



COMPTON UNIFIED SCHOOL DISTRICT  
**Office of Special Education**  
417 W. Alondra Blvd., Compton, CA 90220  
*PARENT DIGITAL NEWSLETTER*

May 29, 2020

Volume 9

## DISTRICT UPDATES

The screenshot shows a website banner for enrollment. At the top left is the Compton Unified School District logo and name. A navigation menu includes: ABOUT, BOARD AGENDA, BOARD - ADMINISTRATION, DEPARTMENTS - SCHOOLS, STAFF. The main headline reads: "Join an Award-winning School District Enroll Now!". Below this is the Spanish translation: "Unase a un distrito escolar galardonado e inscribase ahora". A red banner below that says "Compton Unified School District/Distrito Escolar Unificado de Compton". On the left, under "Appointments / Citas", it lists: Pupil Services Department, 417 W. Alondra Blvd., Compton, California 90220, (310) 639-4321 ext 63023 or 63044. In the center, it says "Online registration available" and "Inscripción disponible en la pagina web" with the website "compton.k12.ca.us" and a "Click Here to Learn More" button. On the right, it features the "COMPTON SCHOOLS #ELEVATE WE BELIEVE IN COMPTON SCHOLARS" logo and a photo of diverse students. At the bottom of the banner are several small icons and text links: "Statement from President Michah Ali on Behalf of CUSD Regarding Recent Killings of Unarmed Black People", "Summer of STEAM Enroll in Summer STEAM Classes Today!", "P-EBT Update: Parents, Get Help Buying Food While School Sites Are Closed", and "Distance Learning Resources For Teachers, Students And Families- Click Here To Access".

## Enroll Now!

Office hours: Monday-Thursday 7:00am to 5:00pm, by appointment only. Call (310)639-4321 Ext.63023

**Now until August 13th**

Enroll online:

**Kindergarten/TK Enrollment**  
<https://eagleair.compton.k12.ca.us/>

**Grades 1-12 Enrollment**  
<https://eagleair.compton.k12.ca.us/>



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## WORDS FROM OUR SPED TEAM



### Social Workers Offer Self-Care Advice

Greetings Parents/Guardians,

Grounding is going to be very useful to use in stressful situations. It is a therapeutic technique that focuses on being centered and building self-awareness important for emotional regulation. This is a powerful method in helping detach an individual from the past and reduce intensities that stem from overwhelming emotions and trauma. One of the most common ways to do this is to focus on your senses. Acknowledging your senses is one of the ways to practice mindfulness. So to get started, you should close your eyes and try to focus and visualize engagement with your senses:

1. Open your eyes and focus on 5 things you can see
2. Become tactile, and touch 4 things around the room
3. Focus on hearing 3 things in your environment
4. Try to smell 2 things around you
5. If possible, taste 1 thing (most likely food, but could
6. Recognize how your body feels once your able to engage your senses.

Here is a short video to help facilitate grounding with 5 senses:

<https://www.youtube.com/watch?v=1ao4xdDK9iE&t=128s>

Hopefully this helps add one more toolkit strategy in regards to coping skills.

- CUSD Clinical Social Workers



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## SPED Nurses Provide Health Tips

### Kids and Exercise

When most adults think about exercise, they imagine working out in the gym on a treadmill or lifting weights. But for kids, exercise means playing and being physically active. Kids exercise when they have gym class at school, during recess, at dance class or soccer practice, while riding bikes, or when playing tag.

#### The Many Benefits of Exercise

Everyone can benefit from regular exercise. Kids who are active will:

- have stronger [muscles and bones](#)
- have a leaner body because exercise helps control body fat
- be less likely to become [overweight](#)
- decrease the risk of developing [type 2 diabetes](#)
- possibly lower [blood pressure](#) and blood cholesterol levels
- have a better outlook on life

Besides enjoying the health benefits of regular exercise, kids who are physically fit sleep better and are better able to handle physical and emotional challenges — from running to catch a bus to studying for a test.

