



## Office of Special Education

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Issue March 20, 2020

Newsletter #1

## Compton USD is providing students with breakfast and lunch at the following sites:

**Free Meals for Students**

Compton Unified School District will provide food services for students as well as any youth under the age of 18 who can show a valid ID affirming their age

Starting Monday, March 16, breakfast and lunch will be available at seven school sites:

**Clinton ES      Rosecrans ES**  
**McNair ES      Jefferson ES**  
**McKinley ES      Kelly ES**  
**Longfellow ES**

Students will be able to pick up meals to-go  
 Breakfast and Lunch can be picked up from  
**7:30 a.m. to 10:30 a.m. only**

This institution is an equal opportunity provider.



**Comidas gratis para estudiantes**

El Distrito Escolar De Compton proporcionará servicios de alimentos para estudiantes, así como para cualquier joven menor de 18 años que pueda mostrar una identificación válida que afirme su edad

A partir del lunes 16 de marzo, el desayuno y el almuerzo estarán disponibles en siete sitios escolares:

**Clinton ES      Rosecrans ES**  
**McNair ES      Jefferson ES**  
**McKinley ES      Kelly ES**  
**Longfellow ES**

Los estudiantes solo podrán recoger las comidas para llevar  
 El desayuno y el almuerzo se proporcionará  
**de 7:30 a.m. a 10:30 a.m.**

Esta institución ofrece igualdad de oportunidades



[Read more on our CUSD's website](#) up to date information regarding district updates.

## Social Workers Providing Self Care Advice

Self-care is an activity and practices that you can engage with your child on a regular basis to reduce stress and maintain and enhance our short- and longer-term health and well-being. Just Breathe”

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YouTube: This YouTube video is 2 minutes of simple, mindful breathing, and support for the whole family.

[Watch 2 Minute Mindfulness Video](#)

## Speech and Language at Your Service

### **Monday 3/23/2020:**

**You are the model for your child’s speech. Therefore, do your best to face your child while speaking clearly, simply and slowly. Use complete sentences when speaking, but keep them simple. If your child doesn’t say a word right, don’t criticize speech. Simply stress the word again pronouncing it correctly as a model. Always repeat what is said, stressing your sounds; but don’t overdo it (repeat the word once or twice, then continue moving forward with the activity; to keep your child engaged). Remember to provide positive praise (ex., “good job”, “nicely done”, “that was better”, etc)**

Links: *(choose one activity that your student would understand and be able to participate in to the best of their abilities)*

<https://www.verywellfamily.com/conversation-starters-for-kids-4160004>

<https://theearlychildhoodacademy.com/20-pre-k-conversation-starters/>

<https://conversationstartersworld.com/would-you-rather-questions-for-kids/>

<https://thislittlehomeofmine.com/lego-color-sort/> ← *appropriate for preschool or moderate/severe students. Anything around your home that can be sorted by color can be used for this activity. If you don’t have colored paper you can use a colored box or simply make a pile of each. Some students may need for you to model what is expected from them and you may need to provide additional cues for them to be successful (ex. Pointing to the correct pile, repeating the direction, or in some cases physically guiding their hand to complete the task).*

### **Tuesday 3/24/2020:**

**Learn to expand the phrases your child says. When your child uses only 1 word, expand the sentence to 2 words. When he/she uses 2 words, expand the sentence to 3 words and so forth. Then add another sentence to complete the thought.**

**Ex. child says “car” ... adult says “blue car”..... adult also says “I see a blue car”**

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**Don't expect your child to repeat you right away. He/she may need to hear things said over and over again before the phrase is repeated.**

Links: *(choose one that your student would understand and be able to participate in to the best of their abilities)*

[https://www.superduperinc.com/handouts/pdf/402\\_LanguageinCar.pdf](https://www.superduperinc.com/handouts/pdf/402_LanguageinCar.pdf)

