<table>
<thead>
<tr>
<th>Resource</th>
<th>Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.lexile.com/register">https://www.lexile.com/register</a></td>
<td>Need an account. Students have a log-in.</td>
</tr>
<tr>
<td>Student Math</td>
<td>K-4</td>
</tr>
<tr>
<td>PreK+</td>
<td>Pharmaceutical news account (need free teacher)</td>
</tr>
<tr>
<td>Books on-line: Epic.com</td>
<td>1-4</td>
</tr>
<tr>
<td>Math: myplaylearnbox.com/login/cb9g/pelles</td>
<td>1-4</td>
</tr>
<tr>
<td>Online videos/languages</td>
<td>All</td>
</tr>
<tr>
<td><a href="https://www.readworks.org">https://www.readworks.org</a></td>
<td>Read works</td>
</tr>
<tr>
<td>Online assignments: should be utilized by all teachers to track completion of students above their own log-in. Skill recommendations and current performance levels. The program tracks how much time the student spends on each skill and exactly which problems they get correct or incorrect. It provides each student with personalized feedback and recommendations for improvement.</td>
<td></td>
</tr>
<tr>
<td>1-4</td>
<td></td>
</tr>
<tr>
<td><a href="https://www.brillipop.com/log-in">https://www.brillipop.com/log-in</a>: brillipop Log-in: support</td>
<td>Can be used by anyone. Levelled grammar, vocabulary, game formats, flashcards, pictures and words to</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
</tr>
<tr>
<td>Vocabulary.com</td>
<td>Typing.com</td>
</tr>
<tr>
<td>---------------</td>
<td>------------</td>
</tr>
<tr>
<td>Choose one or create your own. Free version seems limited but you can create a classroom and make assignments.</td>
<td>Free to use basic - can set up student accounts.</td>
</tr>
</tbody>
</table>
| Account but account not needed | Free flexibile choice - continuous works better with an ` delight, geography, grammar, ITPs/FSfreee.com/game science, social studies ITPs/www.wix.com/member6hip/teachers/inde 1x, com has 30-day trial memberships in math, ELA. Some RHS students may have an account. | 1-12 | Freeflexee
| account | Students who are ELLs and have an IEP may have an | ELLs | Imagi ne Learning-ELL
| account | FEE Online Reading Some with audio, notation and | 1-8 | E pilots
| account | growth progress. Students join a code to collect data and monitor | 5-8 | No Read Ink
| account | product achievements. Teachers make a class, | 6-12 | Onlinemathehating
| account | and then follow up with worksheets. | 3-12 | Com monlit
| for students to join. Development teachers make a class and give a code | 5-8 | Wonderpolis
| and contain. Has video content as well | 5-8 | Aa math
<p>| and contains. Has video content quiz on vocabulary | get performance score on performance | students do 20 or so problems and | students have an account or you would like activities | Achieve 30000 |</p>
<table>
<thead>
<tr>
<th>Zone of Regulation for Parents</th>
<th>K-4</th>
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<td>Open Circle Social Emotional Skills</td>
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<td>National Geographic Kids</td>
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<tr>
<td>PBS Kids</td>
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<td>ABEVA</td>
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<td>Social Story for Coronavirus</td>
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<td>Dreamscape</td>
<td>2-8</td>
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<td>FundRalin</td>
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Number Go Fish

Materials

Objects are in a set expected to use numbers to describe how many recognize the numerals 0 to 9 children are also describe the relative size of numbers and to quickly young children are expected to use language to

Targeted Skill

Knowing Numbers
practicing fact play

mathematical language and
our child is not only learning
What your child is practicing

less than, much, and can’t
larger, smaller, more than or greater than, much” Use mathematical terms such as

you asked me for a +. Let’s see, that is
the numbers, you might say “Oh,”
you play talk about the value of

More questions to ask

asking for a card in a pile, or playing a game where you can’t win (or lose), and taking turns.
Use this opportunity to practice the good manners required in game playing, such as

can account the objects and give your child the needed card (or say “go,”)
Then be or she would count our our objects and place them in the playing area. You
by counting on those many objects, for example, if your child describe a match for a 4,
provide some small objects and ask your child to show you what and he or she wants

or her cards on an empty chair.

recommend in front of him or her. Or, If you’re playing a 4 card, your child can place his
If holding the cards is uncomfortable for your child, show how to place the cards

if and as the game progresses;

printing the cards in numerical order to find cards that match and to make cards easier
Show your child how to arrange the cards in numerical order.

this paper to count, but the name of the needed number
write them in order form zero to nine one a piece of paper. Encourage your child to use
After your child may have difficulty remembering the names of the numbers. If so,
This activity helps your child associate a numerical name with his shape and form. At

accommodate more players, or to include the numbers 11 to 20.
You can make additional game cards to require a match of three or four cards to

To make the game more challenging, deal more cards to each player at the start

Extending the activity
Number Go Fish Cards
Number Go Fish Cards
Counting the House

What to Do

Using familiar objects makes learning to count more meaningful for your child. Challenge your child to count the windows in your house. Then walk through the house with your child and point to each window, helping your child keep count.

