



COMPTON UNIFIED SCHOOL DISTRICT
Office of Special Education
417 W. Alondra Blvd., Compton, CA 90220
PARENT DIGITAL NEWSLETTER
April 3, 2020

Volume 3

DISTRICT UPDATES

Dear Parents and Families,

We hope you are all well and being safe during these unprecedented times. Thank you for your support as we work together and through this uncharted territory. Our desire is to find new and innovative ways to continue on the path to progress and student growth.

Please be reminded to visit our district website often to find out what's new. You can access our site by clicking [here](#).

Thank you for your partnership,

Be well and stay safe.



Distance Learning
Resources for Teachers,
Students and Families

Resources To Support Distance Learning For Teachers, Students And Families
[Click Here To Learn More](#)



Notice to All CUSD Staff: Emergency Paid Sick Leave law, Emergency Family and Medical Leave Expansion Act, and FAQs.



Distance Learning Resources For Teachers, Students And Families- [Click Here To Access](#)



Free Meal Service Update 3/26: Students and Youth ages 18 and under can now pick up meals for 2 to 3 days at a time at no cost.



Compton USD Learning Packet PreK-12 For Weeks 1 & 2, 3 Please Access Here



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WORDS FROM OUR SPED TEAM



Social Workers Offer Self-Care Advice

Greetings Parents/Guardians,

Times like these may be very anxiety provoking. We are going through unknown territory not experienced in many of our lifetimes. This unknown may create anxiety and stress in all of us. When this happens, it's important to focus on ourselves and our loved ones in order to maintain calm and positivity in difficult times

Here are some useful tips to reduce anxiety and improve self-care:

1. Stay informed - Sometimes a little knowledge goes a long way. Understanding something leads to taking actions to better address the situation, which could reduce anxiety.
2. Keep physically active - With gym closures and many outdoor spaces being restricted, it may be difficult to do activities one might normally enjoy. But there are different ways around this: exercise in the home if possible. There are plenty of useful websites geared towards working out at home with or without equipment. Also, a simple walk outside (minding social distancing) is something that could be beneficial.
3. Keep mentally/socially active - Our minds need to be engaged in order to keep the neural activity strong. This could come in the form of solitary activities (drawing, painting, reading, etc.) or social activities (discussion groups, debates, etc.) Many of these things could be done using technology to engage in interactions with others.

It's important to remember that keeping positive and focusing on managing ourselves is key to making through these difficult times. For more information, check out this video:

<https://www.youtube.com/watch?v=15b3gllWLLc>

Stay Safe

- CUSD Clinical Social Workers



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SPED Nurses Provide Health Tips

School nurse's advice to students and families:

Stay home when you are sick. If possible, stay home from work, school, and errands when you are sick. You will help prevent others from catching your illness. Avoid close contact with people who are sick.

Avoid touching your eyes, nose, or mouth. Germs spread this way.

Cover coughs and sneezes. Use a tissue to cover coughs and sneezes, then dispose of the tissue. When a tissue is not available, cough or sneeze into your elbow.

Clean and disinfect surfaces or objects. Clean and disinfect frequently touched surfaces at home, especially when someone is ill.

Wash hands for 20 seconds. Washing hands often under clean, running water can help prevent the spread of germs. For more guidance see the CDC: When and How to Wash Your Hands. If you cannot wash your hands, use alcohol-based hand sanitizer with at least 60-95% alcohol.



Hand washing, also known as hand hygiene, is the act of cleaning one's hands for the purpose of removing soil, grease, microorganisms, or other unwanted substances. Hand washing with soap consistently at certain "critical moments" during the day prevents the spread of many diseases, for example diarrhoea and cholera, which are transmitted through fecal-oral route. People can also become infected with respiratory diseases such as COVID19 influenza or the common cold, for example, if they do not wash their hands before touching their eyes, nose, or mouth. The five critical moments during the day where washing hands with soap is important include: before and after defecation, after cleaning a child's bottom or changing nappies, before feeding a child, before eating and before and after preparing food or handling raw meat, fish, or poultry. If water and soap are not available, hands can be cleaned with ash.

