



COMPTON UNIFIED SCHOOL DISTRICT
Office of Special Education

417 W. Alondra Blvd., Compton, CA 90220
PARENT DIGITAL NEWSLETTER

May 8, 2020

Volume 6

DISTRICT UPDATES

View this as a web page [here](#).



COPING WITH COVID-19: MENTAL HEALTH TIPS FOR CHILDREN AND FAMILIES

Tuesday, May 12, 2020
10:00 a.m. - 11:00 a.m.



These days, parents find themselves balancing three roles; parenting, home schooling and working remotely. Join us for an upcoming webinar as we discuss how to develop and maintain a schedule for children and the importance of getting their input during the COVID-19 pandemic. Dr. Scott Poland will take attendees through the C.A.L.M. approach to help keep our families strong and healthy as well as provide coping strategies during this challenging time.

There is no charge to attend.

**Tuesday, May 12, 2020
10:00 AM - 11:00 AM**

Click [here](#) to register.



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WORDS FROM OUR SPED TEAM



Social Workers Offer Self-Care Advice

It is important to engage in coping skills in order to engage in self-care. There are many different ways one could utilize coping skills. One of the most common techniques is through controlled breathing. Controlled breathing could help calm one's nerves and slow heartbeat down to a controlled and regulated heartbeat. Once you are calm, you are more able to think more clearly and rationally in order to make better decisions. A quick Google search for breathing techniques would yield hundreds of different ways someone could practice their breathing. One of the ones to be highlighted is the 4-7-8 breathing. In addition to reducing anxiety, this has been shown to help calm anger and help aid in sleeping. This involves 4 simple steps:

1. Inhale through nose for 4 seconds
2. Hold breath for 7 seconds
3. Exhale slowly for 8 seconds
4. Repeat cycle up to 4 times

If you have any questions feel free to check out this video:

<https://www.youtube.com/watch?v=gz4G31LGyog>

Simple, quick, and effective! Give it a try!

-CUSD Clinical Social Workers



SPED Nurses Provide Health Tips

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Psychologist Corner



Understanding ADHD

Attention Deficit/Hyperactivity Disorder (**ADHD**) is one of the most researched areas in child and adolescent mental health. However, the precise cause of the disorder is still unknown. How can **ADHD** affect our children at school/home? **ADHD** can affect our children's ability to focus, pay attention, listen, or put effort into schoolwork/homework. **ADHD** may also make our children restless, fidgety, talk too much, or disrupt the class or home environment. Children with **ADHD** may also have learning disabilities that may affect their performance at school, and/or at home. There are three major types of **ADHD**. The three types of **ADHD** are **ADHD, combined type**. This is the most common type of **ADHD** and is characterized by impulsive and hyperactive behaviors, as well as inattention and distractibility. **ADHD, impulsive/hyperactive type**. This, which is the least common type of **ADHD**, is characterized by impulsive and hyperactive behaviors, **without** inattention and distractibility. And, **ADHD, inattentive and distractible type**. This type of **ADHD** is characterized predominately by inattention and distractibility **without** hyperactivity. Some may ask, "How can we as parents help our children with **ADHD**?" The recommendations/suggestions below may provide some guidance as to how we can work with our children with **ADHD**. Because there are so many, you may choose which one(s) will best fit the needs of your child(ren).

Addressing ADHD at Home

- Remember that your child's poor attention span, distractibility, impulsive behavior and restlessness are the result of the way his brain chemistry works. They are not willful misbehaviors or the result of poor parenting.
- Develop and implement a written behavioral contract that specifies what the student is expected to do (i.e., responsibilities or appropriate behavior) and what the student will get if responsibilities are met (i.e., privileges at home). These are particularly effective when they are used consistently in both the home and the school settings.
 - Praise and compliment your child when he or she puts forth good effort and completes tasks. In a supportive, noncritical manner it is appropriate and helpful to assist in pointing out and making some corrections of errors on the homework.
 - Give your attention to appropriate behaviors. Identify your child's strengths.



