, put away dirty dishes, get the mail, write or draw a special note for a neighbor/deliver, dust a room in your home</li> </ul> </li> <li>» Night:               <ul style="list-style-type: none"> <li>› Put dirty clothes away, brush teeth, clean up toys/materials from the day</li> </ul> </li> </ul>	<p><b>Chore Options:</b></p> <ul style="list-style-type: none"> <li>» Break down chore into small tasks. Give child 1 task to do at a time. For example:               <ul style="list-style-type: none"> <li>› Chore: Clean up a room</li> <li>› Step 1: Pick up clothes</li> <li>› Step 2: Put clothes in basket</li> <li>› Step 3: Pick up blocks</li> <li>› Step 4: Put blocks in bin</li> </ul> </li> <li>» Provide a checklist to break down chores for each part of the day</li> <li>» Complete one chore, take a break, complete another chore</li> </ul>	



## Outdoor Play / Games

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Bubble Art:</b></p> <ul style="list-style-type: none"> <li>» Ingredients:               <ul style="list-style-type: none"> <li>› Bubble Solution</li> <li>› Bubble wands</li> <li>› Cardstock, white paper, or white cardboard</li> <li>› Food coloring</li> <li>› Small cups/containers</li> </ul> </li> <li>» How to Make:               <ul style="list-style-type: none"> <li>› Pour small amount of bubble solution in each cup</li> <li>› Add 5-7 drops of food coloring to each cup of bubble solutions</li> <li>› Stir bubble solution</li> <li>› Lay your paper on grass or sidewalk, dip wand in colored bubble solution and blow onto your white paper.</li> <li>› Repeat and let dry</li> </ul> </li> </ul> <p><b>Movement Activities:</b></p> <ul style="list-style-type: none"> <li>» Play a game of Freeze Tag</li> <li>» Grab a Ball               <ul style="list-style-type: none"> <li>› Basketball: How many times can you dribble the ball in a row?</li> <li>› Soccer ball: How many goals can you make from a certain distance away?</li> <li>› Soft/Baseball: Throw the ball up in the air- how many time can you catch it in a row?</li> </ul> </li> <li>» Play Follow the Leader</li> <li>» Plan your own scavenger hunt around your home or neighborhood- make a list of items to find (list the items using words and/or pictures)</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> </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>“There are no extra pieces in the universe. Everyone is here because he or she has a place to fill, and every piece must fit itself into the big jigsaw puzzle.” -Deepak Chopra</p> <p><b>Create a Jigsaw Puzzle:</b></p> <p>» Materials:</p> <ul style="list-style-type: none"> <li>› Poster board (a limited amount of poster board will be distributed at Prescott and Hempstead on May 15)</li> <li>› Markers/crayons</li> <li>› Scissors</li> <li>› Pictures from newspaper and magazines and glue (optional)</li> </ul> <p>» Directions:</p> <ul style="list-style-type: none"> <li>› Work together as a family to create your own jigsaw puzzle!</li> <li>› Draw a picture, design or create a collage from newspaper and magazine clippings</li> <li>› When the image is complete (and dry if using glue), carefully cut the poster board into pieces</li> <li>› Mix up the pieces and work to put it together again!</li> </ul> <p>» Personalize this project by drawing/creating any image you want! It could be anything from one large drawing of a shape, such as a heart, to a detailed, intricate design or collage. You can also choose how challenging to make the puzzle when you cut it into pieces: there could be less than 10 pieces all the way to 100s!</p>	<p><b>Jigsaw Puzzle Options:</b></p> <ul style="list-style-type: none"> <li>» Reduce the size of the poster board (cut it in half)</li> <li>» Make the pieces a variety of shapes with curvy and straight lines to make matching easier</li> <li>» Take a picture of the puzzle before you cut it apart so you have a “master copy” to refer to</li> </ul>	



## Free Play

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>» Monday: Wear Your Favorite Color <ul style="list-style-type: none"> <li>› Go on a color hunt in your house and outside</li> <li>› Tally how many times you see your favorite color</li> </ul> </li> <li>» Tuesday: Outdoor Day <ul style="list-style-type: none"> <li>› Dress for an adventure outside</li> <li>› Have a water balloon fight, catch bugs, play flashlight tag</li> </ul> </li> <li>» Wednesday: Olympics Day <ul style="list-style-type: none"> <li>› Put on your active wear</li> <li>› Set up an obstacle course (relay races, exercise races, etc.)</li> <li>› Make medals for your family to hand out</li> </ul> </li> <li>» Thursday: Pajama Day <ul style="list-style-type: none"> <li>› Make a blanket fort</li> <li>› Do all your activities inside your fort (play games, read books, have a picnic, etc.)</li> </ul> </li> <li>» Friday: School Spirit Day <ul style="list-style-type: none"> <li>› Wear your school colors!</li> </ul> </li> </ul>		



# Social Emotional Engagement Guide for all students

## WEEK 8


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)



### Problem Solving


People solve problems every day. Some are simple like what to eat for breakfast or what to wear today. Some are more complex such as dealing with a disagreement with a friend. When we practice problem solving at home with children, they will be more successful solving problems on their own later. There is a handout attached to help with organizing your child's ideas around problem solving for a particular situation.