How can parents cope with teens' and young adults' reactions to social distancing?

This age group tends to feel invincible, have a lower sense of vulnerability generally and specifically in relationship to the new coronavirus. They may not recognize the importance of social distancing. For them it



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is a time when socialization and connection with peers is especially important and without these connections teens and young adults can feel sad and lonely. You can help them understand the importance of social distancing by sharing or exploring reliable sources of information from the Centers for Disease Control and Prevention. Take time to discuss things they can do to feel more connected to their peers through remote means. For younger teens, this may mean relaxing some of your restrictions on social media use. Explore new apps and tools that can facilitate group chats and video connection so they can stay connected to their peers. These may include House Party, Google Meet, FaceTime and Skype. While you don't want to encourage them to be on their electronic devices all the time, it is important to recognize the critical role of socialization and connection to peers.



Psychologist Corner

Hello, Parents and Guardians,

We would just like you to know that you are doing great navigating this new situation with us. Keep up the good work and remember to be patient with yourself! This week the CUSD School Psychologists are providing some educationally related tools and resources to help with distance learning and Special Education needs.

- Set up a dedicated space for doing school work that is separate from areas where other activities occur (i.e. sleeping, watching tv, eating, etc.)
- For students who have difficulty typing, use Google Speech-To-Text to "type" up assignments
- Use apps to support learning, behaviors, and maintenance of skills:
 - Scheduling - iCal (Apple Calendar), Google Calendar (iPhone and Android apps), and First/Then Visual Schedule App (\$14.99)
 - Timer - TimeTimer App (\$2.99)
 - Focus - Focus Keeper App (Free)
 - Literacy - My Story Book Maker App (Free)
 - Math - Touch Math Apps (Most Free)
 - Social Skills - Model Me Kids-Autism Emotion App (Free)
 - Communication/Schedules - Snap Scene (Lite) App (iPad only) (Free)
- Autism Focused Intervention Resources & Modules (AFIRM) provides resources and trainings to help you support children and youth with Autism Spectrum Disorder (ASD) during uncertain times. Some resources include visual supports, antecedent based interventions, and reinforcement. <https://afirm.fpg.unc.edu/afirm-modules>
- Socializing and staying connected with others is important. Kidzworld.com is a resource for parents to support social networking. Kidzworld.com is a social networking site exclusively for kids and teens of ages 9-16, offering an exciting world of learning and networking. Here, students can use chat



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rooms and forums to network, share and learn with friends, and play quizzes, games and videos, all supervised by trained moderators. <https://www.kidzworld.com/>

- Plan a family “outing” by attending virtual field trips or museum virtual tours.
 - [Virtual Field Trips](#)
 - [12 Museums From Around the World That You Can Visit Virtually | Travel + Leisure](#)

We hope these resources help! We look forward to returning to school and working with you and your children again in the future!

--The CUSD School Psychologist Department



Speech and Language at Your Service

Hi Parents and Guardians,

The CUSD Speech Department suggests the activities below, so together we can help foster speech and language skills in the home setting:

1. Social Skills in Isolation!

Think of social skills as how we “connect” to others. Connecting with others can be as simple as participating in the same task together. We connect with others by taking on another’s perspective, or by “putting on someone else’s shoes”.

- Read a book together or look through the pages, and ask your child, “What do you think he is thinking?” or “How do you think she feels?” as you point to the character. “Why?” If your child has difficulty answering simple questions, ask them to point to something simple on the page (example: “Show me the tree.”) Guide their hand if they need assistance.
- There are many free book resources online you can access for your child.

2. Vocabulary Game: “I Spy”.

To play this game, all you do is describe an object in the area you are, and get your child to guess what it is, and then have your child try to describe an object to you.



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Example:

Parent: "I spy something that is blue and white."

Child: "the water bottle?"

Parent: "No, baseball players wear it on their head!"

Child: "The Dodgers' hat!"

- You can go as many rounds and give as many clues as you want.
- If your student has difficulty understanding rules you can say "Where is _____". Use vocabulary your child would understand.



