



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

May 22, 2020

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**DISTRICT UPDATES**

The screenshot shows a website page with a navigation bar at the top. The main content area features a large photograph of a group of students sitting on a green field. To the right of the photo is a text block for a 4-Day Virtual Camp, including dates (June 22-25, 2020 and July 6-9, 2020) and registration instructions. Below this is a section for 3-5th Grade STEAM Explorer Camp registration, which includes three 'REGISTER HERE' buttons with 'FULL' status indicators and specific dates for each session. A man in a suit is also visible speaking at a microphone on a stage in the background of the website image.

**Summer STEAM Camps--Registration link:**

<https://www.compton.k12.ca.us/departments/educational-technology/events/steam-camps>

**Limited Space Available--Register Today!**

**Office of Special Education--Extended School Year (ESY) Registration link:**

[https://www.compton.k12.ca.us/media/5781/esy-2020-enrollment-form-english\\_spanish.pdf](https://www.compton.k12.ca.us/media/5781/esy-2020-enrollment-form-english_spanish.pdf)

**Complete the Registration form and submit to the Office of Special Education today!**

**For more information please visit the Office of Special Education Website:**

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



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**WORDS FROM OUR SPED TEAM**



**Social Workers Offer Self-Care Advice**

Greetings Parents/Guardians,

This week, we are going to talk about **Positive Affirmations!** So what are positive affirmations? Positive affirmations are repeating positive statements to yourself either out loud or in your head. With regular practice of making positive statements could yield: higher self-esteem, decrease health deteriorating, stress, higher sense of self-worth, and even improved personal outcomes. The beauty of positive affirmations is that everyone could be creative in whatever they want their affirmation to be as long as it focuses on positive statements. Some great examples include:

- I'm an important person
- I forgive myself for my mistakes
- Today I choose to think positively
- I will better next time
- I believe in myself

Here is a good video that focuses on positive statements for students:

[https://www.youtube.com/watch?v=Ud\\_eeFkzH4w](https://www.youtube.com/watch?v=Ud_eeFkzH4w)

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

- CUSD Clinical Social Workers



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## SPED Nurses Provide Health Tips

### Helping Kids Cope With Stress

To adults, childhood can seem like a carefree time. But kids still experience stress. Things like school and their social life can sometimes create pressures that can feel overwhelming for kids. As a parent, you can't protect your kids from stress — but you can help them develop healthy ways to cope with stress and solve everyday problems.

Kids deal with stress in both healthy and unhealthy ways. And while they may not initiate a conversation about what's bothering them, they do want their parents to reach out and help them cope with their troubles. But it's not always easy for parents to know what to do for a child who's feeling stressed. Here are a few ideas:

**Notice out loud.** Tell your child when you notice that something's bothering him or her. If you can, name the feeling you think your child is experiencing. ("It seems like you're still mad about what happened at the playground.") This shouldn't sound like an accusation (as in, "OK, what happened now? Are you still mad about that?") or put a child on the spot. It's just a casual observation that you're interested in hearing more about your child's concern. Be sympathetic and show you care and want to understand.

**Listen to your child.** Ask your child to tell you what's wrong. Listen attentively and calmly — with interest, patience, openness, and caring. Avoid any urge to judge, blame, lecture, or say what you think your child should have done instead. The idea is to let your child's concerns (and feelings) be heard. Try to get the whole story by asking questions like "And then what happened?" Take your time. And let your child take his or her time, too.

**Comment briefly on the feelings you think your child was experiencing.** For example, you might say "That must have been upsetting," "No wonder you felt mad when they wouldn't let you in the game," or "That must have seemed unfair to you." Doing this shows that you understand what your child felt, why, and that you care. Feeling understood and listened to helps your child feel supported by you, and that is especially important in times of stress.

**Put a label on it.** Many younger kids do not yet have words for their feelings. If your child seems angry or frustrated, use those words to help him or her learn to identify the emotions by name. Putting feelings into



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words helps kids communicate and develop emotional awareness — the ability to recognize their own emotional states. Kids who can do so are less likely to reach the behavioral boiling point where strong emotions come out through behaviors rather than communicated with words.