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- Provide clear, consistent expectations, directions and limits. Children with ADHD need to know exactly what others expect from them. They do not perform well in ambiguous situations that don't specify exactly what is expected and that require them to "read between the lines." Working with a professional can help narrow the focus to a few specific behaviors, help you set limits and consistently follow through with consequences.
 - Set up an effective discipline system. Parents should learn proactive - not reactive - discipline methods that teach and reward appropriate behavior and respond to misbehavior with alternatives such as time outs or loss of privileges. Communicate with the other people who care for your child and work to be as consistent with behavioral techniques across settings and caregivers as possible.
 - Help your child learn from his or her mistakes. At times, negative consequences will arise naturally out of a child's behavior. However, children with ADHD have difficulty making the connection between their behaviors and these consequences. Parents can help their child with ADHD make these connections and learn from his/her mistakes.
 - Set aside a daily *special time* for you and your child. Constant negative feedback can erode a child's self-esteem. A special time, whether at an outing, playing games or just time spent with your child in positive interaction, can help fortify your child against assaults to self-worth.
 - Notice your child's successes, no matter how small. Make an effort to notice when your child is paying attention well or doing what s/he is supposed to be doing. Tell your child exactly what she/he did well. This can improve your child's self-esteem and teach him/her to notice gradual improvements, rather than being too hard on him/herself.
 - Tell your child that you love and support him/her unconditionally. There will be days when you may not believe this yourself. Those will be the days when it is even more important that you acknowledge the difficulties your child constantly faces and express your love. Let your child know that you will get through both the smooth and rough times together.
 - Assist your child with social skills. Children with ADHD may be rejected by peers because of hyperactive, impulsive or aggressive behaviors. Parent training can help you learn how to assist your child in making friends and learning to work cooperatively with others.
 - Establish and maintain a simple routine for the child to follow every day.
 - Remember to praise your child frequently. Sometimes it is helpful to make a list of things that you can praise your child for.
-
- Help him/her organize everyday items.
 - Use organizers for homework.
 - Complete and Implement School-Home Daily Report Cards.
 - Use a behavior plan with a reward system.
 - Be consistent regarding consequences and remember to use rewards before punishment.
 - Provide immediate feedback.



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- Build physical activity into the youngster's out-of-school schedule. If social rewards/reinforcement is insufficient to bring about the desired behavior, pair social recognition with earned activities or tangible reinforcers.
- If your child struggles with reading, help by reading the material together or reading it to your son or daughter.
- Work a certain amount of time and then stop working on homework. Do not force your child to spend an excessive and inappropriate amount of time on homework.
 - It is very common for students with ADHD to fail to turn in their finished homework. It is very frustrating to know your child struggled to do the work, but then never gets credit for having done it. Make sure that completed work leaves the home and is in the notebook/backpack. You may want to arrange with the teacher a system for collecting the work immediately on arrival at school.
- One of the biggest struggles is keeping on top of long-range assignments (e.g., reports, projects). This is something to be vigilant of. Ask for a copy of the project requirements. Post the list at home and go over it together with your child. Write the due date on a master calendar. Then plan how to break down the project into manageable parts, scheduling steps along the way. Assist your son/daughter in getting started at once with going to the library, gathering resources, beginning the reading, and so forth.
- Establish a routine and schedule for homework (a specific time and place) and adhere to the schedule as closely as possible. Do not allow your child to wait until the evening to get started.
 - Limit distractions in the home during homework hours (e.g., reduce unnecessary noise, activity, and phone calls; turn off the TV).
 - Assist your child in dividing homework assignments into smaller parts or segments that are more manageable and less overwhelming.
- Assist your child in getting started on homework assignments (e.g., read the directions together, do the first items together, observe as your child does the next problem/item on his or her own). Monitor and give feedback without doing all the homework together. You want your child to attempt as much as possible independently.



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Speech and Language at Your Service

Hi Parents and Guardians,

We hope you are accessing remote related services successfully. To supplement the speech and language services your child is receiving at home, please consider trying these great language enriching activities with your child.

Monday:

Speech and Language Scavenger Hunt

Create a fun scavenger hunt to get the kids exploring and discussing their environment. They can search for items by color or shape (e.g. Find something yellow, Find something round). Or to make things more difficult, describe items by use and function (e.g. Find something that requires batteries, Find something that opens). If your child is practicing a speech sound, ask your child to find objects that contain the target speech sound (e.g. Find something that starts with the letter "s"). After all of the items are collected, have a discussion by comparing and contrasting the different items that were found. How are they similar? How are they different? Do they know the name/function/use of it?