3. Time to Read:

Time for Kids is providing a [free digital library](#) for all grades for the rest of the school year. A moderate - severe SDC student can participate in reading activities by reading words they know and providing help as needed or you can read it while they attend to the words and pictures.

4. Speech Sounds Home Practice

Make (or search online) for a list of words with your child's sound(s) in the right spot. Try to find a list of at least 10-20 common words and write them down. You can have your child draw a picture next to each one – you will use this list to practice later! For students with moderate-severe speech issues, choose a list and read it with them, while encouraging the student to repeat to the best of their ability.

5. EMOTIONS!

Negative behaviors are often high when a child is not skilled at expressing their emotions. When students have the tools to share their





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feelings, it lessens their tendency to “*act out.*” It can help alleviate *sulking, rebellion, depression, as well as being offensive to others.*

When children are better at verbalizing their emotions, homes have more peaceful environments, and students are more well behaved in school. Try *These Tips!*

https://www.superduperinc.com/handouts/pdf/390_UnderstandFeelings.pdf

The Speech Language Pathologists are here to provide the utmost support for you and your families. We are in this together!

The CUSD Speech Department



Behavior Specialists

Hello Parents/Guardians,

Keep working hard in supporting your kiddos! You are doing a great job! This week the CUSD Behavior Specialists are providing some behavior strategies and resources to help with distance learning and Special Education needs.

To help with maintaining your kiddos compliance let's use a **preference assessment**. A preference assessment is simply a way of identifying preferred items that when provided immediately after a response, increases the frequency of future responses. Having your kiddos choose daily what reward/incentive they would like to use before the start of any academic task can help motivate your kiddos and ensure compliance throughout the task. This way they are not working for something that is not reinforcing to them. All you have to do is show them a couple different items and simply ask the question: “**What do YOU want to work for?**” Whichever item they choose is the item they will work for. --Rebecca Williams

Hello CUSD parents and guardians, in an effort to make your “Safer at Home” experience a little easier, here are some effective strategies you can use to help your children with behavior management at home:

1. Provide a safe learning environment. Staying organized creates structure and a stable environment, this helps your child distinguish the difference between learning and
2. Keep rules simple and clear and review expectations daily.



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3. **STAY FOCUSED:** Continue your morning routine as if your child were going to school. This will help your child focus on the learning packet and any remote learning they may be expected to do for the day.
4. Consistently reward positive behaviors. Be creative and use small rewards: stickers, sweet treats, play a short game.
5. Allow for mini breaks and alone time when needed.
6. Use timers or musical prompts to prepare your child for transitions between activities. *TIMERS: choose a familiar sound from your child's device that will sound off 5, 3 & 1 minute before you would like them to transition from one activity to another. *MUSICAL PROMPT: choose a familiar song. Ex. "If you're happy and you know it, clap your hands..." to gain your child's attention in between each activity transition.
7. Bedtime Routine: Help your child prepare for the next day by using a daily schedule and setting up their workspace before bedtime.
8. Consistency in all of the above is the key to producing success. Patience is key, this will not always be easy but it works.
9. Parents, review your child's lessons beforehand. This will help you when your child asks questions, or attempts to escape the lessons saying things like, "I can't do this." Or "It's too hard."
10. ENCOURAGE, ENCOURAGE, ENCOURAGE! Encourage your child giving verbal praise throughout each lesson. This will also help to keep your child on task and excited about their progress. Example: "GOOD JOB!" "Look how well you're doing"...give HI FIVES!

Play a game!! Activities such as board games, puzzles, coloring, or building projects that help to teach skills such as following directions/rules and turn-taking. When playing a game make sure that the rules are clear and easy to follow so as not to frustrate or overwhelm them. Once the concept is understood, games/activities with more complex rules may be added. Games that target turn-taking should allow each individual playing the game to take a clearly defined turn (example: It is my turn and then it is your turn). For example: if you and your kiddo are working on a building project together, each of you may take a turn adding a piece to the project. Remember to have fun!!

-Cherie Ford



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Occupational Therapists

Hello Parents/Guardians,

Below are some fun activities you can do with your child to work on their fine motor skills!