**Help your child think of things to do.** If there's a specific problem that's causing stress, talk together about what to do. Encourage your child to think of a couple of ideas. You can start the brainstorming if necessary, but don't do all the work. Your child's active participation will build confidence. Support the good ideas and add to them as needed. Ask, "How do you think this will work?"

**Listen and move on.** Sometimes talking and listening and feeling understood is all that's needed to help a child's frustrations begin to melt away. Afterward, try changing the subject and moving on to something more positive and relaxing. Help your child think of something to do to feel better. Don't give the problem more attention than it deserves.

**Limit stress where possible.** If certain situations are causing stress, see if there are ways to change things. For instance, if too many after-school activities consistently cause homework stress, it might be necessary to limit activities to leave time and energy for homework.

**Just be there.** Kids don't always feel like talking about what's bothering them. Sometimes that's OK. Let your kids know you'll be there when they do feel like talking. Even when kids don't want to talk, they usually don't want parents to leave them alone. You can help your child feel better just by being there — keeping him or her company, spending time together. So if you notice that your child seems to be down in the dumps, stressed, or having a bad day — but doesn't feel like talking — initiate something you can do together. Take a walk, watch a movie, shoot some hoops, or bake some cookies. Isn't it nice to know that your presence really counts?

**Be patient.** As a parent, it hurts to see your child unhappy or stressed. But try to resist the urge to fix every problem. Instead, focus on helping your child, slowly but surely, grow into a good problem-solver — a kid who knows how to roll with life's ups and downs, put feelings into words, calm down when needed, and bounce back to try again.

Parents can't solve every problem as kids go through life. But by teaching healthy coping strategies, you'll prepare your kids to manage the stresses that come in the future.

Reviewed by: [D'Arcy Lyness, PhD](#)

Be well and stay safe  
CUSD SPED Nurses



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## Psychologist Corner

### Tantrum vs Meltdown

These uncertain and unique times can cause a lot of new and unfamiliar emotions in all of us. These times can also exacerbate or trigger new emotions and meltdowns in already emotionally fragile youth. During a sensory meltdown, children with special needs have very little control over their behavior. They may scream, break things, attack others and even try to hurt themselves. As a parent, it's essential that you learn to recognize the signs of a meltdown so you can keep your child safe, and help them regain control and composure. The difference between a meltdown and a tantrum is sometimes difficult to gauge. However, a tantrum is a behavior outburst that is in an attempt to gain something. Unlike with a meltdown, a child who throws a tantrum is in control of their behavior and will most likely stop acting out after they achieve what they want. Here are some tips which may assist you with navigating the emotions of your child and help you to support them during these difficult times.

1. Identify and remove sensory triggers
2. Try distracting your child
3. Make your child feel safe
4. Remove any dangerous objects
5. Invest in a good weighted blanket (specifically for kids on the Autism Spectrum)
6. Carry a pair of noise-canceling headphones/Allow kids to listen to calm music
7. Put together an emergency meltdown kit (snacks, water favorite toys or item, etc.)
8. Stay calm
9. Watch what your child eats (certain foods have adverse reactions on behaviors (i.e. too much junk food))
10. Never act without explaining

Lastly, remember that this is only temporary and it will all pass.

**JUST BREATHE!**

## The School Psychologists



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**Speech and Language at Your Service**

Hi Parents and Guardians,  
Consider these great language enriching activities with your child.

**Monday:**

**Listen and rephrase with emphasis**

If your child makes a grammatical (e.g., using an incorrect pronoun) or speech error (e.g., “wed” instead of “red”) when speaking, you can help them. The goal is to provide model language for them without it feeling like an exercise/drill. Throughout the day, simply repeat or rephrase while emphasizing the correction.

For example:

Child: “Me has a rabbit”

“Johnny took my wed block!”

Parent: \*takes rabbit\* “I have a rabbit”

“Johnny took your Rrred block?”

**Tuesday:**

**Riddle me this**



Keep interactions light hearted with fun riddles. Search online for “riddles for kids/3rd graders/8 year olds/etc”. Decide which one is the most appropriate for your child. State the riddle and give your child time to respond. Give them clues if they ask. Go over a few at once or randomly ask your child a few throughout the day. If your child has difficulty with riddles, engage them by asking various questions which you know they will be able to answer correctly (verbally or by gesturing).

