






Daily Sample Schedule for elementary school students


WEEK 9


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 2-8


- 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 10

- 2 p.m.  **Project Time** See suggested activities on page 11

- 3:30 p.m.  **Free Play** See suggested activities on page 11

-  **Social Emotional Engagement Guide** See suggested activities on pages 12

-  **Handouts + Worksheets** See enclosed handouts starting on page 13

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,** joug 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 electronico rfrench@dbqschools.org o con Taj Suleyman al correo electronico 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 MATH LEARNING OPPORTUNITIES FOR SECOND GRADE INCLUDE ACTIVITIES THAT INVOLVE THE USE OF RULERS AND METER STICKS.

A limited supply of rulers and meter sticks will be available at the Prescott Elementary School and Roosevelt Middle School meal sites on Friday, May 22. **Hang onto them, as next week's handouts will include more measurement across grade levels.**





Suggested Learning Activities + Resources for elementary students

WEEK 9

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>Balloon Challenges:</p> <ul style="list-style-type: none"> » If you do not have a balloon, you can use a gallon zip-lock baggie filled with air. 1. Toss it up high, let it float down and hit it back up in the air from down low. 2. Toss it up and alternate using your right and left hands to keep it up in the air. 3. Hit the balloon like you are setting a volleyball and see how many times you can set it without it touching the ground. 4. Hit the balloon like you are bumping a volleyball and see how many times you can bump it without it touching the ground. 5. Find a family member and tap it back and forth between the two of you. <ul style="list-style-type: none"> » Keep track of how many times you are able to do each challenge, and then set a goal to increase it the next round. 	<p>Activity Options:</p> <ul style="list-style-type: none"> » Activities may be done from a seated position 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Mindfulness Poses » Go Noodle <p> Access these resources on the district's website.</p>




Learning Opportunities

MATH »

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Math Games and Activities (Grades PK-5):</p> <ul style="list-style-type: none"> » Complete the appropriate activities below and/or pages from the provided handouts for PK-5 which include a variety of games, activities, and practice sheets. This week's games and activities focus on various concepts and skills across grade levels including computation, sequencing, finding patterns, comparing numbers, measuring, and 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. 	<p>Game and Activity Options:</p> <ul style="list-style-type: none"> » 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, especially with decimals » Adult may read questions/story problems aloud for the child 	<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 »

 **Also see these enclosed handouts:**

- › Preschool Math Games
- › Preschool Five and Ten Frames
- › Kindergarten Math Games and Activities
- › Grade 1 Math Games and Activities
- › Grade 2 Math Games and Activities
- › Grade 3 Math Games and Activities
- › Grade 4 Math Games and Activities

NOTE: The fifth-grade activity pages for this week can be found in the Bridges Math Student Workbooks sent home with student materials last week. Following are the page numbers:

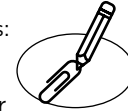
TITLE OF WORKBOOK:

Bridges in Mathematics Grade 5 Student Book

PAGE:	TITLE OF PAGE:
70	Fraction Problems
264	Division with Fractions
267	Thinking About Money
199	More Do-It-Yourself Problems (p1 of 3)
200	More Do-It-Yourself Problems (p2 of 3)
201	More Do-It-Yourself Problems (p3 of 3)


Worksheet Options:


- » Preschool and Kindergarten:
 - › Accommodations are listed on each handout
- » Grade 1:
 - › Provide a hundreds chart for reference or to check answers
 - › Hundreds Chart Digit Game: The game calls for two colors of counters, but you may use two different types of coins as markers.
 - › Comparing Numbers: The activity includes spinner templates. To use, place a paper clip in the center of the spinner, and put the point of a pencil in the center, through the clip. Spin the paper clip around the pencil.
- » Grade 2:
 - › Measuring Activities 1 and 2: If you do not have a listed item in your home, choose any other item you have as a substitute
- » Grade 3:
 - › Provide a thousands chart for reference in estimation
- » Grade 4:
 - › Provide a calculator for checking work
- » Grade 5:
 - › See online resources for videos from Khan Academy on adding and subtraction fractions with different denominators
 - › Provide a calculator for checking work