1. Pincer grasp: Have the child pick up small items such as beads, beans, etc. with their thumb and index finger. Try hiding them in playdough and make it a game where they have to find them!
2. Hand strengthening
 - a. Paper crumpling: Have the child crumple up sheets of scrap paper into the smallest, tightest ball they can. Try tossing into a container to make a game out of it!
 - b. Squeeze sponges: Let the child squeeze water out of sponges either during bath time or at the sink.
 - c. Water spray bottles: Have the child use a spray bottle to water plants, spray an outside wall or in the bathtub during bath time!
 - d. Playdough activities: Squeeze, pinch, stretch, roll out, pound (encourage child to flatten like a pancake).
 - e. Tearing paper: Have the child hold a piece of paper with both hands using thumb, index, and middle finger (tripod fingers) and tear paper. Once strips are made, then tear the strips into small squares. **PLACE THUMBS TOGETHER ON TOP**, and pull one hand towards the body. You can use pieces to create a collage or other crafts.

Next week we will provide additional resources and/or activities for home. Thank you for all of your hard work and remember to have fun with these activities!

Stay safe and take care,
Occupational Therapy Team



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Independence With Therapy



Physical Therapists

How can I help my child develop better balance?

There are so many fun and playful **balance activities for kids**.

SPIDERfit Kids is an awesome online resource for creative ideas and inspiration on how to use powerful play to improve kids' health! Learn more about their mission at www.spiderfitkids.com! They have some amazing videos showing fantastic balance activities that will help your child learn to coordinate all of these sensory systems and improve her core strength to optimize balance. Here are a few great ones...

Vision and Balance – **A child's visual abilities are closely related to balance!**

Family Balance Challenge

1-Leg Balance Reach – Once your child can maintain balance on 1 leg, have them change body position.
1-Leg Balance on an Unstable Surface – Once your child can confidently balance on the ground, adding an unstable surface can provide an intensive sensory challenge!

You can explore all of the **balance activities** at The Inspired Treehouse too! These activities are perfect for kids who are struggling with balance *or* for challenging your high level athlete's balance at The Inspired Treehouse.

Take care and have fun with these activities :)

Physical Therapy Department



Adapted Physical Education

Dear parents and families,

While at home during this time, make PE a family affair. The following PE games, activities and modification strategies are great for students (and families) with varying needs and abilities.

ACTIVITY: DANCE WARM-UP

[Kids can warm up](#) together for PE by moving their bodies to music. (Arms, legs, hands, feet and heads all count!) Everyone can first stretch their limbs as a group, and then perform any of the following that they are able to do: waving their arms, bending their knees, rotating their hands, feet and necks, touching their toes, doing jumping-jacks or clapping their hands, and so on. You can incorporate learning about the different



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muscles by having students call out muscle names, clapping with each one; those who are able can also touch those muscles on their own bodies, such as their biceps, pectorals and quadriceps. Younger students can also have fun warming up their bodies and voices at the same time by roaring and baring their “claws,” making bird squawks while flapping their “wings,” or barking or meowing while crawling on all fours.

GAME: LIFE-SIZED CHUTES AND LADDERS

While this game requires a fair amount of equipment and setup, it’s fun for players of all ages and abilities, and a great choice for giving practice in taking turns while developing fitness skills.

Lay out a long rope (or series of ropes) on the floor of the gym, arranging it in a path with several straight sections as well as a few bends to change the path’s direction. Then, lay hula hoops interspersed with foam squares along the path, and set cones — weighted, if possible — at each turning point of the rope.

Similar to the board game, players take turns by rolling foam dice and then moving that number of hula hoop/foam square “spaces” along the path. Students with impaired vision can use the rope as a guide, while students on foot or in wheelchairs can step or hop in the hoops or wheel alongside them. Landing on a square sends the player back to the start; the first player to reach the end of the rope path wins. Players can also buddy up and assist each other to the finish line.

ACTIVITY: OBSTACLE COURSE

Students of all abilities can work in pairs with a family member to navigate an obstacle course complete with scooters for pulling each other along, hula hoops for stepping or crawling through, ropes laid out on the floor to create a path to follow, a parachute for whole-group play, and more.

