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Purpose: The purpose of this document is to provide supportive guidance to families with student(s) who have intellectual or multiple disabilities when preparing for & engaging in meaningful opportunities to enhance learning through the use of materials from Special Education Services. This document will address supplemental activities through the use of technology and when technology is not available. Also provided is information intended to enhance learning opportunities through parent-coaching resources for families.

Parent-Coaching Resources

These tips & links are intended as supportive guidance & “how-to” resources when preparing for & engaging with supplemental activities to enhance your student(s) learning when using the materials provided by Special Education Services:

- Follow current health & safety guidelines at all times.
- Adhere to WCPSS Attendance Policies.
- Become familiar with the learning schedule provided by your school. Make sure you know the scheduled time & platform your teacher will use for instruction, whether online or off-line.
- Establish & maintain communication with your teacher. If challenges arise, share those with your teacher and problem solve together.
- Create a space for learning with the least amount of distractions possible. Try to stick to the daily schedule provided by your teacher.
- Consider using [Social Narratives](#) to help your student prepare for the 2020-21 school year. Social Narratives are an evidence-based practice that offer a new perspective to individuals different from what they currently hold. Social Narratives can aid in soothing anxieties & correcting misconceptions about a situation.
- Use [visual supports](#) as much as possible to foster engagement, understanding & discussion. This might include a visual schedule, work completion checklist, and/or timers to help your student stay on task. Examples of timers include: oven or microwave timers, alarm clock settings, cell phone timers, stop watches, [online timers](#), or a simple 3-2-1 visual countdown using paper or sticky notes.
- Assist your student to the degree appropriate, but allow independent responses as able. Your student might need additional wait time to process & respond to information. Additional [wait time](#) is a common strategy that allows your student to process the information they just heard or saw, and respond to that information as independently as possible. How much additional wait time you provide will depend on your individual student’s ability to process & respond to information.
- Errorless learners are students who need prompting in order to make the correct response immediately, without error, to ensure the correct response each time. Prompts are faded systematically over time in order to promote accuracy & independence with the least amount of errors or frustration. If your



student is an errorless learner, talk with your student’s teacher about ways to support [errorless learning](#) at home.

- Be sure to build in brain breaks. Stretching, a brisk walk, a game of Freeze Dance, a [Go Noodle](#) video, or a short exercise routine can help your student expend energy & refocus for the next task.
- Celebrate the successes, big or small! Consider what motivates your student & incorporate into your day. Some examples of positive reinforcement systems can be found [here](#).
- Do all that you can to the best that you can!

Literacy Materials

These tips & links are intended as supportive guidance & “how-to” resources when preparing for & engaging with supplemental activities to enhance your student(s) learning when using the *Literacy Materials* provided by Special Education Services:

- Read assignment directions with your student. Answer any clarifying questions prior to the student starting the task.
- Preview learning materials with your student.
 - Before beginning a task, be sure your student has all of the items needed to complete.
 - Organize the tasks & materials in the order they will be completed.
- When [reading](#), help your student think about the following:
 - Identify the title, author, illustrations and captions.
 - Make predictions about the text.
 - Connect the reading content to any background knowledge if possible.
 - Chunk reading for students into smaller portions of text. For [example](#), have your student read a paragraph and then ask him/her to summarize the text. Ask questions to check for understanding.
 - Highlight unfamiliar words in text and encourage your student to look up the definitions.
 - Ask your student to draw pictures to process new readings, information & vocabulary.
- A [book walk](#) is a shared reading experience where the adult & student “walk” through the book together. During this activity, discuss the various aspects of the book with particular attention to pictures & illustrations. Make connections to prior experiences & acknowledge efforts to engage with the book.
- [Shared Reading](#) is a practice that supports interaction & teaches communication skills during reading activities. Additional books for Shared Reading can be found on the [Tar Heel Reader](#) website.

Synchronous (ie. live instruction, computer, iPad, Chromebook)	Asynchronous (ie. pre-recorded & off-line activities, phone calls)
Animals Move	
<ul style="list-style-type: none"> • Do a book walk with your student. <ul style="list-style-type: none"> ○ Review the front & back cover of the book. ○ Read the title & author’s name. ○ Notice pictures on the cover. Make predictions about the book. ○ Flip through the book without reading the words. Stop to notice pictures on each page. Make connections to any prior knowledge or experiences your student might have to the pictures. • Read the book aloud to your student from cover to cover. 	