**Wednesday:**

**A place for everything and everything in its place**

Pick a room, any room. Begin by picking up any item out of place. Ask your child “where does this go?” Wait for a response and place the item in its appropriate place. The rule is - Whoever picks up



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the item, puts it away. Now it's your child's turn, have them pick up any item and ask you where it belongs. You answer and they put it away. Have fun with it, maybe play some music. This is an easy yet effective way of enriching your child's linguistic environment.

**Thursday:**

**Language enrichment through arts and crafts**

Use materials around the house to encourage creativity within your child. Simply search online for "arts and crafts milk jug/egg carton/foil/at home/etc". Browse, inspect and select the most appropriate craft for you to do with your child or take the time to discuss possible options with your child. If your child needs help during any step, encourage independence and provide verbal help. Once you're done, feel free to play with them and/or place them up where everyone can see them.

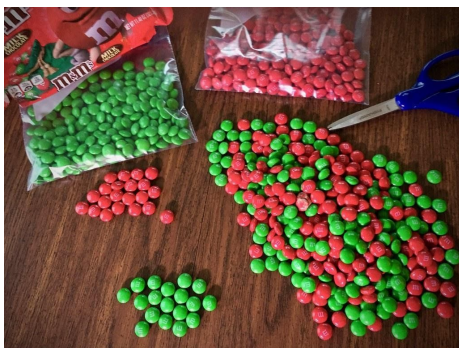


**Friday:**

**Categories are easy....right?**

<https://freelanguagestuff.com/category/>

Using the link, choose a category that you believe is appropriate for your child. Ask your child to name 10 things that fit the category. If for example they only say 7, praise their effort and give them clues to 3 other correct answers. Set time aside for this activity and review a new category a few times throughout the day.



If your child is non-verbal or does not understand the directions, engage them in a sorting activity (using basic concepts like colors/clothes/shapes/etc) while providing a model for what is expected.

**We are here to provide support, tools, and resources to our families!**

**The CUSD Speech Department**



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## Behavior Specialists

Hoping you had a great Mother's Day weekend filled with love and relaxation!! As we enter week 8 of distance learning I would like to encourage you to stay strong, be consistent and remember to breathe!! You are doing an AMAZING job!! Over the next few weeks the behavior department will focus on different types of Reinforcement. Reinforcement can be a powerful tool at your disposal and more appropriate than using punishment. There are only so many appropriate punishments you can give your kiddos before you are out of ideas, however with reinforcement you can always discover new uses and different ways to incorporate them into your daily lives.

**Reinforcement** is a core strategy for behavior change that is used to increase the likelihood of a certain behavior occurring in the future.

**Contingent Reinforcement.** Providing a specific reinforcer (preferred items/experiences) that will only be delivered to your child when they engage in a specific behavior. If the child does not engage in the desired behavior, they should not gain access to the reinforcer. This helps parents avoid providing reinforcement for undesirable behaviors.

**Example:** James' teacher has provided a daily reading assignment (non-preferred task) to be completed while at home. He seeks to avoid the task by asking his mom for free time to play a highly preferred video game. His mom reminds him that he *only* is able to play his video game once his reading task is completed. He will only be given access to this particular game when he completes his reading assignments during the week.

**Non-contingent reinforcement or "catching them being good"** is the delivery of a reinforcer (preferred item/experience) throughout the day without requiring your child to engage in a specific behavior. **Verbal praise** ("Great job!", "Way to go!") is the most common form of non-contingent reinforcement, as you can praise your child at any time throughout the day when they engage in appropriate behavior.





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**Example (At Home):** John is crying while he cleans his room. Mom sets a timer (every 5 minutes) to go into John's room to give him verbal praise (“*John, you’re doing such a good job!*”) **for cleaning his room** (desired behavior) while *ignoring the “crying”* (. Mom will do this every time John is asked to clean his room providing positive reinforcement (attention) regularly regardless of the child’s behavior until the child no longer feels the “need” to exhibit that behavior”.