Extending the activity

Write down the numeral that represents the number of objects you counted. Keep a journal, "Objects in Our House." On each page, have your child write (or draw) the object and write the numeral that represents how many of them there are in your house. Don't forget to count items in your kitchen (forks, knives, spoons, plates, cups, glasses), garage (screwdrivers, gardening tools, wrenches), pantry (cans, bottles, sodas), bedroom (stuffed animals, books, shirts, pants), and so on.

Your child can make number labels for each object. Have your child create a series of number cards, with a numeral on each one. Then he or she attaches the 1 card to the first object counted, the 2 card to the second object, and so on.
What your child is practicing

Understanding that numbers have an assigned value can be

among numbers in this way.

comes in a field, how many legs would there be? Help your child make connections.

conversation to explore other groupings of numbers, for example, "If there were two

in the field, ask how many legs (or ears, eyes, noses) those people have. Extend this

the number of objects around you. For example, if he or she counts five people

More questions to ask

count the number of people in line and so on.

trees, dogs (you pass). When you are in line at a fast-food restaurant, ask him or her to

walking down the street, ask your child to count the number of houses (or store signs).

Take advantage of any opportunity to count. For example, when you are in the car or

can determine a total for the number of windows in the house.

windows in the bedroom, cubes for windows in the living room, and so on. Then you

of beans. Also, you can use a different counter for each room, such as beans for the

all of the windows have been identified, you and your child can count the number

bedroom your child finds. He or she can take one of the beans as a counter. After

bundle of small objects (for example, beans, cubes, blocks) to use for counting. For

If your child finds it confusing to keep track of what number comes next, gather a

Counting the House (continued)
Trace and color these rectangles.
In each box, color the shapes that are alike.
Game: Cat Chat
Skill: Rhyming
Game Includes: 20 individual cat pictures which make up ten sets of rhyming pictures
How to Make:
1. Color and cut the cat pictures.
2. Mount one cat from each rhyming pair in the folder.
3. Mount the remaining cats on tagboard.
4. Cut out the game title and mount on file folder tab.
5. Color and cut out the game title and mount on front of folder.
6. Cut out "How to Play" and mount on outside of folder.
7. If desired, cut out answer key and mount on outside of file folder.
8. For durability, laminate the folder and game pieces. Store the pieces in a plastic pocket or bag.

Answer Key: nose—rose; dish—fish; log—dog; gun—gun; train—rain; red—bed; bat—cat; three—tree

How to Play: Match the rhyming pictures.

*Color and cut out game title. Mount on front of folder.

*Mount on file folder tab.
Cat, Bed, Fish, Bone

Color. Cut out, and mount the remaining cards in folder.

*Color. Cut out, mount on index card, and laminate one card from each rhyming pair. Store in a plastic pocket or folder.
Cat Chats!

Three

Snake
*Color, cut out, mount on tagboard, and laminate one cat from each rhyming pair. Store in a plastic pocket or bag. Color, cut out, and mount the remaining cats in folder.
Color, cut out, and mount the rhyming pairs in a plastic pocket or folder.

Cat chant:
Cat Chat!

*Color, cut out, mount on tagboard, and laminate one cat from each rhyming pair. Store in a plastic pocket or bag. Color, cut out, and mount the remaining cats in folder.
Boy, Girl, Boy, Girl

 targeted skill

Pattem

create patterns using a variety of objects, including concrete objects, sounds, and physical movement.

Young children are expected to identify, extend, and repeat patterns.
Help your child learn to make reasonable predictions. Ask your child if he will appear in a sentence. If he says yes, ask him to predict. If he says no, ask him to predict. This is practiced on a very basic level in this activity. For example, ask your child if it is reasonable that a spoon would predict. Make cards not only for predicting, but also for making predictions arranging objects into patterns helps your child learn to

What your child is predicting

Boy, girl, boy, girl consists of two repetitions.

Ask your child how many times the pattern repeats. This will encourage him or her to

More questions to ask

- If or boing, boing, thump.
- You can also use physical movements and sounds to create patterns such as clap, clap.
- Objects in the line. This is the basis for addition and multiplication.
- As a further extension, you can suggest that two repeats of two objects makes your associate the pattern with an abstract representation.
- Girl, boy, girl, boy can be labeled as AABBAABB, writing a letter to the shape helps your child.
- Knife, fork, spoon, spoon, spoon, fork, knife, knife, fork, spoon.
- Use familiar objects to make patterns. For example, use forks, knives, and spoons form girl, girl, girl, girl.
- Boy, boy, boy, girl, boy.
- Continue with other patterns, such as girl, girl, boy, boy, boy, girl, girl, boy, boy.
- Then follow the same process to help your child place the needed silhouettes.
- Rearrange the silhouettes into other patterns. Begin with boy, boy, girl, girl.

Extending the activity

Boy, girl, boy (continued)
Dino-mite Letters!
Pino-mite Letters!