#### The Three Elements of Fitness

If you've ever watched kids on a playground, you've seen the three elements of fitness in action when they:

1. run away from the kid who's "it" (**endurance**)
2. cross the monkey bars (**strength**)
3. bend down to tie their shoes (**flexibility**)

Parents should encourage their kids to do a variety of activities so that they can work on all three elements. Endurance is developed when kids regularly engage in aerobic activity. During aerobic exercise, the heart beats faster and a person breathes harder. When done regularly and for extended periods of time, aerobic activity strengthens the heart and improves the body's ability to deliver oxygen to all its cells.

Aerobic exercise can be fun for both adults *and* kids. Examples of aerobic activities include:

- basketball
- bicycling



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- ice-skating
- inline skating
- soccer
- swimming
- tennis
- walking
- jogging
- running

Improving strength doesn't have to mean lifting weights. Although some kids benefit from weightlifting, it should be done under the supervision of an experienced adult who works with them.

But most kids don't need a formal weight-training program to be strong. Push-ups, stomach crunches, pull-ups, and other exercises help tone and strengthen muscles. Kids also incorporate strength activities in their play when they climb, do a handstand, or wrestle.

Stretching exercises help improve flexibility, allowing muscles and joints to bend and move easily through their full range of motion. Kids look for opportunities every day to stretch when they try to get a toy just out of reach, practice a split, or do a cartwheel.

### **The Sedentary Problem**

The percentage of overweight and obese kids and teens has more than doubled in the past 30 years. Although many factors contribute to this epidemic, children are becoming more sedentary. In other words, they're sitting around a lot more than they used to.

According to the Kaiser Family Foundation, 8- to 18-year-olds watch about 4.5 hours of [television](#) a day. And the average kid spends 7 hours on all screen media combined (TV, videos, and DVDs, computer time outside of schoolwork, and video games).

One of the best ways to get kids to be more active is to limit the amount of time spent in sedentary activities, especially watching TV or playing video games. The American Academy of Pediatrics (AAP) recommends these limits on screen time:

- kids under age 2 should watch no TV at all
- kids older than 2 should be restricted to just 1-2 hours a day of *quality* programming

### **How Much Exercise Is Enough?**

Parents should make sure that their kids get enough exercise. So, how much is enough? Kids and teens get 60 minutes or more of physical activity daily.

Be well and stay safe,  
CUSD SPED Nurses



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### Psychologist Corner

Hello parents and caregivers!

We have almost made it through the school year. Thank you for hanging in there with us and doing your best! May is Mindfulness month and we thought we would provide you with some self-care/mindfulness activities to do with your family.

- Before you start your day, write down two intention for the day
- Send love to someone you care about today and have your child do the same
- Send love to yourself today and have your child do the same
- Step outside or open a window and notice the clouds go by or wind on your skin
- Rather than texting someone today, give them a call
- As a family, come up with positive statement or affirmations to say to yourself and each other

We suggest setting aside time to complete one activity each day during the week. Feel free to repeat or do more. We hope you are staying safe and healthy! We look forward to seeing you in the new school year.

**The CUSD School Psychologists**



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**Speech and Language at Your Service**

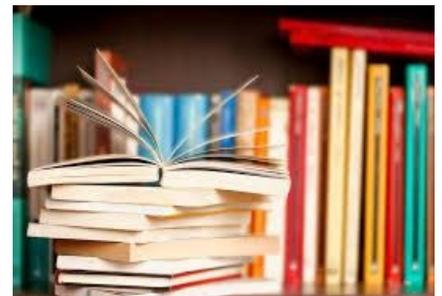
Hi Parents and Guardians,

We want to acknowledge the families for supporting our distance learning efforts through the use of these helpful tips and strategies.

**Monday:**

**Repetition, Repetition, Repetition**

For the typical child to learn new words/concepts, they need to have an average of 15 meaningful interactions with that word or concept; although some children may need more. It's OK to repeat yourself or to re-visit concepts. Your child benefits from the repetition! Reading the same book over and over helps your child learn new words. We all learn best by repetition.



