FAMILY SUMMER SUPPORT TOOLKIT

FOR FAMILIES

DEPARTMENT of EDUCATION
Louisiana Believes

MAY 2023

CONTENTS

DOWNLOAD THE DIGITAL SUMMER SUPPORT TOOLKIT TO ACCESS ALL HYPERLINKS.

INTENDED PURPOSE

Learning should continue through the summer for all students to ensure that skills and knowledge continue to grow. This toolkit is designed for families to be able to easily access resources and activities to do with their children over the summer.

These resources and activities can be shared with anyone:

- School-age students
- Homeschool families
- Community groups and organizations
- Child care centers and summer childcare providers

Important Note: The resources and activities within this toolkit are for families' use throughout the summer months to support their children. The resources and activities are not meant to satisfy the requirements of the **Summer Literacy Intervention Guidance for Grades 3 & 4** as outlined by the **2022 revisions to Bulletin 1566**.

WHAT PARENTS NEED TO KNOW TO PREPARE FOR THE 2023-2024 SCHOOL YEAR

Literacy screener info: Students in kindergarten through third grade will be required to take a literacy screener at the beginning, middle, and end of the school year. Below are literacy skills to practice over the summer to help students have more success.

Kindergarten

- **Initial Sound Fluency**
  - Can the child identify the first sound in a word? For example, the first sound in "cat" is /c/.
- **Letter Naming Fluency**
  - Can the child name all of the upper and lower case letters of the alphabet?
- **Letter Sound Recognition**
  - Can the child identify the most common sound associated with each letter of the alphabet?

First Grade

- **Sounds**
  - Can the child identify all the sounds in a word? For example, the sounds in "cat" are /c/ /a/ /t/.
- **Letter Sound Recognition**
  - Can the child identify the most common sound associated with each letter of the alphabet?

Second Grade

- **Oral Reading Fluency**
  - Rate and accuracy in connected text
  - Can the child read with grade-appropriate rate, accuracy, and expression?
- **Comprehension**
  - Retell fluency
  - Can the child recall important information about the text that was read?

Third Grade

- **Oral Reading Fluency**
  - Can the child read with grade-appropriate rate, accuracy, and expression?
- **Comprehension**
  - Retell fluency
  - Can the child recall important information about the text that was read?

SEND HOME: LITERACY ACTIVITIES FOR FAMILIES

Families: These activities are organized by the type of literacy skill they support: phonological awareness, phonics, fluency, vocabulary, and comprehension. Use the recommended grade level to determine which activities might be appropriate for your child. If your child struggles or has advanced skills, you can use activities in other skill categories to build their literacy skills.

Phonological Awareness

Phonological awareness is all about the sounds that letters make. Children that can recognize the sounds in words and do activities like rhyming, counting syllables, adding, deleting, or changing sounds in words, and picking out specific sounds in words have strong phonological awareness skills.

- **Recommended Grade Level: PK-1**
  - **Rhyming**
    - Word families provide the foundation for rhyming. Word families are words that end in the same sound. For example, "back" and "quack" both end in "ack." The spellings do not have to be the same though. Another example is "yam" and "lamb" both end in the /am/ sound. (When you see letters inside slants, that means it is talking about the sound.)
    - **Rhyme Time**: Give your child a word and see how many rhyming words they can come up with. You can even take turns.
    - **One of These is Not Like the Other**: Think of three words where two of them rhyme. See if your child can tell you which one doesn't rhyme.
    - **Rhyming Rhythm:** Nursery rhymes, songs, and children's books are full of rhymes! Explore some together.
    - **Younger or Below-Level Learners**
      - If they are having trouble thinking of rhyming words, give them the first sound of a word and let them say the whole word that rhymes. For example, if you give your child the word "bat," and they can't think of a rhyming word, give them the sound /h/ and see if they can come up with "hat."
    - **Older or Above-Level Learners**
      - Try thinking of words that are more than one syllable to see if they can rhyme the ending sound. For example, say "compete" and they might think of "athlete."
  - **Alliteration**
    - Phrases and sentences can be fun when they all start with the same sound!
    - **Silly Sentences:** With your child, come up with sentences that have words that start with the same sound. They don't have to make sense! Notice that it does not have to be the same letter. For example, cereal and smelly both start with the /s/ sound. Example: Happy hippos have heavy hats on their heads.
    - **Descriptive Duo:** You or your child think of an object. Then, let your child think of a word to describe the object that starts with the same sound. Example: loopy lizard, smelly socks, sweet cereal
    - **Tongue Twisters:** There's lots of fun, popular tongue twisters you can practice with your child. Example: She sells seashells by the seashore.
    - **Younger or Below-Level Learners**
      - Drag out the sounds when you are making up silly sentences or phrases. Example: Zzzzzzany Zzzzzebra