<https://programs.weber.edu/cac/assets/talk-read-and-sing-together.pdf>

[https://www.superduperinc.com/handouts/pdf/36\\_Singing\\_And\\_Playing\\_Games.pdf](https://www.superduperinc.com/handouts/pdf/36_Singing_And_Playing_Games.pdf) ← *If your student is non-verbal, play a game of "I spy"/ "I see" using colors, sizes, toys, things in the kitchen, anything in the environment the student may be familiar with. You may need to provide multiple models (ex. Say "I spy the chair" then point to or touch the chair) of what is expected.*

### **Wednesday 3/25/2020:**

**When talking or asking your child questions, give them time to respond. Your child may need time to process the words before repeating them. Listen to what your child says and respond back. Listening means paying close attention to all of your child's words and sounds. Take care not to interrupt your child, even if you've already figured out what she's telling you. When you listen to your child's message, you're also letting your child know that what she says is important to you.**

Links: *(choose one that your student would understand and be able to participate in to the best of their abilities)*

<https://www.thoughtco.com/importance-of-wait-time-8405>

<https://youtu.be/BT2WxOYTHiY>

*For non-verbal or moderate/severe students: When talking with or asking them a question, give them time to respond using the preferred mode of communication (ex. pointing). Even if you know what they want, have them respond to your question appropriately before giving them the desired item. This can be done throughout the day to enrich their language environment. For example, if they come to you and you already know exactly what they want (be it a toy, juice, a phone, anything), don't give it to them until you ask "What do you want?" and they respond appropriately by pointing, guiding you to the item or whatever their preferred method of communication is.*

**Articulation: Ask your child if there are any words in their answer that have the sound they are working on. Go through each word to help them identify their sound. Provide a model by saying the target words while your child watches you say their sound in the word.**

Links: *(choose one that your student would understand and be able to participate in to the best of their abilities)*

<https://www.speechbuddy.com/parents/tools- Say and improve your sounds>

[https://www.superduperinc.com/handouts/pdf/247\\_Parent\\_Tips.pdf](https://www.superduperinc.com/handouts/pdf/247_Parent_Tips.pdf)

[https://www.superduperinc.com/handouts/pdf/39\\_creative\\_artic\\_practice.pdf](https://www.superduperinc.com/handouts/pdf/39_creative_artic_practice.pdf)

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**Language:** If your child speaks in short sentences, repeat what they said but add a word or two. For example, if you ask what game they want to play and they say “play play-doh” you can respond with “let’s play with play-doh.” If your child is more advanced, continue the conversation with them. If you hear an error, try repeating their answer with the correct grammar. For example, if you ask your child about their day and they say “it was a good day, I goed to play with my cousin” you can respond with “oh, you *went* to play with your cousin.”

<https://childdevelopment.com.au/areas-of-concern/using-speech/using-grammar/>

**Fluency:** Have your child listen for smooth (fluent) or bumpy (stuttered) speech in both their speech and yours. You can add “bumps” to your speech and see who catches it first!

[https://www.superduperinc.com/handouts/pdf/51\\_Stuttering.pdf](https://www.superduperinc.com/handouts/pdf/51_Stuttering.pdf)

[https://www.superduperinc.com/handouts/pdf/51\\_Spanish.pdf](https://www.superduperinc.com/handouts/pdf/51_Spanish.pdf)

**Pragmatics:** When you asked your child a question, did they respond appropriately to you? If so, encourage them to continue the conversation. If not, discuss what an appropriate answer could be and model it for them.