**Tuesday:**

**Read Together**

Incorporate one reading night per week with your family. This could be silent reading, asking your child to read to a younger sibling, or reading aloud as a family. Once you read a story together, ask your child to retell the story. You can also ask questions about the plot or details of the story. This activity can help build and improve vocabulary, story sequencing, recall of details.

**SIMON SAYS**

- |                                    |                                    |
|------------------------------------|------------------------------------|
| SIT DOWN                           | PRETEND LIKE YOU ARE SLEEPING      |
| TURN AROUND IN A CIRCLE            | ROLL ON THE FLOOR                  |
| JUMP UP AND DOWN                   | DO A SOMERSAULT                    |
| HOP ON YOUR RIGHT FOOT             | SKIP AROUND THE ROOM               |
| HOP ON YOUR LEFT FOOT              | GALLOP LIKE A HORSE                |
| CLAP YOUR HANDS                    | MEOW LIKE A CAT                    |
| TOUCH YOUR KNEES                   | HOP TO THE RIGHT                   |
| WIGGLE YOUR FINGERS                | HOP TO THE LEFT                    |
| PUT ONE ARM IN THE AIR             | MAKE CIRCLES WITH YOUR ARMS        |
| FLAP YOUR ARMS LIKE A BIRD         | TOUCH YOUR EARS                    |
| SLITHER ON THE GROUND LIKE A SNAKE | STICK OUT YOUR TONGUE              |
| QUACK LIKE A DUCK                  | DO JUMPING JACKS                   |
| RUN IN PLACE                       | DO A SILLY DANCE                   |
| STAND ON ONE FOOT                  | DO A CARTWHEEL                     |
| PUT YOUR HANDS ON YOUR HIPS        | SQUEAK LIKE A MOUSE                |
| PRETEND YOU ARE A DOG              | WALK LIKE A PENGUIN                |
| WALK LIKE A COW                    | SIT DOWN AND SCOOT ACROSS THE ROOM |

**Wednesday:**

**Play "Simon Says"**

Simon Says is a classic game that promotes focus, listening skills, and movement. One person is designated as Simon, the others are the players. Standing in front of the group, *Simon* tells players what they must do. However, the players must only obey commands that begin with the words "Simon Says." If Simon says, "Simon says touch your nose," then players must touch their nose. But, if Simon



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simply says, “jump,” *without* first saying “Simon says,” players must not jump. Those that do jump are out. You can use this game to introduce new vocabulary to your child (e.g., “touch your left eyebrow”) or work on 2-3 step directions (e.g. “Simon says, jump and then give your brother a high five.”)

[https://www.youtube.com/watch?v=5c-O\\_r6\\_FHI](https://www.youtube.com/watch?v=5c-O_r6_FHI)

**Thursday:**

**Language practice in the kitchen!**

Brainstorm ideas for a meal and ask your child to participate by naming foods/drinks that you may serve. Your child can classify each food as you go, is it a fruit? Is it a vegetable?

As you prepare the food, get your child involved in the cooking process by naming what you are doing: chopping, slicing, boiling noodles, frying, etc..

While it may seem like your child is helping you in the kitchen, they are actually getting exposure to vocabulary, practice with categorizing, and answering WH-questions.



**Friday:**

**Screen time**

TV shows, movies, and social media can be viewed in a way that optimizes social interaction. When possible, use these technologies interactively: Watch shows/movies together, and discuss them (e.g., Who was your favorite character? What do you think will happen next? Why did the show end that way?). Ask kids to introduce you to their favorite video game or TikTok personality. Discuss the steps of learning a new dance together.

**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,

Welcome to week 9 of distance learning I would like to encourage you to stay strong, be consistent and remember to breathe!! You are doing an AMAZING job at trying your best and that is all we ask!! Over the next few weeks the behavior department will still focus on different types of Reinforcement. Reinforcement can be a powerful tool at your disposal and more appropriate than using punishment. Hopefully you had an opportunity to introduce some reinforcement into your weekly tasks with great success.