Tuesday:

Forced Choices

Use forced choices to **provide a model** while also getting your child to **request** for items. When using forced choices, **ask** your child what they **want** and then **provide** them their **options**. This is great to use when you know what your child wants, but they are not expressing it verbally.

- For example:
 - Parent: "What do you want to play with? Play-doh or bubbles?" Then your child can give their choice.



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- If your child uses gestures or sounds to express the desire, model the correct response for your child and provide elaborated responses modeling the target word in context.
 - Parent: “Bubbles! You want to play with bubbles. Ok. Let’s play with bubbles. Can you open the bubbles?”

Wednesday:

Articulation Activities

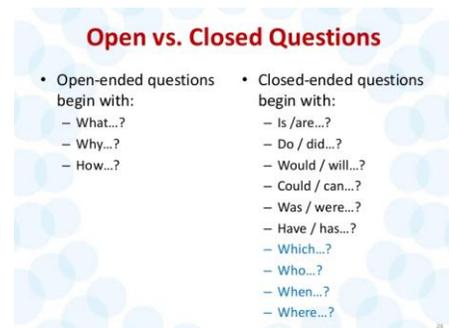
- **Articulation Board Games** Pull out a board game or a puzzle and have your child say a target word 5 times before taking a turn or adding a piece to the puzzle.
- **Speech Dice** Find some dice, and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many “points” – keep a tally and declare a winner at the end!
- **Hide and Seek** Make a list of target words and write on sticky notes or print flash cards. You can find free lists and pictures through the internet. Hide the target words around the house for your child to find. Use a flashlight for added fun. Then practice saying the words by creating silly sentences as you find them.
- **Flash Cards** Create flash cards by writing target words on notecards or sticky notes. Roll a car (make a home ramp for added fun) and ask your child to say the word that the car lands on.

Thursday:

Closed vs Open Ended Questions

Tip: The way you ask a question often determines the kind of answer you get back. Let’s focus on the type of questions we ask.

- **Closed-Ended Questions** are narrow in focus and usually are answered with a single word response. These types of questions may be best for children with very limited verbal abilities. If the child responds with a single word, this is a good opportunity to model a complete sentence.
- **Open-Ended Questions** are broad and can be answered in detail. An open-ended question is a question that cannot be answered with a “yes” or “no” response, or with a static response.





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Friday:

Toy Search

● **Goal:**

- When Parent pretends that they have forgotten the name of a hidden object, the student has the chance to use corrective speech to correct their parent.



● **Rules:**

- Hide and search for toys together.
- Hiding places: (e.g., kitchen, bathroom, living room, backyard, etc.)
- Use the inside roller from paper towels as a pretend telescope.
- Be creatively silly (to expand the game.)

● **Example: Hide a toy truck.**

- Dad or Mom points to the car and says, "There's the bus!"
- Student can say, "No, Daddy! The truck!"

Thank you for taking the time to read these suggestions. We hope you try some at home. We are here to provide support, tools and resources to our families.

The CUSD Speech Department



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Behavior Specialists

Hello Parents/Guardians,

Hoping you had a great weekend!! As you enter this week of distance learning patience is “key”. You are doing your best and that is all you can do! Over the next few weeks the behavior department will continue to focus on the four functions of behaviors, which means that your child is engaging in a behavior for one of these four reasons: **Sensory, Escape, Attention, and access to aTangible**. In our last letter we touched on “Escape”, next we will be looking at **ATTENTION**.

Some of the most challenging behaviors to decrease are **attention-seeking** behaviors. Many children engage in specific behaviors designed to get reactions from parents, siblings, teachers, and other caregivers. The behaviors can range from silly to oppositional and aggressive in nature. It is not always obvious that children are engaging in attention-seeking behaviors. However, there are several ways this can be determined: **The student looks directly at you while engaging in an undesirable behavior. *The student gets your attention before engaging in a behavior he/she knows is not allowed. *When you don't react to a behavior, the student engages in it a second time or until he/she gets your attention.* **So, How do you respond to attention seeking behavior?**

It comes down to these not-so-easy yet, rewarding steps:

- **Catch them being good:** Give attention/positive reinforcement/rewards like: a high-five, verbal praise or a sweet treat, for appropriate behavior.
- **Place the problem behavior on extinction:** Ignore the misbehavior but not the student. When the student misbehaves, resist the temptation to lecture, nag, scold, yell, or punish.
- **Remind your child of the appropriate behavior** and give verbal praise to those who are being an example of what that behavior looks like.
- **Provide a preferred activity:** When the adult is occupied and unable to provide attention, assign a preferred activity. Sometimes a pouting child is hard to resist, but **BE CONSISTENT!!!** It's the only way your child knows you mean what you say!
- **Repeat the process:** Continue the steps above until the student responds with the appropriate behavior.