GAME: BALLOON POLO

Students can use pool noodles to tap balloons, keeping them aloft in the air. Families can divide into teams, set up goals (hula hoops and large open boxes both work great), and follow basic rules about passing to teammates, making goals, scoring points, and what to do when the balloon touches the ground.

GAME: SOCCER

Adapting classic team sports like soccer involves making simple shifts, such as having students walk or wheel instead of run; reducing the size of the playing field and clearly delineating boundaries; and using a larger, softer or lighter-weight ball instead of a traditional soccer ball. Players can also be allowed to use their hands in order to hit the ball or pass it to a teammate. Players in wheelchairs can hold the ball on their laps while they wheel across the playing space. (Note that similar adaptations can apply to other classic team sports such as basketball, softball and more.)

ACTIVITY: CULTIVATE MINDFULNESS

PE teachers and coaches know that mindfulness plays an important role in physical education, and it can also have a positive effect on students’ academics as well as their moods and self-confidence. Best of all, students of all abilities and families can practice mindfulness, cultivate related skills and reap the benefits.

Set up these activities in the house, backyard, or front yard (minding social distancing). Use one or all of them. Be creative and make the activity or game your own. The most important part of this is to have fun and get moving!

Be safe,
Adaptive PE Team



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Visual Impairment

“The Tactile Learning Game—Fun for the Entire Family”

Families with blind or visually impaired children can play Tactile Memory games as a family. The Tactile Memory game can be played with all learners, regardless of vision level. Simply take turns selecting and turning over two cards—similar to the Concentration game. If they match, the player collects the cards and takes another turn. To even the playing field, sighted players may wish to play with their eyes closed or use a blindfold.

To add to the fun, families can create a hand-crafted version of the Tactile Memory game using materials you may have around the house. You need at least 16 cards, small wooden or cardboard tiles... to make 8 sets of shapes, the sky's the limit. For the shapes, you can use yarn, Wikki Stix, buttons...be creative. Follow the criteria below:

Shapes/objects should be the same height off the board so that height is not a distinguishing factor.

- Shapes should be easily distinguished from each other. You can use common shapes (e.g., circle, square, star, etc.) or create your own unique shapes and designs.
- Don't be afraid to use color as well so this game is fun for everyone.
- The tiles/cards should be fairly sturdy so they don't get damaged.
- You may want to add braille labels to the cards, or you could use this as a way to learn braille by having to match the shape with its braille label on a different card.

The game can be made collaboratively with families. Each family member (parent, child, siblings) design their own shape and make a bunch of copies of tiles with that one shape. Each person can make 16 tiles, so there will be 8 complete sets at the end, one set for each family member, along with some extra sets. What a fun way to create a game—a family event where everyone (kids/adult, blind/sighted) has a chance to contribute equally to the game.

Make this game your own and make it even better!

Be well,
Visual Impairment Department



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Deaf/Hard of Hearing

“Tips for Reading with Your Infant or Toddler”

ReadingRockets.com has lots of information to help parents and families navigate the world of reading for children with hearing loss. On their website they share information about helping your child love books. As they say, “Give your child a great gift that will last for a life—the love of books.

Here are some useful tips for reading with your infant or toddler. ReadingRockets.com reports, 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.

Hearing loss ranges from partial to total deafness. Some children can hear better with a hearing aid, cochlear implant, or FM system. Others cannot. Hearing loss may last only a short time, or it may never go away. Some children are born with hearing loss. Others develop it later in life. These factors affect the challenges your child will face in learning to read.

Research shows that each time you read to your child, you are helping his/her brain to develop. So read to your child every day. Choose books that you think your child will enjoy. Books that rhyme or repeat the same sounds are good for helping your child learn the sounds letters and words make.

Since younger children have short attention spans, 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!

Here are some things you can try:

- Read the same story again and again. This will help your child catch words he may have missed before. Explain the story as needed.
- Make sure your child can see your face and the pictures. This will help your child follow the story, even if he doesn't catch all the words.
- Have your child turn pages, touch the pictures, and lift the flaps. This will give your child practice using his hands, which gets him ready to sign.
- Use simple sign language as you read.