## Occupational Therapists

**Hello Parents and Guardians,**

### Tips for Helping Children Sit Up Straight

There are several things we can do at home to help children maintain good posture and alignment, which will support the work of their hands, eyes, ears, and brains for learning:

- Frequent movement breaks: Movement fires the nerve in the inner ear that tells the muscles to extend strongly against gravity and the brain to alert itself to the environment.
- Make sure the children’s feet are resting flat on the floor: There is a mechanism that sends a postural signal to the spine to extend upward when there is pressure on the bottom of the feet.
- Make sure that their sitting bones are pointing straight down while they are in their chairs: Put your hand between yourself and the chair, and feel the large, pointy bone in your pelvis that protrudes downwards. When the feet are firmly touching the floor and the sitting bones are pointing directly downwards in the chair, a strong postural signal is sent up the spine.

You can have the children do some simple postural/alerting exercises before they begin doing handwriting/table top activities by having them stomp their feet on the floor, lift their arms above their heads, out to the sides, push and pull, then shrug their shoulders up as high as they can, pull them back, and drop.

### Indoor Movement Activities

Indoor movement ideas to do with kids at home. It's a really simple way for a family to integrate movement and exercise into any day.

1. Headstands: A great activity for your core muscles and to get blood going to the brain. Kids are often naturals.
2. Jump rope: If you have downstairs neighbors who complain, go in the hall or outside your building.
3. Obstacle course: Create a furniture course in your home or take chalk and make a course outside. Add in specific mental or physical challenges to keep them guessing.



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4. Wheelbarrow, crab, and bear-walk races: Holding one of these tough positions gives you a real workout.
5. Animal races: Hop like a bunny or frog; squat and waddle like a duck; and so on.
6. Balloon ball: There are endless ways to play with balloons indoors. Try to keep it off the ground or just play catch. Mix it up with balloon tennis.
7. Follow the leader: Add to the workout with energetic movements such as jumping, stomping, and squatting.
8. Dance party: Turn on the music and shake your groove *thang*.
9. Freeze dance: When the music stops, freeze in your pose and hold it until the music begins again.
10. Scavenger hunt: Write up clues and hide them around the apartment. Kids can race to find each clue for a small prize at the end.
11. Jumping jacks: Simple but good for coordination and they get your heart going. When my kids can't sleep, I have them do 25 to tire out.
12. Parachute: This kiddie gym standby can be re-created at home with sheets. Each kid takes an end of the parachute or sheet and fans it upward while one of you runs underneath.
13. Bubble wrap attack: If you get bubble wrap in the mail, jump on it until it's all popped.
14. Clean-up race: Set a timer or put on a song to see who can right the room the fastest.
15. Tickle tag: Chase your children. When you catch them, it is tickle time.
16. Temper tantrum: Have a fit for the fun of it. Flail, stomp, and scream.
17. Carnival: Set up carnival games such as "Knock Down the Milk Cans" (we used Tupperware).
18. Hallway bowling: Fill up water bottles and use any ball you have.
19. Hopscotch: Use chalk or tape to make a game on your floor or outside your building.
20. Pillow fight: No explanation needed.
21. Sock skating: If you have hardwood floors, put on socks to skate around. Try spins or hockey stops, or see who can slide the farthest. Make sure to move the furniture and watch for splinters. My kids also like to up the speed factor with a couple of pieces of wax paper under each foot.
22. Bubble bashing: Blow bubbles and let your child try to smash them.
23. Wrestling: Put down a mat, or play on a rug or bed. See if your kids can wrestle you to the ground.
24. Pushover parents: Plant your feet and see if the kids can budge you. If you move your feet, they win. Stand on one foot to make it easier for little kids.
25. Popcorn pushups: Put a small bowl of popcorn on the floor. Lower yourself down and stick out your tongue to get a piece of popcorn with each thrust.

Have fun and be safe!

Occupational Therapy Team



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Independence With Therapy



## Physical Therapists

Hello Parents & Guardians!

Hope all the Moms out there had a Happy Mother's Day over the weekend!

This week we wanted to focus on wheelchairs safety and use.