* 5 Incredibly Fun GAMES to Teach Self-Regulation (Self-Control) | Early Childhood Development

https://youtu.be/H_O1brYwdSY



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Occupational Therapists

Hello Parents/Guardians:

Here are more fun activities to work those OT related skills:

Ice Cube Hand Washing Activity

Purpose: This activity promotes tactile tolerance of wet textures through prolonged interaction with water and ice.

Skills: Bilateral Hand Use, Fine Motor Control, In-hand Manipulation, Sensory Processing-Tactile

Materials: Ice cube tray, beads and/or other small objects,

Preparation: Place toys and water in an ice tray, then freeze. Inform others that this ice tray is for playing purposes only.

Play:

Step 1: Wash hands.

Step 2: Rub ice cubes under warm water.

Step 3: Continue until all toys break free.

Step 4: Dry toys.

Step 5: Dry hands.

Step 6: (If using letter beads, spell words). Sanitize toys safely & appropriately.

Step 7: Wash hands.

Step 8: Dry hands.

Warning-Choking hazard. Supervise and assist as needed, as safety comes first. Use a strainer to avoid toys falling into the drain.

Tic Tac Toe Printing Activity

Purpose: The child will work on pre-printing/printing skills/letter placement/sizing.

Skills: Fine Motor Control, Visual

Guess the Toy Activity

Purpose: This activity promotes stereognosis (identifying an object through touch instead of vision), visual perception, and tactile input. This activity bridges the connection in our brains between what we see and what we physically feel. We use these skills for tasks, such as efficiently locating items in our backpacks without looking.



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Skills: Stereognosis, Tactile Perception, Visual Perception

Materials: Bean Bag, Blocks, Coins, Tennis Ball (or other objects you have), Construction Paper, Glue, Markers

Step 1: Take an empty cardboard box & glue construction paper around it. This simplifies the exterior to eliminate distractions.

Step 2: Use any toy or item in the house, so long as it is safe, to put in the box. Make sure the toy or item has an identical partner (i.e. use 2 identical markers, 2 identical balls, etc.).

Step 3: Place each toy or item inside the box (3-6 toys/items at a time), and keep the toy's/item's identical partners right next to you, so the child does not see them.

Step 4: Lay the box on a horizontal surface.

Step 5: Take any of the toys/items right next to you, and place 1 of them on top of the box.

Step 6: Ask, "*Which one of these (the toys/items inside the box) feels like what this (the toy/item on top of the box) looks like?*"

Step 7: Have the child reach into the box to feel all items, making sure they do not see.

Step 8: Have them place their answer on top of the box in order to see if they got it right.

Step 9: Repeat until they have correctly identified all items.

Motor, Visual Perception

Materials: Construction Paper, Crayons, Markers, Paper, Pen

Make a tic-tac-toe board using the markers, crayons, or pen.

Let the child choose a shape, letter, or number.

Play the tic-tac-toe game, taking turns, printing the shape/letter/number the child chose and making sure the child forms the shapes/letters/numbers correctly and places them inside the lines you drew (staying within the lines).

You can make the tic-tac-toe board boxes big in size and shrink down to challenge the child to print in a smaller size.

Have fun and be safe!

Occupational Therapy Team



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Independence With Therapy



Physical Therapists

Hi Parents and Guardians,

Below you'll find some fun activities you can do with your child to work on their BALANCE and stability in STANDING!

Static Standing balance:

This is your child's ability to quietly maintain a still standing position without requiring assistance from you or a stable surface to do so.