**Differential Reinforcement** is used to encourage appropriate behavior by giving or withholding reinforcement. The theory behind differential reinforcement is that people tend to repeat behaviors that are reinforced or rewarded and are less likely to continue behaviors that aren't reinforced. Think of differential reinforcement as the opposite of traditional discipline, which would be: *Child displays a negative behavior and adult implements a punishment to discourage the behavior. Using differential reinforcement, the adult would not discourage the child's negative behavior, only encourage the child's positive behavior. By withholding reinforcement of the child's negative behavior, the negative behavior fades away.*

### **Differential Reinforcement of Incompatible Behavior (DRI):**

**DRI** involves reinforcing behavior that can't occur at the same time as the inappropriate behavior. *For example, a teacher wants the child to remain in his seat. Each time the student leaves his seat, the behavior is ignored. However, when the child remains seated, the teacher rewards him with a sticker.*

### **Differential Reinforcement of Alternative Behavior (DRA):**

**DRA** involves reinforcing a behavior that serves as an alternative to the inappropriate behavior. A good example of this would be: *a child who demands food from his parents. Each time the child makes a demand, his parents would ignore him. Only when the child asks politely do the parents turn, acknowledge him, and satisfy his request.*

Remember, when reinforcing your child, it is important to be firm and consistent to achieve successful results. Let's continue to encourage our students during this time and remember, you have our support! Please feel free to reach out to us at [cusdbehaviorist@compton.k12.ca.us](mailto:cusdbehaviorist@compton.k12.ca.us) with any concern.



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## Occupational Therapists

Hello families,

### Writing skills and pencil grasp

The following activities can be used to develop a functional grasp when holding a writing utensil and to improve writing skills.

1. Any game that uses **tongs or tweezers**: this promotes the use of thumb, index finger and middle finger while strengthening the muscles.
  - Examples of games are:
    - o Operation
    - o Picking up marbles or objects with tweezers and placing them in something with a small opening such as a bottle or small container.
2. Working on **vertical surfaces** help build strength and stability in the arms, shoulder and trunk while helping the wrist be in a good position needed for writing.
  - Examples are:
    - o Easels
    - o Dry erase boards/chalk boards
    - o Tape paper on a wall a little above shoulder height.
3. Use **shortened writing utensils** such as golf pencils or broken crayons: This promotes a proper grasp naturally.
4. Screwing and unscrewing lids
5. Complete [Dot to Dot worksheets](#).
6. Placing coins into a piggy bank or a slot cut into plastic lid.
7. **Clothespins**: use them in a variety of ways to encourage pinching with thumb, index, and middle finger.
8. **Wheelbarrow** walking also promotes strength in the arms and trunk.
9. For **learning letter formation** try practicing forming letters in sand/salt/shaving cream.
10. Try forming letters with objects such as toys, beans/beads, or even their bodies.

**I hope you enjoy these activities with your kids. Thank you again for all of your hard work.**  
**-CUSD Occupational Therapy Team**



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Independence With Therapy



## Physical Therapists

Hello Parents & Guardians!

Hope you all had a good weekend!!!

This week we want to focus on using a gait trainer or reverse walker

Here are a couple of possible gait trainer/reverse walkers your student could have been using in school or at home :



### Components

#### Arm Attachments

- Arm prompts/arm platforms/hand loops/handlebars -- There are a variety of attachments that are used with each frame to best suit the needs of your child. They can promote weight bearing through the arms for support and a forward-leaning position to assist with gait training.

#### Chest Prompt & Chest Pad

- Provides trunk support for upright posture.
- Child should have room for 2-3 fingers width underneath arm pit for comfort

#### Pelvic Prompt

- There are also 3 different pelvic positioners to provide rigid (saddle), semi-rigid (hip positioner), or flexible (pelvic support) support while they bear weight.