New This Week:


- Preschool:
- » [National Council of Teachers of Mathematics Five Frames Activities](#)
- Grade 5:
- » [Adding Fractions with Unlike Denominators](#)
 - » [Subtracting Fractions with Unlike Denominators](#)

 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. » Reread favorite stories. » After reading a book, give the story a grade. Discuss why you gave the book that grade. » Encourage your child to keep a journal (handwritten or electronic) responding to each book they read. » Make predictions about a story before reading. Be specific about predictions. They could be about the characters, the problem, or the solution. » Have several family members read the same book. Hold a family book club and discuss the story. » After reading two books compare the characters from each book. List or discuss the ways the characters are the same and how they are different. » Encourage your child to write their own story. » Read a variety of books: cookbooks, comics, non-fiction, magazines, etc. » Record yourself reading your child’s favorite story. Play the recording for them as they turn the pages. » Once you have finished a book, have a discussion with your child about the main idea and supporting details. » Summarizing is a hard skill to master. A great way to help your child summarize is to ask them to tell you the story in their own words after they read a book. 	<p>Read or Tell a Story Options:</p> <ul style="list-style-type: none"> » Verbalize or sign responses » Adult may assist with writing or write responses for the child » Act out the beginning, middle, and end » Point to pictures that show beginning, middle, and end » To help with creating a written or verbal summary, your child could answer these questions: <ul style="list-style-type: none"> › 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)? 	<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: Preschool:</p> <ul style="list-style-type: none"> » Jack Hartmann - Alphabet Recognition Upper and Lower Case Letters » Jack Hartmann - Workout to the Letter Sounds <p>Grades 3 and 5:</p> <ul style="list-style-type: none"> » Online Dictionary <i>Enter words in the search bar at the top to access definitions.</i>
<p>Foundational Reading and Language Skills: ABC Week (Preschool):</p> <ul style="list-style-type: none"> » Monday/Wednesday: ABC Seek and Find <ul style="list-style-type: none"> › Materials: Letter cards, tape (optional) › To Play: Someone places letter cards throughout the house. Child covers eyes while letter cards are being hidden. Once all letter cards are placed throughout the house, child will search for the letters. When a card is found, bring card to adult and child will identify the letter and give to adult. Repeat till all letter cards are found. › Extension: When child finds a letter card, child will identify name of letter and state the sound the letter makes. » Tuesday/Thursday: Swat the Letter Game <ul style="list-style-type: none"> › Materials: Letter cards, fly swatter (optional) › To Play: Spread 5-10-15-all 26 letter cards on the floor. Adult will say “Find the letter... “ Child will swat the letter that was stated with a flyer swatter or their hand. Keep the letter card if correctly identified. If swatted incorrect letter, the letter card stays on floor. » Friday: Alphabet Scavenger Hunt <ul style="list-style-type: none"> › Materials: Letter cards › To Play: Have the child find objects around the house that begin with each letter of the alphabet. Display them for the family and talk about the objects they found for each letter. › Ex: A/a- airplane toy, B/b- banana, C/c-crayon 	<p>Activity Options (Preschool):</p> <ul style="list-style-type: none"> » ABC Seek and Find: <ul style="list-style-type: none"> › Only use letter cards in child’s first name › When child finds a letter card, adult will identify letter and child will repeat » Swat the Letter Game: <ul style="list-style-type: none"> › Adult can provide a visual model of letter stated, ex. Adult says: Find the letter “B/b”, a visual could also be provided for child › Only put letter cards on the floor that are in child’s first name » Alphabet Scavenger Hunt: <ul style="list-style-type: none"> › Adult can find objects with child › Only use letters in child’s first name › Find the letter in words (ex. G/g- goldfish crackers) 	<p> Access these resources on the district’s website.</p>

Activities (Grades K-5):