<https://www.superduperinc.com/handouts/pdf/345%20Topic%20Maintenance.pdf>

### **Thursday 3/26/2020:**

**Read to or with your child every day. Talk about the pictures in the book and let your child talk, too. Ask questions. If your child does not answer, model the correct responses.**

*Links: (choose one that your student would understand and be able to participate in to the best of their abilities)*

<https://americanliterature.com/short-stories-for-children>

<https://www.readworks.org> (K-12)

<https://www.storyjumper.com/book/read/14722142/WORDLESS-BOOK#page/14> ← This link can also be used for moderate/severe students. Read the story to your student, page by page. After each page ask simple questions/make simple commands, depending on your students level of understanding. For example: “Where is the bus?”, “Touch the girls hair”, “Touch the sun”, etc. You may need to repeat yourself and/or model what is expected for your student.

### **Friday 3/27/2020:**

**Give your child a chance to make decisions so he/she will feel empowered to talk. Encourage your child to ask for what he/she wants.**

<https://autismclassroomresources.com/choices-improve-behavior/> ← Use this activity for moderate/severe students. This can be done throughout the day in various environments. For

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*example: If they walk into the kitchen and ask for juice, you can respond with “Do you want orange juice or apple juice?” and wait for their response (it can be verbally or by gesturing). Or if they walk into the kitchen and you know for a fact that they want apple juice (because it’s their preferred juice), you can ask them “Do you want juice or water?”, while pointing to both options as you ask them. Then simply wait for them to respond. This can be repeated anytime you know they want something. Do not allow access to their desired item/activity until you have provided two options and they respond.*

**Giving a choice of 2 items helps, e.g. “Do you want \_\_\_\_ or \_\_\_\_\_ ?”**

**If there is no response, watch for eye gaze or gesture with a choice. Then model a sentence, e.g. “You can say (I want \_\_\_\_).”**

**1. AGE 8 Mos - 5 Y.O.:**

**a. (E.g., “I want”/”I have”/”I eat”)**

- i. <https://www.youtube.com/watch?v=tXtU9Yjy8Fc>
- ii. <https://www.abcteach.com/documents/word-wall-sight-word-phrases-pictures-set-1-12629>

**b. Making Requests:**

- i. <https://www.youtube.com/watch?v=gVjKfPQjD4w>

**2. GRADES 1 - 5:**

**a. Encouraging Academic Conversations With Talk Moves:**

- i. <https://www.youtube.com/watch?v=kSI4imt0dXg>

**3. GRADES 6 - 12:**

**a. Start, Continue, & End Conversation:**

- i. <https://www.youtube.com/watch?v=YjBO1bONqgc>

**Fine Motor Activities You Can Do At Home.**

**1) Use a regular money box or a recycled container and encourage your child to hold 2 or 3 coins in their hand and push them through one at a time without dropping the others.**

**Upgrade to using more coins as your child gets better at this task.**

**Putting coins in a side slot is more challenging!**

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**If your child uses a side slot, make sure the thumb is under the fingers to get the most out of the exercise.**

**Be aware of the choking hazard!**

## **2) Egg Carton and Beans**

**Another inexpensive activity with household materials!**

**This is the same concept as the moneybox idea above, but using dried beans and an egg carton.**

**In this example, we are reinforcing the number concept by writing a number inside each hole, and the child has to add the correct number of beans.**

**Have your child hold a few beans in his hand, and place them into the container one by one by moving a single bean up to the fingertips each time.**

**Be aware of the choking hazard!**

## **Body Awareness/Gross Motor Activities:**

- **Simon Says, Hokey Pokey**
- **Wheelbarrow walking**
- **Crawl on all fours: forward, backward, sideways or change direction on command.**
- **Crawl through an obstacle course.**
- **Animal Walking: Gorilla crouch walking, Bear walking, Inchworm walking, Snake crawling, Bird walking, Crab walking.**

## **Practicing Printing On Lines:**

**Highlight the bottom half of the line. Instruct the child to "stay in the yellow" (or whatever colored was used) for all the small letters; tall letters start at the top line and descending letters dive down from the middle.**

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**Darken the lines to increase awareness; sometimes copying paper on the darkest setting will make the lines easier to see.**