1. Start by providing your child two hands to hold and decrease to one hand to hold. This simple transition decreases the amount of support the child is getting from you.
2. If your child isn't maintaining balance all that well with only one hand, you can go back to providing the child with 2 hand held assistance, but instead of holding their hands high above your child's head lower their hands below their chest so you are providing less support.



More Support



Less Support



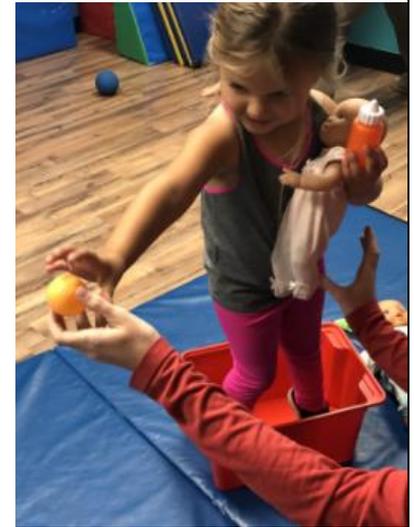
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3. If your child is already able to maintain static standing balance you can progress their trunk control which is vital to them maintaining balance, by providing light pushes from the front, back, and sides and then seeing how your child is able to respond to maintain that balance.



Dynamic Standing Balance

This is your child's ability to maintain standing upright, or return to standing upright, while moving. Perform these when your child is able to stand statically without support. Here are some ways to work on dynamic balance:

1. With feet together in one spot (can use chalk, hula hoop, bin, or paper to keep them in one spot) have your child reach overhead, to sides, and front, for toys or bubbles.
2. Similarly, have your child keep feet together in one spot. While holding a ball, tap different targets. Change up where the targets are (sides, front).
3. For more of a challenge, practice balancing on 1 leg by kicking or tapping stationary targets.



Hope these activities provided you with new ways to challenge your child's balance. We appreciate all your hard work during this time! We'll see you next week with more ideas.

Have fun & stay safe!
CUSD Physical Therapy Team



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Adapted Physical Therapy

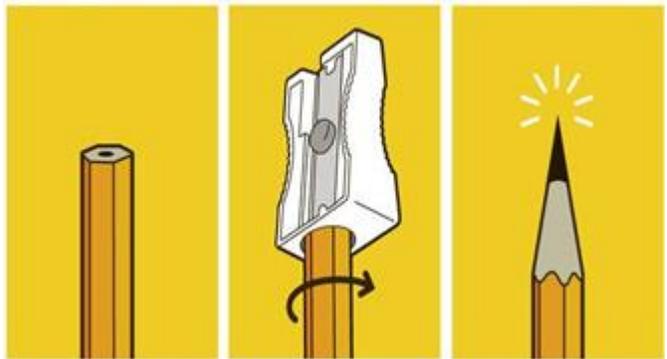
Parents and Guardians,

Here are some easy ways to integrate movement into everyday activities

SENSORY AND MOVEMENT ACTIVITIES



Carry a box of clothes



Sharpen pencils with manual sharpener





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Rearrange book shelves

Cut paper or cardboard with scissors

Other activities include:

Open doors for others

Move trash from one location to another location

Carry baskets of items

Squeeze stress balls or fidget toys

These simple activities will help to increase strength and mobility.

APE Team

ACADEMICS



Reading Junction

Help children sound out words smoothly. These activities are typically appropriate for children in kindergarten through third grade. Sounding out a word involves saying the sound of each letter or letter combination one by one until the end of the word, and then saying them all together again quickly. Help children sound out words by:

- Showing how to say each letter sound in a word, starting at the left-hand letter and moving right, and then joining all the sounds together to form the word.
- Stretching and connecting sounds together as much as possible. The box below shows an example of how this might sound.
- Reminding children to check their pronunciation after they connect the sounds together.

For example:

o Ask if the word makes sense or if it is a real word. o Ask if they know the word that they said after saying the letters all together quickly.

o If the word is not familiar, ask them to read the word again to make sure they joined all the sounds together correctly. Sounding out words smoothly helps children remember and combine sounds to arrive at the correct word.

Here is an example with the word man:

Adult: How does this word start?

Child: /mmmm/



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Adult: Then what's the next sound?

Child: /aaaaa/

Adult: And then what sound comes next?

Child: /nnnnn/

Adult: What happens when you put them together?