- Engage in Shared Reading with your student.
- If able, ask your student to read the book aloud to you from beginning to end.
- Comprehension:
 - Ask questions like...
 - What animal runs?
 - How does a chicken move?
 - Where does the seal splash?
 - Why do you think the dog jumps?
 - Give 1-3 choices for [answers](#). Adjust the number of choices depending on how well your student is able to answer the comprehension questions.
 - [Match](#) the animal to its movement.
- Vocabulary:
 - Make a list or draw animal pictures & label each picture.
 - Make a list or draw movements & label each movement.
- Compare & Contrast:
 - Which animals live in water or live on land?
 - Which animals have 2 legs, 4 legs, or no legs?
 - Which animals would you find on a farm or find at the zoo?
- Opinion:
 - What's your favorite animal?
 - What's your favorite animal movement?
 - Why do you like that animal or movement?
- Nouns & Verbs:
 - Act out the movement & sound for each animal.
 - [Match](#) the animal to its movement.
- Notice animals in the neighborhood or on television. Talk about their movements & other things your student notices. Keep a picture journal of what you see and review at the end of the week.
- Think about times your student has seen each animal. Ask your student to describe where they were & what they noticed. Write or type about what they recall.

Virtual Activity Resources:

- Google search for your student's favorite animal. Then, watch a [video](#) about the animal & comment on what they notice.
- Take a virtual field trip to the [NC Zoo](#). Try the [Columbus Zoo in Ohio](#) & compare experiences.

Colonial America: Towns

- Do a book walk with your student.
 - Review the front & back cover of the book.
 - Read the title & author's name.
 - Notice pictures on the cover. Make predictions about the book.
 - Flip through the book without reading the words. Stop to notice pictures on each page. Make connections to any prior knowledge or experiences your student might have to the pictures.
- Read the book aloud to your student from cover to cover.
- Engage in Shared Reading with your student.
- If able, ask your student to read the book aloud to you from beginning to end.
- Vocabulary:
 - [Match](#) from Colonial Times to today (ex: tavern-restaurant; market-grocery store)
- Comprehension:
 - Ask questions like...



- What is a market?
 - Who would meet at the tavern?
 - What happened at the meetinghouse?
 - Where did they make laws for the town?
 - What is the difference between trading goods and buying goods?
- Give 1-3 choices for [answers](#). Adjust the number of choices depending on how well your student is able to answer the comprehension questions.
- Look at the picture of items in the market. Then ask questions like...
 - Where would you go to buy apples? bread? clothes? towels?
- Compare & Contrast:
 - How are towns today the [same or different](#) from towns in Colonial Times?
 - Look at the pictures on page 7 and ask:
 - Which is a picture of a Colonial Town?
 - Which is a picture of a town from today?
 - Discuss clues in the pictures (horse & car; dirt path & paved road; small buildings & skyscrapers; the way people are dressed)
- Make a list of things to buy at the grocery store.
- Cut pictures from magazines, newspapers or store circulars and sort by item type (food, clothing, toiletries).
- Discuss the places where your family and friends live. Do they live in a small town? A big city? A house? An apartment? What things are the same or different about those places?
- Draw or take pictures of your neighborhood or town.
- Draw a map of your house and label each room. Discuss what happens in each room (ex. kitchen-cook, eat; bedroom- sleep, get dressed; living room- watch tv, play games).
- Make two snacks:
 - One snack that does not require electricity to make (ex. Chex mix).
 - One snack that does require electricity (ex. brownies).
 - Discuss how in Colonial Times, homes did not have electricity to do things like cook, but today they do.

Virtual Activity Resources:

- Take a Virtual Field Trip to [Colonial Williamsburg, VA](#). Talk about how towns today are the same or different from Colonial Times. Complete the [Virtual Scavenger Hunt](#) in their art museum.

Push and Pull

- Do a book walk with your student.
 - Review the front & back cover of the book.
 - Read the title & author's name.
 - Notice pictures on the cover. Make predictions about the book.
 - Flip through the book without reading the words. Stop to notice pictures on each page. Make connections to any prior knowledge or experiences your student might have to the pictures.
- Read the book aloud to your student from cover to cover.
- Engage in Shared Reading with your student.
- If able, ask your student to read the book aloud to you from beginning to end.
- Comprehension:
 - Ask questions like...
 - What are things that you can push?
 - What are things that you can pull?
 - What are some items you would put into a produce bag (apples, peppers, other