#### Ankle Prompt

- Helps control foot positioning



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If you are curious about what attachments your child has at school, please reach out to your child's physical therapist.

**Benefits:**

These devices are extremely beneficial for your child to use to be able to independently explore their home environment and work on their walking skills and endurance. Here are more benefits to utilizing these devices:

- Allows the child to participate and interact with others
- Improvement in their bone mineral density aka stronger bones decreased risk of developing osteoporosis or fractures
- Increased self confidence
- Improved range of motion of legs and prevent developing contractures
- Improved alignment which decreases pain
- Improves the ability for the internal organs to function better
- Improved body awareness
- Decreased caregiver Attachment

**Guidelines for safe use:**

1. Your child should be medically cleared to be upright, bear weight, and use a gait trainer.
2. Monitor your child for changes in status during gait training (i.e. discomfort, breathing difficulties, or seizures, and overall activity tolerance).
3. Try to avoid areas of excessive pressure for example, no hanging by the armpits or torso rotation and limiting excessive lower extremity flexion to maintain optimal alignment

We hope you've found this information helpful. If you have any questions please contact your child's physical therapist.

Have fun & Stay safe!  
CUSD Physical Therapy Team



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**Adapted Physical Education**

**YOGA FOR THE SPECIAL CHILD**  
**ONLINE PROGRAMS**  
**SONIA SUMAR METHOD**

**LIVE STREAMING**

**SOON**

More information and sign up 941-320-9290 (text message only) or email [info@specialyoga.com](mailto:info@specialyoga.com)

Yoga for the Special Child 95H Program Part 1

Dates: June 15-19 and 22-25 - Teacher: Sonia Sumar

Times: 8:00am-10:30am/2:00-4:30pm EST last day ends at 10:30am EST

More info and sign up : [yscinfo@gmail.com](mailto:yscinfo@gmail.com)

[Registration form click here](#)

Dates: June 26-28 July 03-05/10-12 - Teacher : Renata Sumar Gaertner

Times: TST (GMT+8) - Friday : 7pm-10pm| Saturday and Sunday: 7am- 9:30am and 7:00pm-9:30pm

More info and sign up: Philippines: Kim: +6391 78804185 [kimcalantoc@gmail.com](mailto:kimcalantoc@gmail.com)/

Taiwan: Irene: 0930870711 - [adityoga711@gmail.com](mailto:adityoga711@gmail.com) /

[Singapore: Vernessa: vernessachuah@gmail.com](mailto:Vernessa:vernessachuah@gmail.com)

[Registration form click here](#)



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## ACADEMICS



### Reading Junction

#### **Reading Together: Tips for Parents of Children with Intellectual Disabilities**

By: Reach Out and Read



Like all children, your child will learn and develop, yet she will likely develop more slowly than other children her age. Reading aloud and talking about the story and the pictures will help your child improve her vocabulary and help teach grammar. Here are some other tips to help your child enjoy books and reading.

#### **Infants and toddlers**

Helping your child love books

You'll find sharing books together is a great way to bond with your son or daughter and help your child's development at the same time. Give your child a great gift that will last for life — the love of books.



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Like all children, your child will learn and develop, yet she will likely develop more slowly than other children her age. Reading aloud and talking about the story and the pictures will help your child improve her vocabulary and help teach grammar. When your child reads to you or names objects on the page, she will get added practice to improve her memory and her spoken language skills. As your child grows, talk to her occupational therapist and teachers about ways reading and word-matching games can help improve her reading skills.

**Tips for reading with your infant or toddler**

Each time you read to your child, you are helping her brain to develop. Reading to your child helps her understand that there are words and pictures on the page. So — you've planted the seed to reading that will stay with your child throughout her life.

Try reading for a few minutes at a time at first. Then build up the time you read together. Your child will soon see reading time as fun time and learning time!

**Here are some things you can try:**

- Buy books or borrow books from the library that have thick, sturdy pages.
- Find books that have rhymes. Clap your hands and help your baby clap along to the rhythm of the words.
- Find books that teach everyday things, such as colors, shapes, numbers, and letters.
- Read aloud. Talk about the pictures and read the text. Help your toddler point to objects you name in the book.