- » Emphasize end punctuation whenever you see it in print (i.e. point out periods, questions marks, and exclamation points)
- » Make flashcards of high frequency words (the, to, of, you, she, my, is, are, do , does).
- » When seeing words in print, have your child identify the vowel in the words.
- » As you read words, point out the suffixes you see. Challenge your child to find suffixes on their own. The most common suffixes are: -tion, -ity, -er, -ness, -ism, -ant, -ship, -age, and -ery.
- » Work on compound words. Write words on paper, (i.e. day, ear, wash, word, fire, hair, grand, news, eye, win) and add words to each word to create a compound word. See how many compound words you can make from each individual word.
- » Irregular nouns are made plural by changing vowels, changing the word, or adding a different ending:
 - › More than one person = people.
 - › More than one mouse = mice.
 - › More than one child = children.
 - › More than one foot = feet.
 - › More than one tooth = teeth.
- » Help your child identify irregular plural nouns. One way to do this is to write 5 or more words on a piece of paper. Make several of the words irregular plural nouns and have your child circle the irregular plural nouns.



 **Also see these enclosed handouts:**

- › Preschool ABC Letter Cards
- › Kindergarten High Frequency Words Group 1
- › Kindergarten High Frequency Words Group 2
- › Kindergarten High Frequency Words Group 3
- › Kindergarten My Favorite Place
- › Kindergarten Write the Word
- › Grade 1 Exclamations
- › Grade 1 Lexia Skill Builder Long Vowel Teams
- › Grade 1 Lexia Skill Builder Silent E Level 8
- › Grade 1 Pronouns Activity 1
- › Grade 1 Pronouns Activity 2
- › Grade 1 Pronouns Narrative
- › Grade 1 Questions
- › Grade 1 Statements
- › Grade 2 Compound Words 1
- › Grade 2 Compound Words 2
- › Grade 2 Meanings
- › Grade 3 Latin Suffixes 1
- › Grade 3 Latin Suffixes 2
- › Grade 3 Noun Suffixes 1
- › Grade 3 Noun Suffixes 2
- › Grade 3 Parts of Speech 1
- › Grade 3 Parts of Speech 2
- › Grade 3 Parts of Speech 3
- › Grade 4 Combining Sentences 1
- › Grade 4 Combining Sentences 2
- › Grade 4 Sniffing the World Story
- › Grade 4 Sniffing the World Part 1
- › Grade 4 Sniffing the World Part 2
- › Grade 5 Quotations
- › Grade 5 Verb Tense Shifts
- › Grade 5 Word Skeletons
- › Grade 5 Words with Suffix -ion

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
- » 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:
 - › High Frequency Words game idea: "Word Swat"
 - › Place the cards on the table, spaced far apart, with the words facing up. An adult or older sibling calls out one word at a time. The child finds the word on the table and then swats the word with his/her hand (or a fly swatter, if you have one) while repeating the word. At first, start out with just a few words, and then increase the number of words as the child learns more of them.
- » Grade 3:
 - › More Noun Suffixes (p82): Provide a dictionary (hard copy or online) as a resource for checking the accuracy of words to which you added suffixes
- » Grade 4:
 - › Combining Sentences (p87 and p88): Make corrections to the sentence instead of rewriting the combined sentence
 - › Sniffing the World Part 1: Instead of rewriting the details in the appropriate columns, cut them out and sort them
- » Grade 5:
 - › Word Skeletons (p94): Provide a dictionary (hard copy or online) as a resource for definitions