- fruits/veggies)?
- Give 1-3 choices for [answers](#). Adjust the number of choices depending on how well your student is able to answer the comprehension questions.
- Compare & Contrast:
 - Sort by things you push/things you pull (ex. grocery cart & wagon; push door to go out & pull to go in, etc)
- Sequencing:
 - What are the steps you take to finish a grocery store trip? Label the steps that require you to push items, and the steps that require you to pull on items.
- Sort items by whether they are heavy or light (ex. dog food bag, lettuce bag).
 - Would you put bread in the bottom of the cart or at the top? Eggs? Soda bottles? Canned foods? (heavy on bottom, light on top)
- Complete an exercise routine that includes pushing/pulling activities.
- Make an obstacle course at home that includes pushing and pulling.
- Build a lego tower. Notice when you are pushing legos together and pulling legos apart.

Virtual Activity Resources:

- Explore items at a [grocery store](#) online. What are items that you would buy?
- Choose a [Science Experiment](#) related to Pushing/Pulling.
- Google search an exercise routine that includes pushing/pulling activities.

Colonial Kitchens

- Do a book walk with your student.
 - Review the front & back cover of the book.
 - Read the title & author's name.
 - Notice pictures on the cover. Make predictions about the book.
 - Flip through the book without reading the words. Stop to notice pictures on each page. Make connections to any prior knowledge or experiences your student might have to the pictures.
- Read the book aloud to your student from cover to cover.
- Engage in Shared Reading with your student.
- If able, ask your student to read the book aloud to you from beginning to end.
- Vocabulary:
 - Sort things you would cook on the stove, in the oven, in the microwave. Find pictures or make a list.
- Compare & Contrast:
 - How are kitchens in Colonial Times the [same or different](#) from your kitchen at home?
- Go on a [Scavenger Hunt](#) for kitchen items. Find the items in your house. Add your own ideas to the list.
- Make a list of things to buy at the grocery store.
 - Where would each of the items go in the kitchen (ex. pantry, refrigerator).
 - Where would the items go in a kitchen today vs. a kitchen in Colonial Times (ex. refrigerator or cold stream?)
- Make two snacks:
 - One snack that does not require electricity to make (ex. Chex mix).
 - One snack that does require electricity (ex. brownies).
 - Discuss how in Colonial Times, homes did not have electricity to do things like cook, but today they do (ex. mix with a spoon vs. an electric hand mixer).

Virtual Activity Resources:



- Google a recipe to make in the kitchen. Discuss whether the ingredients would have been available in Colonial Times (ex. corn bread needs corn meal)

Follow the Rules

- Do a book walk with your student.
 - Review the front & back cover of the book.
 - Read the title & author's name.
 - Notice pictures on the cover. Make predictions about the book.
 - Flip through the book without reading the words. Stop to notice pictures on each page. Make connections to any prior knowledge or experiences your student might have to the pictures.
- Read the book aloud to your student from cover to cover.
- Engage in Shared Reading with your student.
- If able, ask your student to read the book aloud to you from beginning to end.
- Comprehension:
 - When the prompt "Is this right?" appears in the story, stop & ask questions like...
 - What is Jack doing?
 - Is Jack doing the right thing?
 - What should Jack do instead?
 - Then, continue reading. Provide feedback on your student's responses.
- Compare & Contrast:
 - What are rules that your student should follow at school and at home? Discuss which rules are the same or different.
- Review expected and unexpected behaviors at school. Discuss how those behaviors might make others feel & why.

Virtual Activity Resources:

- Explore these videos about following the rules:
 - [Daniel Tiger: Stop & Listen to Stay Safe](#)
 - [I Can Follow The Rules Song](#)
 - [Laws, Rights & Responsibilities for Kids](#)
 - [Following the Rules at Work: A Social Narrative](#)

History of Ice Cream

- Do a book walk with your student.
 - Review the front & back cover of the book.
 - Read the title & author's name.
 - Notice pictures on the cover. Make predictions about the book.
 - Flip through the book without reading the words. Stop to notice pictures on each page. Make connections to any prior knowledge or experiences your student might have to the pictures.
- Read the book aloud to your student from cover to cover.
- Engage in Shared Reading with your student.
- If able, ask your student to read the book aloud to you from beginning to end.
- Sequencing:
 - Create a timeline that shows the order of events from the story.
 - Ask your student to illustrate the timeline with drawings or pictures.
- Opinion:
 - What is your favorite flavor of ice cream?
 - Do you like toppings on your ice cream? What kind?