**Suggested books for your infant**

- I Can, Can You?, by Marjorie W. Pitzer
- Books by Laura Ronay, such as [Kids Like Me](#); [Learn ABCs](#) or [Kids Like Me](#); [Learn Colors](#)
- Books by Rena D. Grossman, such as Families or Eating the Rainbow

**Suggested books for your toddler**

- Dr. Seuss's ABC
- Feelings, by Susan Canizares
- The Feelings Book, by Todd Parr
- Hugs and Kisses, by Roberta Grobel Intrater
- My Very First books by Eric Carle, such as My Very First Book of Colors, My Very First Book of Numbers, My Very First Book of Shapes, or Eric Carle's ABC



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**Preschool and school-age children**

Helping your preschooler or school-age child love books

Remember, when you read to your child often and combine reading time with cuddle and play time, your child will link books with fun times together.

**Here are some things you can try:**

- Borrow books from the library on topics that can strengthen your child's daily living skills, such as books about bedtime or going to the dentist. Also, pick books about things your child enjoys, such as animals.
- Read aloud and talk about the pictures. Ask your child to name objects or read aloud.
- Praise your child's efforts at reading!
- Find books that have buttons to press that make sounds, and buy audio books.

**Suggested books for your preschooler or school-age child**

- At the Seashore, by Ruth Koepfel
- Poke-A-Dot Old MacDonald's Farm, by Travis King
- Sounds on the Go!, by Gail Donovan

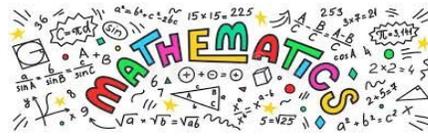
**Happy Reading!**



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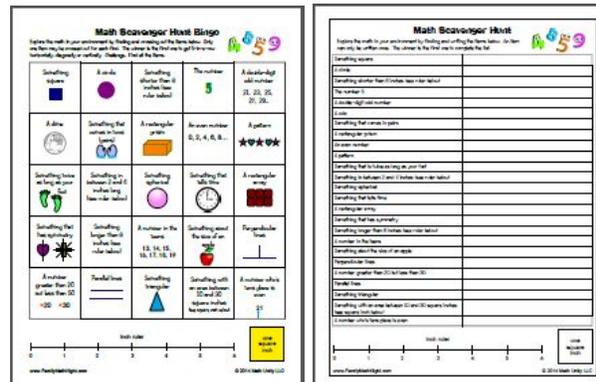


**Math Pointers**

**A FAMILY MATH NIGHT SCAVENGER HUNT**

**By Karyn Hodgens**

Here's a super fun addition to a Family Math Night event: A scavenger hunt! Below are two game boards. (Click on the K-2 version or 3-5 version to print.)



The K-2 version is a little easier and includes pictures. In addition, it's played like bingo but with a scavenger hunt twist. Kids and parents explore math in the environment by finding and crossing off items on their bingo board. Five-in-a-row wins. For a challenge (and an extra prize — see below) they can find all the items on the board. Click the image above to print a copy of the K-2 version.

The 3-5 version is the traditional scavenger hunt. Because these students are older, they should be familiar with the items on the list. Their job is to find and write down ALL the items. Click the image above to print a copy of the 3-5 version.

As an added incentive for completing their scavenger hunt, kids can win little prizes such as a pencil, ruler or other small treat. Or they could get an extra guess in the [estimation jar](#). Or maybe they could earn a free homework pass... But any time a prize is offered, you're going to get a lot of enthusiasm. So be prepared.

Have fun with math!