- **Older or Above-Level Learners:**
  - **Sound Switcheroo:** Say an alliterative phrase or sentence and see if your child can switch out a word for another word that starts with the same sound. Example: Say, "Picky Peter played the piano." Tell her your child to think of another word instead of "picky" that starts with /p/ or let them choose which word to replace.

- **Sentence and Sound Segmentation**
  - Segmentation means breaking apart, and being able to count the number of words in a sentence is a helpful skill that supports future skills such as writing. Be careful not to count syllables as words - that's a different skill! For example, "upon" is one word with two syllables.
  - **Word Count:** Say a sentence from a story or song (or think of one on your own) and ask your child to count how many words are in the sentence. They can clap or tap each time they hear a word. You can also use game pieces, pennies, cotton balls, or any other small object to touch and count. Example: Who let the dogs out? (5 words)
  - **Sound Count:** Do the above activity except with sounds. Say a word, make sure to make each sound clearly, and let your child count how many sounds are in the word. Example: cat (/c/a/t/ = 3 sounds) mouse (/m/ou/s/ = 3 sounds) stick (/s/t/i/ck/ = 4 sounds)
  - **Younger or Below-Level Learners**
    - Clap or tap with your child when you say the sentence so they can see a good model of what to do.
  - **Older or Above-Level Learners**
    - Let them pick a number then try to come up with a sentence or word that has that many words or sounds. Example: The child says the number six. They come up with a sentence that has six words (The seven dwarves helped Snow White.) or a word that has six sounds (/s/c/r/u/n/ch/).

- **Syllables**
  - **Syllable Count:** All words are made up of syllables so you can count the syllables in family members' names, animal names, or any other word. Here's a helpful hint - The number of vowel sounds in a word = the number of syllables! Example: black = 1 syllable (1 vowel sound - short a), basket = 2 syllables (2 vowel sounds - short a and short e), sunflower = 3 syllables (3 vowel sounds - short u, /ow/ and /er/)
  - **Younger or Below-Level Learners**
    - Clap, tap, or touch and count syllables with small items.
    - Have your child put their hand under their chin and count how many times it drops when they say a word. That's how many syllables the word has.
  - **Older or Above-Level Learners**
    - Reverse two-syllable words. You can use small items or your hands as a visual aid. Example: Say a word (base/ball) and reverse the syllables (ball/base). This is a great fluency-building skill too as it forces the brain to really break apart words.

- **Onset-Rime**
  - The onset of a word is the letter or string of letters before the first vowel. The rime is everything after the onset. For example, in the word "blanket," /bl/ is the onset and /anket/ is the rime. These are not to be confused with individual sounds! The /bl/ onset is actually made up of two sounds - /b/ and /l/. The onset of the word "sand" is /s/ and the rime is /and/.
  - **Build a Word:** Tell your child the onset and rime and let them put the two together to build a word. Example: Say "/w/ *pause* /et/...What's the word?" Child says, "Wet!" Remember to say the sounds of the word and not the letters.
  - **Rhyming Rimes:** Tell your child the onset of a word and what it rhymes with. Example: "I'm thinking of a word that starts with /p/ and rhymes with "big." What's the word?" Child says, "Pig!"

- **Younger or Below-Level Learners**
  - You can use blocks or other small objects to represent the two parts and let your child slide them together.
- **Older or Above-Level Learners**
  - Start with the Rhyming Rimes game, then let your child change out the onset. Example: After they guess the word (pig, from the previous example), tell them to change the /p/ to /d/. "What's the new word?" Child says, "Dig!"