### Safety Tips



#### DO

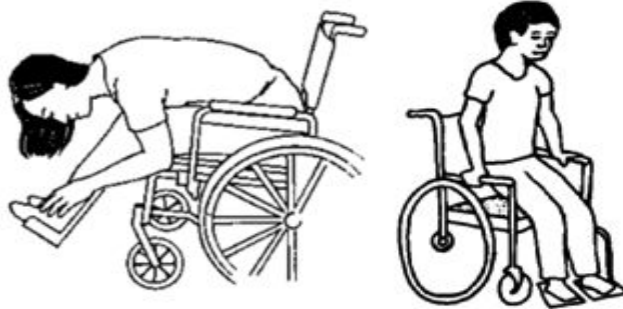
- ALWAYS lock the brakes or power off before your child gets into or out of the wheelchair.
- If going out at night - place lights or a reflective flag onto the wheelchair so that others can easily see you in parking lots or the street
- Remember to move/adjust foot rests out of the way to assist with transfers



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**DON'T**

- Place or hang heavy objects on the backside - this may cause the chair to tip backwards during transfers.
- Have your child lean too far forward as it may tip.

**Pressure relief tips**

Every 1.5-2 hours, have your child change their position to provide relief of pressure, or help them to do this. Imagine sitting in the EXACT same position for over 2 hours! This can cause skin breakdown and pressure ulcers, which could require serious medical attention.

- If the wheelchair has a tilt feature, change the tilt angle
- Help your child lean forward or sideways
- If able, the child can use their arms to lift up their bottom
- Transfer student to another surface, the floor, or bed

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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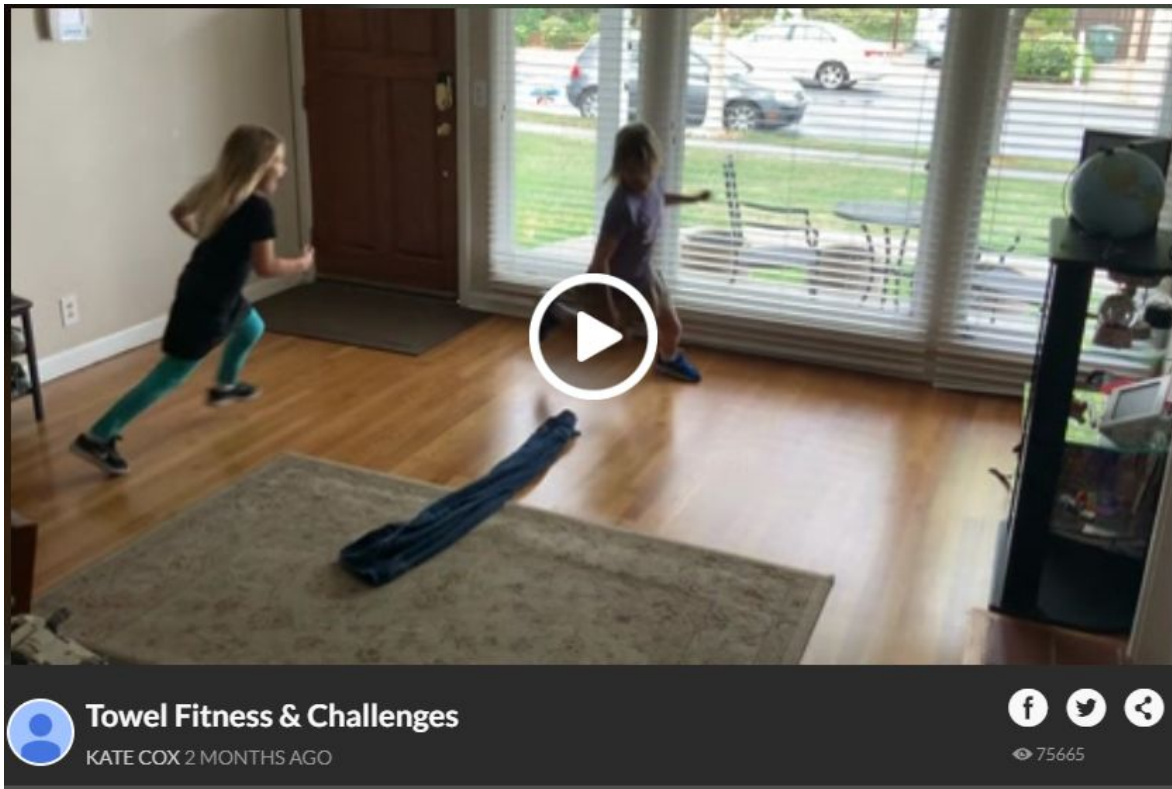
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## Adapted Physical Therapy