- Do you prefer your ice cream in a bowl or on a cone?
- Take a poll of your family and friends about their [favorite flavor](#) of ice cream. Then, graph the results.
- Identify the various locations from the story on a [map](#). Color in the locations as you read about them in the story.
- During a trip to the grocery store, visit the freezer section. Notice & comment on the many brands and flavor varieties.
- Make homemade ice cream! Create a list of the ingredients needed. Then, help your student take the lead in finding & purchasing the items at the grocery store.

Virtual Activity Resources:

- Take a Virtual Tour of an [Ice Cream Factory](#). Discuss what your student found interesting about the process of making ice cream.
- Choose a country mentioned in the book. [Research](#) common desserts from that country's culture.

Equal Math Groups & Array Materials

These tips & links are intended as supportive guidance & “how-to” resources when preparing for & engaging with supplemental activities to enhance your student(s) learning when using the *Equal Math Groups & Array Materials* provided by Special Education Services.

- Math arrays are a visual tool used to demonstrate repeated addition or multiplication.
- Math arrays can be used to teach your student about rows and columns. Rows are drawn horizontally. Columns are drawn vertically.
- Math arrays can be used to teach skip counting. These materials can assist with counting by 2's and 3's, 4's and 5's.
- The group templates can be used to teach your student counting skills by placing equal numbers of items on each template. Skip counting and addition skills can be taught using equal groups.
- When using manipulatives on the group and array templates, it is important that the items are counted out prior to working with your student so that they do not end up with extra manipulatives. For example, if using 3 circles and you want your student to place 4 items on each circle, make sure that you have counted out 12 manipulative items.
- The use of manipulatives is a visual support to aid students with understanding the concept of multiplication rather than just being able to recall multiplication facts.
- When preparing the materials, cut out the oval, the circle and the rectangle templates. Do not cut out the arrays.
- A suggested way for organizing manipulative items can be seen in this [video](#).



Equal Math Groups

- When using the provided [math group templates](#):
 - Begin by using the ovals. Then, move on to the circles and lastly the rectangles.
 - Count out an equal number of manipulative items. Place the items into a container that your student can then select the manipulatives from, one at a time.
 - Ask your student to place one item onto the template at a time, alternating templates until all of the items have been placed.
 - Have your student count the total items on each template. Ask your student if they have the same number on each template. Explain that the same number means that they are equal groups.
- [Equal Groups without using templates](#)
 - Using bowls, containers, cups or a piece of paper have your student follow the same steps that they did when using the group templates.
- [Packaging Snacks Activity](#)
 - Plastic bags or plastic containers can be used for this activity.
 - Count out an equal number of snack items for your student to package based on the number of bags or containers (ie. 2 groups of 2, 3 groups of 3)
 - Have your student place one item at a time into each bag or container, alternating until all of the items are gone.
 - Ask your student to count each group. Ask, "Does each group have the same number?". Explain that each bag or container has an equal number of snack items.
- The kitchen is a fun place to [practice](#) equal math groups!
 - Using 3 plates and 9 spoons, have your student place one spoon at a time until there are three on each plate.
 - Ask your student to count each set of spoons. Ask if each plate has the same number of spoons on it. Explain that each plate has an equal number of spoons on it.
- Using the palm of your hand to teach equal groups.
 - Demonstrate, using your student's hands, placing items one at a time on their [palm](#). Alternate until all the items are gone.
 - Next, have your student to practice by placing the items on the [palm](#) of your hands.
- Dry erase boards and markers can be used once your child is doing well using manipulatives.

Virtual Activity Resources:

- Watch this [video](#) that introduces equal groups.
- Watch this [video](#) about equal groups as a technique for repeated addition and multiplication.

Math Arrays

- When preparing to use the provided math array [templates](#):
 - Begin by using the 1x3 template.
 - Select small [manipulative](#) items that your child can place on the math array boxes.
- Create math arrays using items found in your [home](#), such as a muffin tin, an egg carton, Connect 4 game, assorted chocolate candy box, or an empty donut box.
- Create [Cookie Arrays](#) using a cookie sheet and cookies that you have baked or purchased.
- Create an array during [snack time](#) using items such as cereal, cut up vegetables, blueberries, crackers, gummies, M&M's, or Skittles. Consider practicing with or without using the templates.
- Hold a Treasure Hunt to find the objects needed for the array.
- For a sensory based activity, use playdough to make objects for the array. Color or paint an array.
- Arrays are all around us. Notice things like dresser drawers & the way products are stocked at the grocery



store. Discuss the way the things you noticed are grouped.