[Activities](#), [Family Math Night](#), [Geometry](#), [Geometry, Grades 3-5](#), [Grades K-2](#), [Mathematics -The Elementary Years](#), [Measurement](#), [Number And Operations](#), [Number And Operations](#), [Problem-Solving](#), [Problem-Solving](#)

[Common Core State Standards](#), [Family Math Night Activities](#), [Karyn Hodgens](#), [Math Bingo](#), [Math Scavenger Hunt](#), [Parent Engagement](#)



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**Preschool**

**Hello Parents, Guardians, and Caregivers,**

**Language Arts**

**Letter of the week Yy**

**Monday**

Introduce the letter Yy

Show the letter Yy and say its sound /y/

Find items that begin with the letter y around the house yellow, yogurt, yarn. Yo-yo, and yolk

Have your child repeat the name of items that begin with Yy

Use craft sticks or other objects to make the letters Yy, Ww, and Xx.

Ask how many sticks do you need to make this letter choose Y, W, or X? What other letters can you make with the sticks (some examples are A, E, F, M, T)

**Tuesday**

Review the letter Yy

Show the letter Yy and say its sound /y/

Show the letter Vv. Point out that the letter Yy looks like the letter Vv on a stick.

Guide your child to write the letter Yy. Focus on making straight lines. Use chalk, markers, or crayons.

Have your child say /y/ every time he/she writes the letter to reinforce the letter-sound

Hide the letter Yy around the house and have your child find the letter

**Wednesday**



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Review the letter Yy

Show the letter Yy and say its sound /y/

Place a mixed set of capital letter cards facedown on the table, including multiple letter Y's.

Have your child take turns flipping over a card. Ask: Is this the letter Y? Yes or no?

After your child to answer, confirm or correct using the letter name and sound.

Reinforce that the word yes begins with /y/ sound

**Thursday**

Review the letter Yy

Show the letter Yy and say its sound /y/

On a large paper plate or large circle make/draw a large capital y, which divide it into thirds

Cut out pictures, draw pictures or glue things that begin with Y on the plate circle

Share his/her Y collages.

**Friday**

Review the letter Yy

Show the letter Yy and say its sound /y/

Fill one-third of a zip-close bag with yogurt and seal with tape

Display a capital y card. Have your child use his/her finger to write Y in the yogurt.

Say: yogurt begins with y/

To erase, have your child rub his/her hand over the bag.

Continue with other capital and small letters.

Find the letter Yy

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

Write the letter Yy

<https://www.youtube.com/watch?v=bm7x1MfzHh8>



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**Mathematics**

**Shapes**

Monday

Review 2-D shapes previously taught, circle, square, triangle, rectangle, rhombus, and trapezoid.

Place the shapes on the table.

Describe a shape by its attributes.

Have your name and find the shape.

Introduce 3-D shapes: cone, cube, cylinder, and sphere

Help your child connect each shape to an object

Show cone (cone wooden block, ice cream cone), cube (number cube, dice), cylinder (soup can), sphere (ball)

**Tuesday**

Review 3-D shapes: cone, cube, cylinder, and sphere

Show each and reinforce its name

Roll the sphere (balls) and stack the cylinder (cans)

Compare the 3-D shapes to the 2-D shapes

**Wednesday**

Create shapes on the floor using construction paper or masking tape

Ask: Your child to find a specific shape (e.g rectangle) How do you know that's is a rectangle?

Continue until your child identifies the key attributes of each shape. Give him/her straws and string to make each shape

**Thursday**

Place shapes in a bag. Have your child reach into the bag to feel the shape. Prompt your child to describe and name the shape. Your child pulls out the shape to confirm that he/she named the correct shape and its attributes

Play I Spy Shapes



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Describe an object using shape attributes (e.g It is round like a circle. It bounces high and low).  
Have your child find the object. Repeat with a different shape or object.

**Friday**

Quickly show a picture of a shape or a shape manipulative. Then hide it. Ask: Which shape did you see?

Once the shape is identified, ask your child to find matching pictures or objects of the same shape (such as shape buttons you have scattered on the table)

Repeat until all the shapes have been reviewed

Use a dry erase board, chalkboard, or paper.

CUSD SPED Preschool



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

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<http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

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