Parents and Caregivers,

Here is something different. It's a fun activity that can be done at home. It's called "The Towel Fitness & Challenges." (Here's the link: <https://www.wevideo.com/view/1614597216>)



Play and enjoy,  
CUSD APE Team



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## ACADEMICS



### Reading Junction

#### **4 Tips for Parents to Help with Reading at Home: How to nurture your child's growing love of reading**

Do you remember the first book you ever read? For me, it was the "Three Billy Goats Gruff," a famous Norwegian fairy tale complete with fattened goats, a troll, and the quest for greener pastures. I would ask my mom to read me this story almost every night as I would gaze on, listening, absorbing, and connecting the syllables and sounds. Eventually, I made it a habit, spending countless hours reading books and expanding my vocabulary.

As it happens, the whole basis of literacy at home is to encourage and foster children's building of vocabulary and to instill a sense of joy for both writing and reading. This can be done by first considering what kinds of materials to have on hand and then arranging those materials so that your child has easy access to them. But how does setting up a bookshelf translate into literacy? These four tips can help you discover some ways to get your child leafing through books at home.

#### **1. Focus on Vocabulary**

Just as with learning any language, building vocabulary is the most important aspect of literacy. Help your child make an effort to learn new words. You can do this by encouraging her to look up big words as you are reading together instead of skipping over them. Be sure to give your child concise definitions that are easily understood at his level of comprehension. Focus on technical words that children need in order to understand a concept they are currently learning about, such as **sonar mapping of the ocean floor** for her second-grade science project. Try to find concrete examples of new words when you are out in the community so your child can make connections and reinforce learned vocabulary.



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## 2. Model Good Habits

It's no secret that children will mimic what they see others around them doing. When children see the adults in their lives using reading and writing, they're more likely to become readers and writers themselves. Keep a bookshelf of books that you actively engage with. Read literature in magazines and the local newspaper. Read suitable **graphic novels** together on your child's iPad. Simply reading or journaling alongside your child as he does his school work emphasizes the importance that these tasks serve in everyday life and will reinforce good habits.

## 3. Actionable Steps

Looking for some specific tips on what you can do to instill in your child a passion for reading and writing? Dr. Timothy Shanahan is an internationally-recognized professor of urban education and reading researcher who shared his best practices with **Reading Rockets**, and these were some of my personal favorites:

- Talk to your kids (a lot). You may be hesitant to use complex words with your youngster, but this actually helps in her development of literacy skills. **Research** suggests that exposing your child to a variety of words helps to stretch his capabilities and builds up a reservoir for conceptual understanding.
- Teach phonics and phonemic awareness. Play **language games** so children begin to recognize sounds and their associations to letters.
- Have your child tell you a story. Write it down as a dictation, and read it aloud to them. Then, read together what you've written. Keep the words your child begins to recognize in a word bank for later review.

To Dr. Shanahan's list I would add some of my own points:

- Bargain bins at bookstores offer a great way to save on bringing new books into your home.
- Have children read the books which go along with a favorite movie, such as *Bridge to Terabithia*.



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- Watch movies or TV shows with the subtitles switched on.
- Encourage your child to re-read favorite books and poems. Re-reading helps kids read more quickly and accurately.
- Help your child to correct his own reading errors through re-reading and asking guided questions.

#### 4. Don't Forget About Writing!

When discussing literacy, writing can often be overlooked but is just as essential to practice as reading at home. Have them practice writing by asking your child to help you write out the grocery list, a thank you note to Grandma, or to keep a journal of special things that happen at home. When writing, encourage your child to use the letter and sound patterns he is learning at school.

Providing an array of materials, modeling good behavior, and a willingness to devote time every day to practicing reading and writing are bound to cultivate a natural appreciation of these skills. It all starts with one great book. One great book about three billy goats, in my case.

Article from [gradelink.com](http://gradelink.com)

Have fun reading!



**Math Pointers**

#### More Than Math School Closure Resources

[School Closure Resource Folder](#) (< click here)

This resource folder is chocked full of offline and online activities for students to do! From Art projects to brain breaks this is the place to go!

[Google Teach from Home Guides](#) (< click here)

Learn more about Google for Distance Learning through the step by step tutorials

Have fun with math and be well!