- If your student is doing well using manipulatives, try a dry erase board & markers to make arrays in a written format.

Virtual Activity Resources:

- Explore the following videos using math arrays:
 - [Arrays for Kids](#)
 - [Repeated Addition Using Arrays](#)
 - [Arrays \(BrainPop video\)](#)

Time Card Materials

These tips & links are intended as supportive guidance & “how-to” resources when preparing for & engaging with supplemental activities to enhance your student(s) learning when using the *Time Card Materials* provided by Special Education Services:

- Practice counting numbers to 60. Also practice putting numbers 1-12 in order. Use a [number line](#) or hundreds board as a visual support if needed.
- Learn and practice counting by 5’s. Consider an [interactive song](#) to help with learning.
- Discuss the concepts of morning, afternoon, evening. Talk about activities that happen in each part of the day (ie. morning-breakfast, afternoon-lunch, evening-dinner).
- Read books about time and telling time, such as:
 - [A Second is a Hiccup](#) by Hazel Hutchins
 - [A Second, A Minute, A week with Days In It](#) by Brian Cleary
 - [It’s About Time](#) by Stuart Murphy
 - [Me Counting Time](#) by Annette Cable
 - [Bats Around the Clock](#) by Kathi Appelt
 - [Monster Math School Time](#) by Grace Maccarone
- Listen to the story [It’s About Time](#). Discuss what you read about time together.
- Teach using an analog clock first. This helps with visually seeing the movement of the hands and understanding the concept of the passage of time.
- Reference time throughout the day (“We will go to the store at 3:00 this afternoon” or “Dinner will be at 5:30 this evening”).
- Consider these Lesson Plan ideas for teaching time:
 - [Telling Time](#)
 - [Show Me the Time](#)
 - [Telling & Asking For the Time](#)
- Have fun learning with these games:
 - [Telling Time Games](#)
 - [Time Games for Kids](#)

Time to the Hour

- Draw a large circle around your student with chalk. State a time and ask your student to use their arms and legs to make the clock/time.
- Make a paper plate clock. Use pipe cleaners for movable clock hands.
- Lay a hoola hoop on the ground. Ask your student to make different times using sticks as the clock hands.



Virtual Activity Resources:

- Explore these videos to help teach time to the hour:
 - [Telling Time for Children](#)
 - [How to Tell Time](#)
 - [Count to 60](#)
 - [Lesson Plan](#) for teaching time

Time to the Half Hour

- When talking about time, use multiple terms & representations (ie. “half past”, “half hour”, and :30).
- Review the fractional concept of “half” using a pizza pie. Cover half of the pizza. Then, relate the concept of “half” of a pizza pie to the concept of “half” of the time passed on a clock.

Virtual Activity Resources:

- Explore these videos to help teach time to the half hour:
 - [Telling Time to the Half Hour](#)
 - [Lesson Plan](#) for teaching time to the [half hour](#)

Time to the Quarter Hour

- When talking about time, use multiple terms & representations (ie. “quarter after” or :15 and “quarter til” or :45).
- Practice counting by 5’s. Use a clock face to practice counting by 5’s related to time.
- Draw a clock with chalk outside. Ask your student to jump from number to number while counting by 5’s

Virtual Activity Resources:

- Explore these fun videos about telling time:
 - [Hip-Hop Around the Clock](#)
 - [Telling Time to the Quarter Hour](#)
 - [Telling Time Song for Kids](#)
 - A funny [video](#) about time

Digital & Analog Clocks

- Match a digital clock to the same time on an analog clock.
- Compare clocks in the house to see if they have the same time. Have your student practice telling you what time is on each clock.
- Using a paper plate clock with pipe cleaner hands, ask your student to go to digital clocks in the house and see if they can make the time to match on their paper clock.

Virtual Activity Resources:

- Explore these videos that demonstrate the difference between digital & analog clocks:
 - [Learn How to Tell Time](#)
 - [Telling Time on a Clock](#)
 - [Lesson Plans](#) for teaching time using both clocks



The Passage of Time

- Check the time a favorite TV show will be on. Ask your student to determine how long until the show comes on.
- Show a time on a clock card. Ask your student to tell you if that time is morning, noon or night. Give an example of an activity that happens at that time of the day.
- Point out how long different activities take to complete (ie. eating breakfast, a TV show, brushing teeth).
- Prepare & cook a meal or dessert. Set a timer to show how long it will take to finish. Determine what time it will be done & ready to eat.
- Ask your student to remind you what time things will happen during the day (ie. lunch is at 11:30, hair cut at 2:30).