AT HOME	ACCOMMODATIONS	ONLINE
<p>Nature Scavenger Hunt (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>Explore Severe Weather! (Kindergarten): » Draw a picture about severe weather. » Complete the handout for this lesson.</p>	<p>» Adult may read aloud questions/ reading passages for the child » Child may verbalize, sign responses, or draw pictures</p>	<p>» Mystery Science <i>Digital learning with no materials, digital learning with materials.</i></p>
<p>Changes in the Sky (Grade 1): » Look at clouds outside or make a cloud window. » Complete the handout for this lesson.</p>	<p>» Complete only certain activities/ questions (evens/odds/top half/ bottom half)</p>	<p>» National Mississippi River Museum & Aquarium</p>
<p>Learn About Habitats! (Grade 2): » Complete the handout for this lesson.</p>	<p>» Model a problem or do some problems together with the child</p>	<p>» Wonderopolis</p>
<p>Wheels and Axles (Grade 3): » Complete the handout for this lesson.</p>	<p>» Complete an activity from a different grade level</p>	<p>» PBS Science</p>
<p>Investigate Erosion (Grade 4): » Complete the handout for this lesson.</p>		<p>New This Week: Grade 2: » Home Sweet Habitat Video</p>
<p>Earth's Atmosphere (Grade 5): » Complete the handout for this lesson.</p>		<p><i>Learn about animal habitats.</i></p>
<p> Also see these enclosed handouts: › Preschool Nature Scavenger Hunt › Kindergarten Severe Weather › Grade 1 Changes in the Sky › Grade 2 Habitats › Grade 3 Wheels and Axles › Grade 4 Erosion › Grade 5 Earth's Atmosphere</p>	<p>Worksheet Options: » Grade 5: › Do activity for fewer than 5 days › Focus on just a few parts of the forecast (ex: temperature and humidity)</p>	<p>» Clever Portal <i>Click into FOSS and select the Digital Only Resources tab then Multimedia to find games about habitats.</i></p> <p> Access these resources on the district's website.</p>



AT HOME	ACCOMMODATIONS	ONLINE
<p>Family Learning:</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 financial literacy skills when planning a vacation. » 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: Firefighter (Preschool):</p> <ul style="list-style-type: none"> » Have your child set up some chairs into a fire engine and part of their room into a fire station. They can dress up as a firefighter, putting “fires” out, planning fire drills, etc. Practice a fire drill with your family. Watch the community helpers video for more fun. » Complete the handout for this lesson. 		<p>New This Week: Preschool:</p> <ul style="list-style-type: none"> » Community Helpers (Firefighter) Video
<p>Learn About Maps! (Kindergarten):</p> <ul style="list-style-type: none"> » Complete the handout for this lesson. 		
<p>Learn About Maps! (Grade 1):</p> <ul style="list-style-type: none"> » Complete the handout for this lesson. 		
<p>Suburban, Urban and Rural Communities (Grade 2):</p> <ul style="list-style-type: none"> » Complete the handout for this lesson. 		
<p>Floods and Their Impact on Iowa (Grade 3):</p> <ul style="list-style-type: none"> » Read the text about floods and then complete the handout for this lesson. 		<p>Grade 1:</p> <ul style="list-style-type: none"> » MackinVIA <i>Maps are very important and helpful. People all over the world use maps to get themselves or goods from one point to another. To better understand maps, go to MackinVIA and read/listen to the book “Reading Maps” written by Ann H. Matzke.</i>
<p>Needs and Wants (Grade 4):</p> <ul style="list-style-type: none"> » Complete the handout for this lesson. 		<p>Grade 3:</p> <ul style="list-style-type: none"> » TrueFlix <i>Click on Extreme Nature to find and read the book “Floods.”</i>
<p>Parts of Government (Grade 5):</p> <ul style="list-style-type: none"> » Read the Constitution text handout and then complete the graphic organizer handout to learn about the three parts of government. 		
<p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › Financial Literacy: Let’s Get Away! › Preschool Community Helper › Kindergarten What is a Map? › Grade 1 Maps › Grade 2 Suburban, Urban and Rural Communities › Grade 3 Floods Text › Grade 3 Floods Questions › Grade 4 Needs and Wants › Grade 5 Constitution Text › Grade 5 Constitution Graphic Organizer 	<p>Worksheet Options:</p> <ul style="list-style-type: none"> » Grade 2: <ul style="list-style-type: none"> › Start by crossing off all the items in each column that you know don’t make sense; then you have a smaller list to look at before deciding if the word belongs » Grade 3: <ul style="list-style-type: none"> › Read the questions before reading the passage so that you know what information to look for as you are reading the text › For the first question, when answers are located in the passage, child could highlight the answers in the text rather than rewriting on the worksheet » Grade 5: <ul style="list-style-type: none"> › Divide this into 3 sections and work on one section (branch of government) at a time › Review the graphic organizer before reading the passage so that you know what information to look for as you are reading the text 	<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>Rock Art (Preschool):</p> <ul style="list-style-type: none"> » Materials: <ul style="list-style-type: none"> › Paper › Crayons or markers › Rocks of various sizes » To Do: <ul style="list-style-type: none"> › Gather a variety of rocks from around your neighborhood › Lay rocks on top of paper and then trace around each rock › Color inside each rock shape <p>Drawing Challenge (Grades K-5):</p> <ul style="list-style-type: none"> » Draw a garden of lollipops » Draw a swimming pool filled with something other than water » Draw your favorite vegetable for leaves on a tree » Draw a person skiing on something other than snow (Jell-o, pudding, slime, etc) <p>The Four Seasons (Grades K-5):</p> <ul style="list-style-type: none"> › Color the handout with any materials you wish <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › The Four Seasons Coloring Sheet 	<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 Four Seasons <i>Watch to learn how to draw a picture that represents each of the seasons.</i> <p> Access these resources on the district's website.</p>