Phonics

Phonics involves understanding the relationships between the letters of written language and the sounds of spoken language. To read, children need to understand the alphabetic principle — the idea that letters represent the sounds of spoken language. Decoding is the process that occurs when letter-sound relationships are used to translate a printed word into speech.

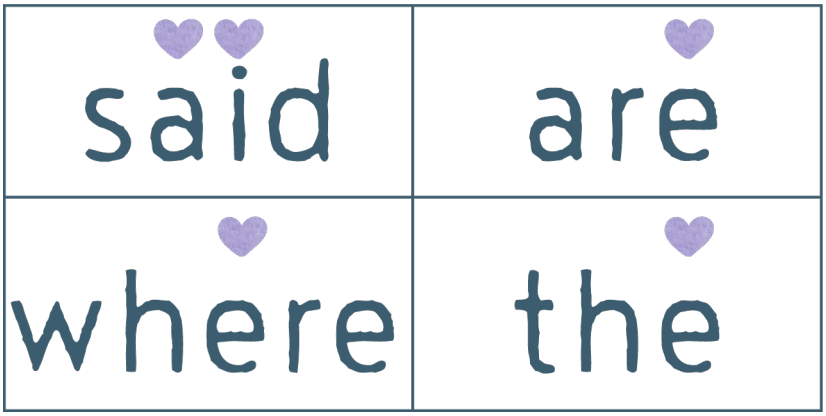
- **Recommended Grade Level: K-3**
  - **Letter-Sound Recognition**
    - Introduce letter-sound relationships by introducing a letter to your child and telling them the sound that it makes. It can be as simple as showing them an index card with the letter written on it. Be mindful to introduce both upper and lower case letters. Give your child many opportunities to practice.
    - Ask, "what sound does the letter – make?" When it comes to vowels, begin with short vowel sounds instead of long vowel sounds.
    - As your child begins to easily identify all of the sounds made by letters in the alphabet, you can start introducing more complex spelling patterns, including digraphs (when two letters make one sound, such as with 'ch, sh, th, ph, and wh," or other vowel and consonant blends (letters that are commonly put together and make a unique sound).
    - Having pictures of the letters and letter combinations displayed in your child's room can encourage rapid recognition of letter-sound relationships, which will make for easier decoding.
  - **Word Blending**
    - Word blending refers to the ability to use letter-sound relationships to make words. As children become proficient in their knowledge of letter-sound relationships, you can begin introducing short words that include only the letter sounds or spelling patterns that they know. Give them many opportunities to practice word blending. With ample practice, children will begin to be able to read words "by sight" without having to sound out each word. They should be able to sound out the words in order to achieve sight recognition.
      - Tell your child to listen to the sounds you will say and then blend those sounds together to form a word. Say each of the following words sound-by-sound and then give your child an opportunity to blend the sounds: cat, hop, frog, jump, chips, flake, dug, smile, steer, free.
    - **Syllable Slide:** Write single-syllable words on index cards or use words from their favorite children's book. Encourage your child to say each sound in the word and then put the sounds together to make (blend) the word. Have them slide their fingers under the sounds and words as they read them. Sample words include: run, top, hit, bat, cap, sit, dip, rat, cot, bed, hat, art, car, fur, chop.
    - **Decodable Readers:** You can find decodable readers online or your child's teacher may be able to provide copies of these types of stories. Decodable readers are books that contain only the letter-sound correspondences or spelling patterns that have been taught. If a child has not learned the sound a particular letter makes, they will not be able to decode words containing that letter. As such, what is decodable for your child changes as they learn more letter-sound correspondences and spelling patterns.

- **Multisyllable Words**
  - **Syllable Chunking:** When your child becomes proficient with decoding short, single-syllable words, you should then encourage them to decode longer, multisyllabic words. One helpful strategy for decoding multisyllabic words is to use the "three-step chunking" method. Encourage your child to decode the first syllable in the word, then the second syllable, and then blend those syllables together. Give your children many opportunities to practice decoding multisyllabic words using this chunking method. Sample words include: bacon, balloon, rabbit, pancake, pencil, popcorn, table, computer, sandwich.