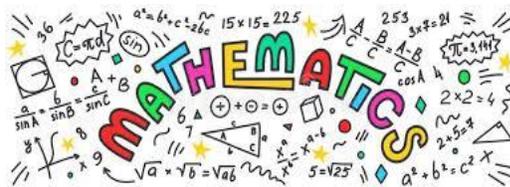
Child: /mmmmaaaaannnn/

Adult: What is the word?

Child: Man!

What skills will this practice help build? Recognizing and manipulating sounds that are part of words and linking those sounds to letters is necessary to prepare children to read words and understand what they are reading. Children must be able to identify the individual sounds that make up the words they hear in speech, name the letters of the alphabet as they appear in print, and identify each letter's corresponding sound(s). When children know a few consonant and vowel sounds and their corresponding letters, they can start to sound out and blend those letters into simple words.

Happy Reading!



Math Pointers

Parents and families,

This week we have an online resource we think may be beneficial in helping you and your child(ren) with math and distance learning. Check out this online resource! Click [view this online](#) or use this link:

<https://www2.ablenetinc.com/webmail/474752/191364023/1eb53cbc1bcebe91df5dcc1a4047535fad9f47c0164fdce213c0b726ab1533c6> for more information.

AbleNet

Distance Learning with Equals Math

Cause & Effect: Solving Everyday Problems

We have created a training video for parents to help support students learning the first steps of problem solving by solving everyday problems at home. The video, *Cause & Effect: Solving Everyday Problems*, places the idea of problem solving into a more familiar context as students look at chores as solving a problem by first identifying what action to take and which tools to use. They also have a chance to think about the outcome and how one strategy or tool may be preferred over another and why.



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We are working to expand the idea of cause and effect with future videos about problem solving by utilizing the remaining steps in the process to solve daily problems *and* math problems at home.

Click [online](#) to view the **AbleNet** video

Have fun with math and be well!



Preschool

Hello Families,

The letter of the week Jj

Monday

Introduce the letter Jj and say it's sound /j/

Find items around the house that begins with the letter Jj such as jar, jacket, juice, jam, jelly

Emphasize the straight and hook-shaped lines to form Jj.

Make the letter J by starting at the top go straight down and make a hook using your finger to model making the letter J

Tuesday

Review the letter Jj

Show a set of previous letter cards that include multiple Jjs. Hold up each card. The child names the letter and does a jumping jack as he/she says j is for jumping.

Wednesday

Review the letter Jj

Trace the letter Jj and as say it's sound

Write the letter Jj with chalk, markers, paints, or crayons

Make the letter Jj using playdoh, clay, or any materials around the house

Thursday

Review the letter Jj



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Write the letter Jj using grape jelly or make purple letters on a bread slice. The child could write his/her name. Provide name cards

Friday

Review the letter Jj

Make a jellyfish. Use a paper plate half and color as desired. Tape tentacles (thin strips to the back of the plate, along the straight edge. Have the child jiggle his/her jellyfish. My jellyfish jiggles to reinforce the letter sound.

(Monday and Wednesday)

Guide your child to put numeral cards 1 to 5 in order. When completed have him/her say the numbers in order, then place the correct number of counters under each numeral. Repeat by extending the activity for 1 to 10 or beyond (20 to 30) based on the child's abilities

(Tuesday and Thursday)

Show your child an empty box. You want to fill it with five objects (e.g counters, toys, books). Guide the child to count the correct number as he/she places the objects in the box. Tell the child that you want to add one or two more. Guide the child to place the additional object(s) in the box. Ask; how many do we have altogether? Guide the child to count the objects in the box. Repeat with other numbers to 10 or beyond.

Monday - Friday

Continue counting and moving each day. State a number or show a numeral card. Have the child hop the correct number of times as he/she counts aloud. Then repeat, but have him/her count backwards. Do this several times using numbers 1 to 10 or beyond

☐ Start Here—Font: Ariel, Text Size:11, 500 words maximum (100-word minimum) Keep the tone and information parent friendly. Briefly explain the website links you share and share no more than 1 link.



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OUR CONTINUED THANKS, AS WE WORK TOGETHER FOR OUR CHILDREN 😊

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Kanika White, EdD	<i>Executive Director Human Resources</i>
Jorge Torres, EdD	<i>Senior Director College & Career Ready</i>
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