» AT HOME	ACCOMMODATIONS	ONLINE
<p><b>Have a discussion about problem solving:</b></p> <ul style="list-style-type: none"> <li>» Talk about different kinds of problems we face</li> <li>» Problems look different at different ages, keep discussions age appropriate</li> </ul> <p><b>Adults can model problem solving skills:</b></p> <ul style="list-style-type: none"> <li>» Think aloud about your problems (keep the problems age-appropriate)               <ul style="list-style-type: none"> <li>› What order do you need to do your housework in?</li> <li>› What outfit did you wear based on the weather?</li> <li>› Why did you pick what you picked for dinner?</li> <li>› How did you decide what to do when you had a choice to make?</li> </ul> </li> <li>» When kids have a problem give them advice about what you or someone you know would do. Don't solve it for them.</li> </ul> <p><b>Talk about the steps to solve a problem:</b></p> <ul style="list-style-type: none"> <li>» Identify the problem               <ul style="list-style-type: none"> <li>› For younger students you might say "Show me the hard part"</li> <li>› For older students you might ask open ended questions about what is happening and how they feel</li> </ul> </li> <li>» Identify solutions               <ul style="list-style-type: none"> <li>› For younger students you may only give 1 choice</li> <li>› For older students you might give multiple options or have them come up with solutions</li> </ul> </li> <li>» What would happen if?               <ul style="list-style-type: none"> <li>› For younger kids, you may skip this step. Thinking ahead might not be age appropriate</li> <li>› For older kids, practice thinking ahead about what might happen for each solution</li> </ul> </li> <li>» Make a choice and follow through</li> <li>» Reflect               <ul style="list-style-type: none"> <li>› For younger students, it may not be age appropriate to reflect</li> <li>› For older students have a discussion about what they chose. What worked? What didn't work? Would they choose it again? Why?</li> </ul> </li> </ul>	<p><b>Activity Options:</b></p> <ul style="list-style-type: none"> <li>» Keep problems age and ability appropriate</li> <li>» Give fewer choices to children who need more support</li> <li>» Give ideas or help talk kids through situations until they become stronger problem solvers</li> </ul> <p><b>Steps to Solve a Problem Options:</b></p> <ul style="list-style-type: none"> <li>» Help the child break the large problem into smaller chunks</li> <li>» Use a graphic organizer (see handout) for children to see all the steps visually or have reminders</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="#">"Broken Escalator" Video</a> <i>Watch this video to start a discussion about problem solving.</i></li> <li>» <a href="#">"Not A Box" Video</a> <i>Use to spark a discussion about the different ways you can use a box (in conjunction with the creative play at home activity).</i></li> <li>» <a href="#">"How You Can Help Children Solve Problems" Article</a> <i>Geared for young children (Preschool and Early Elementary).</i></li> </ul> <p> Access these resources on the district's website.</p>

SOCIAL EMOTIONAL ENGAGEMENT OPPORTUNITIES continued on next page »

**Practice your problem solving skills:**

- » Read or listen to a story and talk about problem solving
  - › The Curious George Series by Margaret and H.E. Rey
  - › Ladybug Girl and Bumblebee Boy by Jacky Davis
  - › Amelia Bedelia Series by Peggy Parish
  - › Many, many more
- » Use creative play
  - › Make a skit and act out solving a problem
  - › Model solving a problem with dolls, action figures, stuffed animals or yourself in pretend play
  - › Give them an item (like a box) and see how many ways they can use the item in play
    - › Can the box become a house? A car? A rocket ship?
- » Problem solve in the kitchen
  - › Cook or bake something
  - › Talk about the steps for the activity and how to problem solve
    - › What if you were missing an ingredient?
    - › What if you forgot to add something?
    - › Why do you do things in a certain order?
- » Problem solve through play
  - › Create a structure with only certain materials
    - › Make a house, animal, or other item out of blocks or Legos
    - › Create a jump ramp for matchbox cars using paper
    - › Create your own board game with rules out of craft supplies
    - › Use marshmallows and toothpicks to create the tallest structure you can
  - › Play a game and discuss problem solving
    - › Candyland
    - › Go Fish
    - › Garbage Card Game
    - › Chess
    - › Monopoly
    - › Others

 **Also see these enclosed handouts:**

- › Problem Solving Graphic Organizer



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)