**Create a raised base (bottom) line by using glue once it's dry or stickers.**

**Use the clear color changing marker on the baseline, then write with a color marker in the set. When the color has changed the child knows he/she has reached the bottom line.**

**Handwashing:**

<https://casponline.org/pdfs/publications/covid/SAMHSA%20hand-sanitizer-factsheet.pdf>

**How to Encourage self care:**

<https://www.childrens.com/health-wellness/talking-to-your-child-about-coronavirus>

**8 important Tips for working with special need child:**

<https://www.friendshipcircle.org/blog/2012/10/15/8-important-tips-for-working-with-a-special-needs-child/>

<https://heavy.com/news/2020/03/are-children-immune-to-coronavirus>

**Healthy Eating Habits for Your Child:**

<https://www.webmd.com/children/kids-healthy-eating-habits#1>

**How to establish a daily routine with your children to keep a sense of stability:**

<https://www.the-special-needs-child.com/Routines.html>

**(CF)-- Using positive reinforcements:**

<https://www.verywellfamily.com/positive-reinforcement-child-behavior-1094889>

**(CF)-- Encourage your child to "work for" his/her rewards**

[https://youtu.be/FzEI\\_fJYmFI](https://youtu.be/FzEI_fJYmFI)

**Name of Best Practice: Disability Awareness in Physical Activity**

**Rationale/Purpose of Event:** This unit was designed for our students, faculty, and staff to discover and explore together the world of a disabled individual. To create an awareness of what the world is like from the perspective of a disabled person, and how can we better understand what it takes to include them in our physically active lives.

**Suggested Grade Level: 6-8**

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**Materials Needed:** Wheelchairs, walkers, crutches, blindfolds, variety of balls, bowling pins, jump ropes, batting tee, plastic bat and ball (larger than normal), paddles with fluff tennis balls, playground balls, medicine balls, scooters.

## **Disability Awareness in Physical Activity**

This program was developed in a progression of activities from learning basic maneuvering and manipulating adaptive equipment to developing the skills to participate in small adaptive games and other physical tasks. After each day students wrote reflective paragraphs in their "Sportfolios" regarding their feelings and experiences.

**Day 1:** Introduction of the weeks activities. Students learned the proper use of a wheelchair, crutches, and walkers. All students had multiple opportunities to practice, and if they wanted to leave the physical education field for a water break they had to choose one of the types of equipment to travel to and from the fountains over not the smoothest of terrain. At the end of the class session we had a cool down and discussion about the students feelings toward the types of equipment they tried. They also talked about people they know, family and friends that have disabilities and how it affects them.

**Day 2:** Students were shown a video from the [National Sports Center for the Disabled](#), which showed athletes participating in winter sports in Winter Park, CO. Special attention was given to the blind snow skiers. Students chose a buddy to travel/escort them from the locker room to the physical education area (about 100 yards). One person had eyes closed the entire way, the other used verbal and touching cues to have them walk safely. During our daily warm-up routines all students stretched with eyes closed, focusing on feeling their bodies and muscles. Then we sat in total silence and darkness to listen for sounds we normally ignore. This provided for some very insightful comments in their daily journal.

**Station 1:** Wheelchair weave through cones 100 yds.

**Station 2:** Walkers around cones about 50 yds.

**Station 3:** Blind run - 50 yds, blindfolded, with a baton sliding on a rope with students on each end giving verbal cues.