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**Preschool**

Good morning Parents/Guardians,

**Language Arts**

**Letter of the week Kk**

**Monday**

Introduce the Letter card Kk and say it sound /k/.

Find items around the house that begin with the letter K such as ketchup, key, kettle, pictures of a kite, kitten, kangaroo, and king. Show and say all these items begin with the letter Kk

Point out that the letter Kk is composed of one long straight line and two short ones Have your child trace the letter with his/her finger as he/she say /k/

Sort items or pictures. One pile labeled Kk for items, pictures and words that begins with K and the other pile labeled Not K for the items, pictures, and words that begin with other sounds.

**Tuesday**

Review the letter Kk

Display the letter card Kk and say it sound /k/

Have your child trace the letter Kk as he/she says its name.

Help your child notice that the letter K is made with one long and two short lines.

Guide your child to write the letter Kk, by making straight lines.

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

**Wednesday**

Review the letter Kk

Display the letter card Kk and say it sound /k/

Give your child a large key pattern. Say that key begins with the /k/ sound spelled k

Have your child fill the key with different colored Kk's. Prompt him/her to say /k/ every time he/she write the letter to reinforce the letter-sound.

Have your child practice writing his/her name on a large key pattern. Provide his/her name card for reference. Punch a hole in the key pattern. Thread a piece of yarn through the hole and tie a knot to make a name key chain.



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Form the letter Kk with clay or playdoh

**Thursday**

Review the letter Kk

Display the letter card Kk and say it sound /k/

K is for King, tell your child that king begins with the /k/ sound spelled k. Guide your child to turn the letter K into a king.

Cut out and glue a crown to the top of a K cutout. Decorate with craft items or materials around the house. Add eyes, nose, and other details. As you work together, prompt your child to say King starts with the /k/ sound, spelled K.

Display a ketchup bottle. Ketchup begins with the letter K. Let your child make ketchup K on a pretend hamburger. Have your child flatten a ball of brown playdough into a hamburger shape. Then help your child squeeze the ketchup bottle to make a capital K on his/her hamburger as he/she says the letter name.

Place a name card inside acetate sheet protectors. Have your child use a wipe-off marker to trace his/her name. When completed, ask your child to point to each letter in his/her name and say it aloud.

**Friday**

Review the letter Kk

Display the letter card Kk and say it sound /k/

Write a capital K on a kite cutout. Scatter Ks and other letters of the alphabet on the table. Have your child glue a length of yarn on his/her kite.

Tell your child that only K's can go on his/her kite. Have him/her find capital K's, then glue them to the kite or the string.

Prompt your child to say the letter name each time he/she finds one.

**Mathematics**

**Number (Additions and Subtractions)**

**Monday**

Show your child an empty box. Ask: "How many things do I have in the box?" (zero). Tell your child that you want to fill the box with eight objects (e.g. counters, toys, books, or any objects around the house). Guide your child to count the correct number as you or he/she places the objects in the box.

Tell your child that you want to add one (or two) more. Guide your child to place the additional object(s) in the box. Ask: "How many do we have altogether?" Guide your child to count the objects in the box. Repeat.



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**Tuesday**

Have your child use counters or other objects for adding and subtracting. State a simple addition or subtraction word problem (e.g. I have three books. I gave one book to my friend. How many books do I have left?) Your child will use counters or other objects to show the problem (e.g. show three counters or objects, then remove or “take away” one).

Ask: How many do I have? Guide your child to count the counters to determine the sum.  
Continue with other addition and subtraction problems.

**Wednesday and Thursday**

Have your child use counters or other objects for adding and subtracting. State a simple addition or subtraction word problem (e. g. I have four pencils. I bought one more. How many pencils do I have altogether?) Your child will use counters or other objects to show the problem.

Ask: How many do I have? Guide your child to count the counters or objects to determine the sum.

Continue with other addition and subtraction word problems. Reinforce concepts (e.g. add one, remove or take away)

**Friday**

Place numerals card 1-10 facedown on a table. Have your child turn over two cards.

Ask: Which number is bigger? How many more is it? Guide your child to create two rows of counters or objects----- one with each number--- on top of each other.

Help him/her count to determine how many more counters or objects are needed to go from the smaller number to the bigger. Turn the answer into an addition problem (e.g. 3 counters or objects plus two more is five altogether).

Repeat for subtraction

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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