Virtual Activity Resources:

- Explore these videos about the passage of time:
 - [Passage of Time](#)
 - [Elapsed Time](#)
 - [Lesson Plan](#) on elapsed time

Time: Matching, Identifying, & Labeling

- Match a digital clock to the same time on an analog clock.
- Play a dice game! Roll the dice and use the clock face to set the time rolled on the dice (ie. roll a 5, set the time to 5 o'clock).
- Hold up a time shown on a digital clock. Ask your student to set the same time on the analog clock.

Virtual Activity Resources:

- Explore these videos related to the concept of time:
 - [Matching Analog & Digital Clocks](#)
 - [Matching Digital Time to an Analog Clock](#)

Shapes Materials

These tips & links are intended as supportive guidance & “how-to” resources when preparing for & engaging with supplemental activities to enhance your student(s) learning when using the *Shapes Materials* provided by Special Education Services:

- Help your student to understand how each shape is different from the other by pointing out the number of sides on each one.
- As you read books to your child, point out the shapes of pictures on each page. Say “What shape is this?”, or “Do you see any pictures in the shape of a rectangle on this page?”
- Present three different shapes in front of your student. Say the name of one of the shapes. Ask your student to point to that shape. For instance, place a rectangle, triangle, and square in front of your student from left to right. Then, say “Point to the triangle for me.” If your student points to one of the other shapes instead, remove that shape and try again with the remaining two shapes. Again, say “Point to the triangle for me”. If your student is incorrect, point together to the correct shape saying “This is the triangle”. When your student points to the correct shape, give positive praise!



- Present three pictures of the same shape that are in different sizes (small, medium, large) from left to right. Say, "Point to the largest circle for me". If your student points to the incorrect size, remove that circle. Repeat the exercise, providing support as needed. When your student points to the correct size, give positive praise!

Shapes

- Count the number of sides for each shape.
- Identify shaped items in different parts of the house and characteristics of the shapes:
 - Items that look like circles (bowls, plates).
 - Items that look like rectangles (dining room table, mirror)
 - Items that look like a square (book, computer monitor)
 - Items that look like a triangle (slice of pizza or pie)
- Identify items while in the community and their shapes:
 - Street signs, parking signs (rectangle)
 - Yield signs (triangle)
 - Stop signs (octagon)
 - Speed limit signs (square)
- Take a trip to the grocery store and identify shapes:
 - Boxes (rectangle, cube)
 - Cans (circle, cylinder)
 - Bottles (oval, cylinder)
 - Bakery and Produce sections (square, triangle)
- Cut out pictures from old magazines or newspapers. Sort the pictures by shape.
- Use manipulatives at home, such as pencils or crayons, to create shapes with a certain number of sides (ie. 4 sides- square, rectangle; 3 sides- triangle). Count the number of angles in each shape.
- Show how the number of sides can remain the same but angles can change by moving the sides. For example, if you've created a rectangle using pencils or crayons, slide the top and bottom sides in opposite directions to create different angles. Notice & discuss how the rectangle is now a rhombus.

Virtual Activity Resources:

- Explore these videos related to shapes:
 - [Identifying & Labeling Shapes](#)
 - [The Shape Song](#)
 - [Shapes Song for Children](#)

Area & Perimeter

- Show your student the difference between area and perimeter by going for a walk around the outer edge of your front yard or a local park.
 - Explain that the distance around this outer edge of the yard or park is the perimeter.
 - Explain that the area is everything within the border of the outer edges.
- Give your student a handful of square crackers (i.e. Cheez-Its). Ask your student to create a square or rectangle with them.
 - Count the total number of crackers in the shape to find the area.
 - Count the number of crackers down the left & right side, and across the top & bottom rows. Add the total to find the perimeter.
- Create a rectangle with square LEGO blocks. Show the difference between area and perimeter the same way as with the crackers activity above.



- To practice finding the perimeter of a shape, ask your student to measure the length and width of items around the house using a ruler or measuring tape. Once they have the measurements of all four sides, ask them to add the total to find the perimeter.
- Extension Activity: Have your student determine the area of a room in your house.
 - Measure the length and width of the room. Then, multiply the two measurements to find the area.
 - Find the area of different pieces of furniture to determine which ones will fit inside the room.

Virtual Activity Resources:

- Explore this video related to area and perimeter:
 - [Perimeter & Area Song](#)