**Station 4:** Kicking a soccer ball while walking with crutches.

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**Station 5: Water Break - 25 yds. from playground over sand and grass and uneven pavement, using either a chair, walker or crutches.**

**Closure: Discussion about the difficulty in performing the tasks. Students also reflected on the accessibility of our school facilities for a truly disabled person.**

**Day 3: We have cross curricular reading at our school, so today we read an article from the [Team USA Web Site](#) regarding a wheelchair rugby player. Students answered some questions from the article about this athlete's motivation and determination. Additional stations were created.**

**Station 1: The wheelchair station was changed to an 880 oval.**

**Station 6: Scooter Volleyball.**

**Station 7: Paddle ball while sitting on the ground.**

**Station 8: Wheelchair bowling.**

**Closure: Each day more stations were added or adapted. Students discussed the new challenges, and also the concept of adapting games for different types of disabilities. In their daily journals students were asked to reflect on how their muscles felt from doing activities that they were not used to performing.**

**Day 5: Our final day we added a few more stations. A rubric was created in the form of a checklist for students to try every station and rate the activity according to difficulty.**

**Station 9: Wheelchair basketball on adapted lower rims.**

**Station 10: Blind Jump Rope.**

**Station 11: Wheelchair Baseball from a batting tee.**

**Station 12: Passing and catching between 2 wheelchairs (from Playground ball to a 2 lb. medicine ball).**

**Closure: Students were reminded to complete their journal reflections. We discussed our progress from start to finish. Students offered comments and suggestions on how to improve the unit next year (for example: Selected students would spend an entire day in a wheelchair in order to really experience the challenges). We closed with a video from [Special Olympics](#) from the state of Florida and it featured some local athletes that our students know.**

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Integration: Our art teacher showed students a video on blind and disabled artists. Students experimented with writing their name or drawing with a pencil in their mouth and in their toes. Language arts read short stories about people with disabilities. We arranged for guest speakers from various civic organizations to tell how they help and how they can get students involved. The school's TV crew videotaped the week's activities and used still photos in a multimedia presentation. Students were interviewed about people they know and how they relate to their handicap.

## Psychologist Corner

[How to talk to your children about COVID-  
CDC - About the Coronavirus Disease \(COVID-19\)](#)  
[Talking to Children About COVID-19 \(Spanish\)](#)

[Teaching Kids at Home.](#)

[Coping with Stress](#)

[Free Educational Resources for Distance Learning](#)



## Health and Fitness Tips

[Talking with Children Tips for Caregivers, and Parents](#)  
[No Equipment Exercises Top Trainers Swear By](#)  
[How to Protect your Kids from Corona Virus](#)

[Handwashing](#)

Create a schedule to follow for studying different subjects throughout the day

[https://r.search.yahoo.com/\\_ylt=AwrUipz22HNevVsAlw0PxQt.;\\_ylu=X3oDMTBya2cwZmh2BGNvbG8DZ3ExBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1584679286/RO=10/RU=https%3a%2f%2fwww.focusonthefamily.com%2fparenting%2fparenting-a-child-with-special-needs%2f/RK=2/RS=BHL6FeoCsEONuqAfTDUcCRVj4ME-](https://r.search.yahoo.com/_ylt=AwrUipz22HNevVsAlw0PxQt.;_ylu=X3oDMTBya2cwZmh2BGNvbG8DZ3ExBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1584679286/RO=10/RU=https%3a%2f%2fwww.focusonthefamily.com%2fparenting%2fparenting-a-child-with-special-needs%2f/RK=2/RS=BHL6FeoCsEONuqAfTDUcCRVj4ME-)

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([https://padlet-uploads.storage.googleapis.com/216916252/c5bdefa217ef64f39077ab3e99a7cb03/dahttps://r.search.yahoo.com/\\_ylt=AwrUipz22HNevVsAlw0PxQt.;\\_ylu=X3oDMTBya2cwZmh2BGNvbG8DZ3ExBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1584679286/RO=10/RU=https%3a%2f%2fwww.familyonthefamily.com%2fparenting%2fparenting-a-child-with-special-needs%2f/RK=2/RS=BHL6FeoCsEONuqAfTDUcCRVj4ME-ily\\_shedule\\_COVID\\_19.jpg](https://padlet-uploads.storage.googleapis.com/216916252/c5bdefa217ef64f39077ab3e99a7cb03/dahttps://r.search.yahoo.com/_ylt=AwrUipz22HNevVsAlw0PxQt.;_ylu=X3oDMTBya2cwZmh2BGNvbG8DZ3ExBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1584679286/RO=10/RU=https%3a%2f%2fwww.familyonthefamily.com%2fparenting%2fparenting-a-child-with-special-needs%2f/RK=2/RS=BHL6FeoCsEONuqAfTDUcCRVj4ME-ily_shedule_COVID_19.jpg)) or checklists for completing assignments (<https://www.freeprintablebehaviorcharts.com/homework%20reading%20%20pdf/Homework%20Checklist%20Subjects.pdf>).