MUSIC »

AT HOME	ACCOMMODATIONS	ONLINE
<p>Dance with Ribbons (Preschool):</p> <ul style="list-style-type: none"> » Use ribbon, string, scarves, or yarn to dance and twirl to your favorite song. <p>This Land is Your Land (Grades K-5):</p> <ul style="list-style-type: none"> » Complete the following rhythm activity using cups. » Materials: <ul style="list-style-type: none"> › Two or more people › Each person needs a sturdy but non-breakable cup (do NOT use glass) » To Play: <ul style="list-style-type: none"> › Sit in a circle with your cup in front of you › Pass cups clockwise › Sing the song "This Land is Your Land" (lyrics below) while following the patterns below (see handout for detailed instruction) <ul style="list-style-type: none"> › Refrain Pattern: Grab hold, Pass hold, Grab hold, Pass hold (Repeat 4 times) › Verse Pattern: Tap, Tap, Clap, Clap, Grab hold, Pass hold (Repeat 4 times) <p><i>"This Land is Your Land" Lyrics</i></p> <p><i>(Refrain) This land is your land, this land is my land. From California, to the New York Island. From the Redwood forest, to the Gulf stream waters. This land was made for you and me.</i></p> <p><i>(Verse) I've roamed and rambled, and I've followed my footsteps, To the sparkling sands of, her diamond desert. And all around me, a voice was sounding, This land was made for you and me.</i></p> <p> Also see these enclosed handouts:</p> <ul style="list-style-type: none"> › This Land is Your Land Rhythm Activity 	<p>This Land is Your Land Options:</p> <ul style="list-style-type: none"> » Use the refrain pattern for both the refrain and the verse » Practice the passing pattern before adding the music 	<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> <p>Grades K-5:</p> <ul style="list-style-type: none"> » This Land is Your Land Video <p> Access these resources on the district's website.</p>

DRAMA »

AT HOME	ACCOMMODATIONS	ONLINE
<p>Community Helper: Firefighter (Preschool):</p> <ul style="list-style-type: none"> » Complete the handout in the social studies section of this packet. <p>One Word Story (Grades K-5):</p> <ul style="list-style-type: none"> » Create a whole-family story in this imaginative drama activity. <ol style="list-style-type: none"> 1. Family sits or stands in a circle. 2. Establish who will begin the story and which direction the story will travel (clockwise or counter-clockwise). 3. The first person begins the story by saying a single word, e.g. "There." 4. Whomever is next in the circle says another single word that makes sense following the previous word e.g. "was." 5. Continue around the circle, with each person saying a single word with the aim of building a coherent story. 	<p>One Word Story Options:</p> <ul style="list-style-type: none"> » Instead of building an entire story, start with building one sentence. » Provide a topic before starting to help focus the word choice. 	<p>Ongoing Resources: (check these often for new and varied content)</p> <ul style="list-style-type: none"> » Drama Games <p>New This Week: Preschool:</p> <ul style="list-style-type: none"> » Firefighter Song <p> Access these resources on the district's website.</p>