Fluency

Fluency refers to the ability to read with sufficient speed, accuracy, and expression to support comprehension of text. To determine if a student is a fluent reader, teachers will often listen to them read for accuracy (correctness), rate (words per minute), and prosody (expression). If students struggle with any of these areas, their reading fluency will be impacted. As a parent, listening to your child read is a helpful way to promote reading fluency. If their reading is robotic or if they are reading incorrectly, you can provide additional practice.

- **Recommended Grade Level: 2-5**
  - **Heart Words:** Heart words are words that "don't play by the rules." These are words that contain spelling patterns that have not yet been taught or that are irregular or not commonly used. When introducing these words, you should tell your child that these words don't play by the rules and then highlight the part of the word that is irregular or not decodable. Examples of these types of words include: said, are, where, and the. Teachers will often have students put a heart around or above the part that is not decodable. You can explain that this part of the word will have to be learned "by heart." Use the sample word cards below to get started.



  - **Phrase Reading:** Phrase reading is an important skill to support strong reading expression. As children become proficient decoders, you can introduce short phrases that allow them to practice reading with expression. You can use favorite books or check out books from the local library to choose phrases to read. Encourage them to acknowledge the punctuation, pause at appropriate moments and for appropriate intervals, and read dialogue in a way that reflects the character (silly voices are great).
  - **Passage Reading:** Passage reading is another opportunity for children to build reading fluency. Provide children with decodable passages or pages from their age-appropriate books and give them regular opportunities to practice reading the passages with constructive feedback. Listen for their reading expression (Does it sound like spoken language or is it robotic?), their accuracy (Are they reading the words correctly?), and their rate (Are they reading too fast or kind of slow?).

Vocabulary

Vocabulary refers to the ability to recall the meaning of a word and use it in the proper context. In order to grow vocabulary, your child needs an abundant breadth (how many words) and depth (how deeply a person understands the word) of understanding words. There is also a strong relationship between vocabulary and comprehension. As your child learns more words, they will understand a text better.

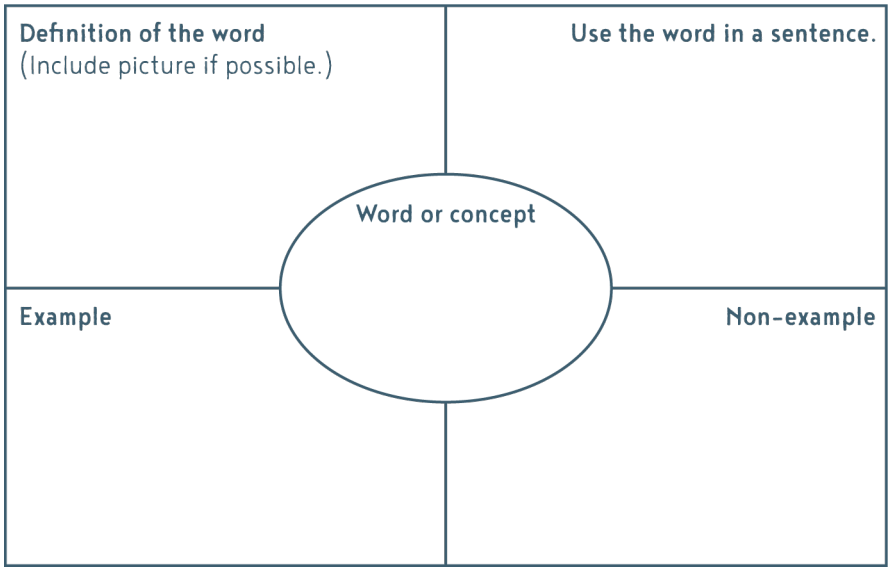
- **Recommended Grade Level: 2-12**
  - **Everyday Word Hunt:** Encourage your child to look for clues around words (context clues) they do not know in order to help them determine the meaning. If they are reading, encourage them to use the words or sentences around the unknown word to figure out the meaning. They can verify with a dictionary if they need to. If they are out in the community, encourage them to use clues for unknown words to determine meaning (words on a sign, on a menu, in written directions, etc.).
  - **Word Categories:** The more connections your child can make to a word, the more likely it will be that the word will stick and that they will be able to use it when they speak and write. As they are reading about a certain topic, you can create categories for them to sort words into as they read. If they are more advanced, encourage them to create their own categories, and enter the words as they read. Categories can be as easy as farm animals and domestic animals, or it can be more complex like action words (verbs) and item words (nouns).
  - **Synonyms and Antonyms:** Another way for your child to build connections and remember the meaning of the word is to learn words that mean the same thing (synonyms) and different things (antonyms).
    - **T-chart:** Have your child put the word they are defining in the middle of the T and have synonyms to the left and antonyms to the right or use the sample templates below.

