



Parent Resources

Grades K-5

STUDENTS ON ALTERNATIVE ASSESSMENT

Week April 13-17

Elementary Level

English/Language Arts

1. Continue using a daily schedule. You can try matching same pictures or same words or match pictures to words.
2. Continue to read to your child. You may change what you read every day or read the same thing for a few days. You can have your child draw a picture or write some words or sentences about the story.
3. You can do some personal information with your child. You could ask them to give you his or her name, address, phone number, etc. You could have a form (similar to an application) where they could write this information, you could simply have them identify his or her name on an index card or identify their photo.

Math

1. Continue counting items around the house or outside. You might give them a number on paper or verbally and ask them to give you that many. You can do this around your house functionally also - for example- we need 5 plates for dinner
2. If your child has done well at counting then work on adding or subtracting items. You can use anything you have crayons, apples, trucks etc. You can also present them with more traditional math problems on paper - simple addition and subtraction. You could have them use the above things as counters or use a calculator or not.
3. Continue with positional concepts/words. You can add more concepts to the ones you are already working on, "on top of", "beside", "behind" etc.

Social Studies

1. Continue using a daily calendar going over the things you have been going over - date, weather, etc. Things you can add to your calendar activities if your child is ready - count the number of days until special events, talk about weekdays vs weekends, talk about (and put on the calendar) days that have favorite activities. Here is a great interactive option: <https://www.starfall.com/h/holiday/calendar/?t=291197997>.
2. Continue to make choices. Introduce your child to something new or something that is less preferred or preferred by you. For example - have them listen to your favorite song and then listen to theirs. Take turns picking which song (or other activity). Offer him or her a choice of which one. This is also a great time to work on Yes and No responses for those children that need it.
3. Continue playing games with your child. Remember to have them participate in as many steps as they can (rolling dice, etc.), even if they need assistance with other steps

(counting space, etc.). This is a great time to imbed academic activities - number and color identification, one to one correspondence, etc.

Science

1. Try some fun easy experiments...Float vs. Sink. Have your child gather some things from around the house ie. paperclip, rubber band, block etc. Next fill a pan with water, make 2 lists "sink" and "float", and guess which each item will do. Then test the items to see what happens. If you can, check out "momjunction.com" for some other fun, simple experiments.
2. Continue with categorizing- you can add categories like day vs night, living vs nonliving, or rough vs smooth.
3. Find something in your pantry that can be mixed with water or another ingredient. As you and your child stir, talk about how it changes consistency/appearance. Is it thicker, thinner, wet, dry, different color, etc?

Daily Living

1. Continue helping with snacks and chores - increase the level of independence of your child as he or she makes progress with the current activities
2. Have your child work on increasing independence with personal skills. He or she may wash their hands - but maybe not for 20 seconds or all parts of the hand - as is currently being recommended. You could sing a song or set a timer to increase the length.

Behavior

Continue with week one recommendations. If your child is having difficulty with a particular behavior, you might need to do something specific for that behavior. For example, if your child is struggling with following directions, you might want to "catch" him or her doing that in particular. So when your child does something you ask them to do as soon as you ask them to do it, tell him or her they are doing a good job following directions. You might even save the most favored reinforcers for these times. This could be done for any challenging behaviors that you might be seeing at home.

Please reach out to your child's case manager for ideas about addressing specific behaviors and strategies being implemented in the classroom. We are here to help!