[https://preschoolinspirations.com/?fbclid=IwAR3UM2tlnDSOHeUddwt82zmH6hGz7RAKBn7hu\\_aCm4qe9aAHalqOLEfVVC0](https://preschoolinspirations.com/?fbclid=IwAR3UM2tlnDSOHeUddwt82zmH6hGz7RAKBn7hu_aCm4qe9aAHalqOLEfVVC0)



## Managing our Emotions

Encourage children to discuss feelings through art, paintings, or drawings.  
Review CDC recommendations with children using language they understand.

Link to social story narrative that parents can utilize to talk to their children about coronavirus to help alleviate fear and anxiety.

<https://littlepuddins.ie/coronavirus-social-story/>

Maintain a daily schedule of activities. Promote health by keeping them active. Go-Noodle <https://family.gonoodle.com/> is a fun, free website to get kids moving.

The CAPTAIN website has ADEPT on right hand of the page. This is Autism Distance Education Parent Training. They do have 2 segments for behavior in English and Spanish. The trainings are about 8- hour each. Just a tool to help parents help their kids.

Coping Skills Bingo - An activity for ages 10-14. Students are vulnerable to stress. Add to the unusual vulnerability of teenage years, the present-day situation of uncontrollable world events and there is a recipe for anxiety and stress. This will help kids address and handle the stresses in their daily lives by learning easy-to-implement coping skills

[www.therapistaid.com/therapy-games/none/adolscents](http://www.therapistaid.com/therapy-games/none/adolscents)

How to talk with your kids about the recent pandemic.

Steps to being successful with the conversations about the Coronavirus

1. Don't be afraid to discuss the virus.
2. Be developmentally appropriate.
3. Take your cues from your child.
4. Deal with your own anxiety.
5. Be reassuring.
6. Focus on what you're doing to stay safe.

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7. Stick to a routine.
  8. Keep Talking

<https://www.nytimes.com/2020/03/17/parenting/coronavirus-kids-talk.html>

Additional Support for Parents to access:

Anxiety and Depression Association of America (ADAA) [www.adaa.org](http://www.adaa.org)

Coping with Anxiety Word Search:

<https://thewordsearch.com/static/puzzle/word-search-972039.png>

[Supporting Individuals with Autism Through Uncertain Times](#)

## School Psychologist Corner

Here are some tips to support your child.

1. Children by challenging their math and vocabulary skills by asking them lots of questions.
2. Use closed captioning while watching TV to build reading and vocabulary skills.
3. For free help in building math skills while at home, use <https://www.khanacademy.org/>
4. [https://r.search.yahoo.com/\\_ylt=AwrUipz22HNevVsAlw0PxQt.;\\_ylu=X3oDMTBya2cwZmh2BGNvbG8DZ3ExBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1584679286/RO=10/RU=https%3a%2f%2fwww.focusonthefamily.com%2fparenting%2fparenting-a-child-with-special-needs%2f/RK=2/RS=BHL6FeoCsEONuqAfTDUcCRVj4ME-](https://r.search.yahoo.com/_ylt=AwrUipz22HNevVsAlw0PxQt.;_ylu=X3oDMTBya2cwZmh2BGNvbG8DZ3ExBHBvcwM1BHZ0aWQDBHNIYwNzcg--/RV=2/RE=1584679286/RO=10/RU=https%3a%2f%2fwww.focusonthefamily.com%2fparenting%2fparenting-a-child-with-special-needs%2f/RK=2/RS=BHL6FeoCsEONuqAfTDUcCRVj4ME-)