Chores

AT HOME	ACCOMMODATIONS	ONLINE
<p>Let's Get Outside:</p> <ul style="list-style-type: none"> » Monday: Wash the car » Tuesday: Pick up garbage around your house » Wednesday: Pick up small twigs and sticks in your yard » Thursday: Wash your bike » Friday: Take a day off and enjoy the sunshine 	<p>Let's Get Outside Options:</p> <ul style="list-style-type: none"> » Break down chore into small tasks. Give child 1 task to do at a time. For example: <ul style="list-style-type: none"> › Chore: Clean up a room › Step 1: Pick up clothes › Step 2: Put clothes in basket › Step 3: Pick up blocks › Step 4: Put blocks in bin 	



Outdoor Play / Games

AT HOME	ACCOMMODATIONS	ONLINE
<p>Activities:</p> <ul style="list-style-type: none"> » Take your blocks outside and have fun » Play a game of Freeze Tag » Play catch with a tennis ball » Make an outside fort » Grab bubbles or make your own: <ul style="list-style-type: none"> › Bubble Recipe: <ul style="list-style-type: none"> › Get a large cup › Pour 1/2 cup of dish soap into the cup › Add 1 1/2 cups of water › Measure 2 teaspoons of sugar and add it to the water/soap mixture › Gently stir your mixture › Go outside and have fun › Who can blow the biggest bubble? Who can blow a bubble inside another bubble? 	<p>Movement Activity Options:</p> <ul style="list-style-type: none"> » Slow the pace of the activity » Offer time to rest within activity » Reduce size of play area or distance traveled 	<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>“Family is not an important thing. It is everything.” -Michael J. Fox</p> <p>Create a Family Summer Bucket List:</p> <ul style="list-style-type: none"> » The bucket list represents things to do as a family... » Materials: <ul style="list-style-type: none"> › Paper › Markers/Crayons › Pictures from Magazines (optional) » To Do: As a family, make a “bucket list” of <ol style="list-style-type: none"> a. things you want to do, and/or b. places you want to go, and/or c. people you want to see » The family bucket list could be represented through pictures, words, and/or drawings... » Hang it up to remind everyone of things to do as a family and cross off when completed 	<p>Summer Bucket List Options:</p> <ul style="list-style-type: none"> » Instead of writing or drawing, child may dictate response to an older sibling or parent 	



Free Play

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Activities:</p> <p>“Play gives children a chance to practice what they are learning.” -Mister Fred Rogers</p> <ul style="list-style-type: none"> » Joke Day: <ul style="list-style-type: none"> › Make up and share lots jokes (knock-knock jokes, animal jokes, etc.) » Game Day: <ul style="list-style-type: none"> › Make up a new game or play a favorite one » Imagination Day: <ul style="list-style-type: none"> › Grab empty boxes and tape › Build a spaceship, a train, a bus, etc. » Puzzle Day: <ul style="list-style-type: none"> › Do as many puzzles as you can › Make new ones using empty food boxes (ex. cereal box, fruit snack box, etc.) » Music Day: <ul style="list-style-type: none"> › Make your own instruments › Play your instruments and even put on a concert for your neighborhood 		



Social Emotional Engagement Guide for all students

WEEK 9


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



Personal Hygiene

As more opportunities and businesses begin to open up in our community, it will be especially important for everyone to practice good hygiene habits. Taking some time to teach children about what hygiene means will help them be able to stay healthy as well as have social success in the future with others.