Book suggestions for your infant by ReadingRocket.com

Choose board books with simple signs. Some titles include:

- [Baby Signs](#), by Joy Allen
- [My First Book of Sign Language](#), by Joan Holub
- Books by Annie Kubler, such as [My First Signs](#) and [Sign and Sing Along: Twinkle, Twinkle, Little Star](#)

Suggested books for your toddler:



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- Books by Anthony Lewis, such as [Meal Time](#), [My First Animal Signs](#), and [Play Time](#)

Stay safe,
Deaf/Hard of Hearing Department

ACADEMICS



Reading Junction

Parents and Families, reading is FUNdamental so let's start with the basics. According to study.com (<https://study.com/academy/lesson/reading-strategies-for-students-with-learning-disabilities.html>), beginning or emergent readers use **decoding** skills to read words until they build a **sight word** vocabulary, or words they can remember without decoding. Decoding uses a variety of skills to combine the relationship between sound/symbol in phonics, "like in 'cat.'" First, you need to hear, understand, and be able to manipulate sounds, called **phonemic awareness**. Then you learn that letters represent sounds in speech, and remember what each letter/sound is. Finally, you call on these skills as you decode 'c,' 'a,' and 't,' blending the individual sounds into the word 'cat.'

Students with learning disabilities who struggle with decoding may have:

- Low or no phonemic awareness skills
- Lack understanding of letters and sounds
- Issues with **directional** tracking, or moving from left to right
- Inability to recognize the patterns found in print

Using the above criteria, locate where your child is having difficulties in decoding and practice with your child daily until each of the skills become automatic.

Reading takes us on fantastic journeys. Let's all help them on their way.



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Math Pointers

Now that we are all learning remotely, you may need to know how to start in helping your child with math assignments. Try this strategy--Read and highlight. Read all math directions aloud and have your child use a highlighter to mark any important words or directions. This will help him/her focus on what the question is asking and not get overwhelmed with multi-step problems. Learning disabled children tend to struggle when there are several different directions, so highlighting important key words will help tremendously.

And as always, make math fun!



Preschool

Hello parents and guardians,

Some parents have shared that they are reading, singing songs, and doing self-help skills with their children. Keep up the GREAT job and thanks for sharing. We are all in this together.

Language Arts

Sing the Alphabet Song or any children song

Letter of the week: Ww

Activities: pick at least one activity to do each day

Show the letter W, say the letter name and sound /w/

Find items around the house or pictures that begin with the letter Ww

Show items, pictures, and/or words that begin with Ww (examples: window, water, watermelon, worm, wagon, watch, waffle)

Make a wagon (draw a large rectangle on a sheet of paper, glue wagon wheel or pasta wheel on the bottom, draw handle) Write a W in the middle. Glue pictures of things that begin with W

Write the letter Ww (on paper, with chalk on the sidewalk, trace the letter with his/her finger) or just make horizontal, vertical, or diagonal lines

Make the letter Ww with playdough, clay, or using water and a paintbrush make W

Read to your child (talk about the pictures, have the child point to the picture when named)



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Math

Activities: pick at least one activity to do each day

Review shapes (circle, square, triangle, rectangle, rhombus/diamond, oval, star, heart)

Ask the child to name the shape or point to the correct shape after saying it

Give straws, bendy sticks, or other objects to create each shape

Count the number of sides, straight versus curves, length of lines (e.g. all the same length for a square)

Name a shape and find the shape around the house

Put the shapes in a bag and have the child name the shape when he/she take one out

Play a game, do puzzles, build with blocks or legos, taking out or putting in a container

Websites:

ABCmouse

PBSkids

starfall

Continue to focus on self-help skills: washing hands, dressing/undressing, feeding (using utensils, staying at the table, and toileting)

Work on following 1-step and 2-steps directions.

Make it fun for you and your child!!! Take care.



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

For more information, please visit: <http://www.compton.k12.ca.us/departments/educational-services/special-education/home>

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