## Health Corner

Handwashing:

<https://casponline.org/pdfs/publications/covid/SAMHSA%20hand-sanitizer-factsheet.pdf>

How to Encourage self care:

<https://www.childrens.com/health-wellness/talking-to-your-child-about-coronavirus>

8 important Tips for working with special need child:

<https://www.friendshipcircle.org/blog/2012/10/15/8-important-tips-for-working-with-a-special-need-s-child/>

## Behavior Specialist's Corner

How to establish a daily routine with your children to keep a sense of stability:

<https://www.the-special-needs-child.com/Routines.html>

(CF)-- Using positive reinforcements:



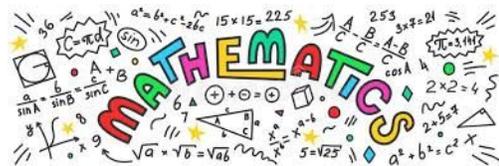
## Reading Corner

### “Reading Strategy Tips for Parents”

1. *Set aside a special reading time and a special place. Read with your child at least 20 minutes per day. A special time and place to read helps in several ways. It allows you to plan your day more effectively and make time for reading. It sends the message that reading is important. It also helps your child, especially if they are a reluctant reader, think of reading as a normal scheduled daily activity.*
2. *When reading a book that has large print, point to each word as you read. This will help your child to understand and learn that reading goes from left to right and understand the word he/she says is the word he/she sees.*
3. *When you come to a new word, take the opportunity to talk about the word and use it in fun and interesting ways.*
4. *Read your child’s favorite book over and over again. This will provide a positive reinforcement and your child will gain confidence as they are able to successfully recognize words.*
5. *Choose stories with rhyming words and lines that repeat. Invite your child to join in on these parts.*
6. *Stop and ask questions about the pictures and what is happening in the story.*
7. *Read a variety of children’s books, including fairy tales, songbooks, poems, nursery rhymes, and information books.*
8. *Read with emotion (and with different voices). Reading with emotion draws a child into the story. The story becomes more memorable and fun. It also helps them to understand how words can describe something sad, happy, or exciting.*
9. *Let your child turn the pages to help keep them engaged.*
10. *Get a library card and have your child help find books to check out. There is also an online library with public libraries that carry a wide variety of online books. Call or visit the website of your local public library to find out how you can check out online books.*

*Happy reading!*

## Math Tips



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**Making math fun is necessary in getting your child engaged. Also, it is really important to take the time to explain math concepts in different ways like using drawings or manipulatives (household objects like buttons, macaroni, beans...) to demonstrate concepts.**

**Playing math games is another way to emphasize math is fun. If your child is getting frustrated with math homework, take a break and play a math game or set a timer for him/her to complete the homework. If he/she completes it in the allotted time, then he/she can play a math game. Therefore, setting small achievable goals and taking fun breaks can help a lot. (Try dominos--mental math--or dice games. After each roll of the dice have him/her add, subtract, multiply or divide the numbers while racing to get to a predetermined number and whoever gets to it first is the winner.)**

**This is the time to find out what works best for your unique child. We all learn differently and need to use the strategies that make us feel successful. So let's start with making math fun at home!**

[Starfall Education: Kids Games, Movies, & Books K-3](#)

All Compton Unified Schools have been distributing Student Learning Packets to ensure students continue the learning at home. From Thursday, March 19th through Wednesday, March 25th all CUSD schools will distribute learning devices. Every CUSD student in preschool through 12th grade will have the opportunity to pick up a technology device from their school. The district is also providing information on free WIFI accessibility. If you have any questions contact your child's school for additional information and/or distribution schedule.



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