» AT HOME	ACCOMMODATIONS	ONLINE
<p>Talk About Hygiene:</p> <ul style="list-style-type: none"> » What does it mean? <ul style="list-style-type: none"> › Hygiene means keeping clean to stay healthy » Why is it important? <ul style="list-style-type: none"> › Hygiene helps us stay healthy › Hygiene makes us feel better about ourselves › Hygiene makes other people feel better about us › Many other reasons » What is included in hygiene? <ul style="list-style-type: none"> › Washing hands and covering coughs/sneezes › Washing all parts of our bodies and hair › Dental Hygiene like brushing teeth, flossing, using mouth wash › Wearing clean clothes › Bathroom or toileting routines › For older students it might include wearing deodorant or using other personal care items › Maintain a clean space around you: eat on clean dishes, use clean towels after showering, etc. » Read a book (check for them on YouTube) or watch a video about hygiene <ul style="list-style-type: none"> › “Germs are Not for Sharing” by Elizabeth Verdick › “Noses are Not for Picking” by Elizabeth Verdick › “Hygiene, You Stink!” by Julia Cook <p>Create Routines:</p> <ul style="list-style-type: none"> » Create a routine to practice hygiene habits and have the child draw the pictures for it <ul style="list-style-type: none"> › Bedtime Routine › Morning Routine › Shower/Bathtime Routine <p>Practice Hygiene Activities:</p> <ul style="list-style-type: none"> » Handwashing Practice <ul style="list-style-type: none"> › Get some glitter or washable paint › Pour a small amount of paint or glitter on child’s hands and have them practice scrubbing it off » Good Habit/Bad Habit <ul style="list-style-type: none"> › Cut 20 slips of paper › On 10 slips write good or healthy hygiene habits and on 10 others write bad or unhealthy hygiene habits and fold them up › Place the slips in a hat or bowl › Have the child(ren) draw one and decide if it is a Good Habit or a Bad Habit » Hygiene Charades <ul style="list-style-type: none"> › Use the Healthy Habit Cards you made above. Have the child draw one and act it out! 	<p>Talk About Hygiene Options:</p> <ul style="list-style-type: none"> » Think about what is age- and level-appropriate for the student. Some might need beginning skills and lots of practice. Others might be very advanced. <p>Create Routines Options:</p> <ul style="list-style-type: none"> » For students just learning routines, routines may need to be broken down into steps. <ul style="list-style-type: none"> › For example, brushing teeth may include these steps: <ol style="list-style-type: none"> 1. Get toothbrush and toothpaste 2. Open toothpaste 3. Turn on sink and wet toothbrush 4. Put on toothpaste 5. Brush all teeth (fronts, backs, tops) 6. Rinse mouth and toothbrush 7. Clean up » Some students may need less steps in a routine. Find only a few things they can do and add on once they master them. <ul style="list-style-type: none"> › For the brushing teeth example, the adult may get all the supplies ready so the student can focus on “brush all teeth.” Slowly add other steps that comes before/after, like “rinse mouth and toothbrush.” <p>Practice Hygiene Options:</p> <ul style="list-style-type: none"> » Handwashing Practice: <ul style="list-style-type: none"> › Model the handwashing steps before the student practices » Good Habit/Bad Habit: <ul style="list-style-type: none"> › Have fewer slips of paper for the good habit/bad habit game › Only do a few slips at a time to make the task less overwhelming › Read the slips out loud to child › Instead of writing hygiene habits, write or use pictures of hygiene tools like toothbrush, hair brush and have the student tell you what they are used for instead 	<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"> » Scholastic Parents-Teaching Kids about Hygiene <i>An article for parents about hygiene tasks based on the age of the child.</i> » Sesame Street: Healthy Teeth. Healthy Me. The Brushy Brush Song <i>Brush your teeth with Elmo.</i> » CDC Handwashing Video <i>CDC Website has many visuals and videos about washing hands and staying safe during this time.</i> » Personal Hygiene Movie <i>Personal Hygiene movie created by Brain Pop to talk about healthy habits like showering, wearing clean clothes, using deodorant (for older children).</i> <p> Access these resources on the district’s website.</p>