Word: fast

Synonyms	**Antonyms**
quick	slow

    - **Frayer Model or 4 Square:** Have the synonyms/antonyms be one of the squares around the central word they are defining. The other 3 squares can be: sentences using the word, examples and non-examples, a picture that depicts the word, a definition in their own words, or a textbook definition.

Frayer Model



- **Affixes:** Affixes refers to prefixes and suffixes that are added to the base or root word to create other words. This is also known as morphology. Understanding the meaning of word parts and creating new words can quickly expand your child's vocabulary and improve their spelling skills.

Ten Prefixes and Meanings	
Prefix Spellings	**Meanings**
in*, im	in, into, or toward
un	not or opposite of
mis	bad or wrong
dis*	not or apart
re*	again or back
de	down or away from
pre	before or earlier
en, em	put into or onto
sub	below or under
inter	between

Ten Suffixes and Meanings	
Prefix Spellings	**Meanings**
s/es*	plural noun or singular verb
ed*	past-tense verb
ing*	present-past-future tense
ly**	like or in the manner of (adverb)
er, or**	someone who (noun)
ion (sion, tion, ation)**	act or state of (noun)
able, ible	able or can be done (adjective)
al, ial	relating to (adjective)
y	marked by (adjective)
ive	causing or making (adjective)

Eighteen Latin Roots and Meanings	
Root Spellings	**Meanings**
form	to shape
port	to carry
rupt	to break or burst
tract	to draw or pull
scrib, script	to write
spect	to see, watch, or observe
struct	to build
flect flex	to bend or curve
dict	to say or tell
fer	to bear or yield
mit, miss	to send
duce, duct	to lead
vers, vert	to turn
fact, fect, fict	to make or do
tend, tens, tent	to stretch or strain
ceipt, ceive, cept	to take or catch
tain, ten, tin	to hold
pos, pound	to put in place or set

Twenty Greek Forms and Meanings			
Form Spellings	**Meanings**	**Form Spellings**	**Meanings**
phon, phono	sound	scope	watch or see
photo	light	metro	city or measure
gram, graph	written or drawn	dem, demo	people
meter, metr	measure	geo	earth
tele	distant	techn	skill orart
bio	life	chron, chrono	time
micro	small	psych	mind or soul
hydra, hydro	water	auto	self
therm, thermo	heat or hot	logy, ology	study of
cracy, crat	rule	sphere	circle

- **Word Matrices:** Draw three boxes on a piece of paper. Write the root word in the middle box, and any common prefixes or suffixes in the side boxes. Have your child create new words using the base and affixes and then discuss the new meanings. Write sentences using the words.

  Sample:

in de con	**struct** (to build)	s ed ing or ion ive

  New Words:

  instructed
  destructive
  construction

  Sentences:

  1. We saw road *construction* on the way to school this morning.
  2. My new puppy is *destructive* and leaves chewed-up toys all over the yard.

     - **Find the Roots:** Have your child look for root words as they read and determine or look up the definitions of those root words.
     - **Word Sort:** Sort different words on index cards by prefix or suffix to help your child remember what that particular word part means.

Comprehension

Comprehension refers to the ability to read and understand what is being read, as well as making connections to other things, and applying new knowledge to the world around us. There is a strong connection between comprehension and academic success. Building reading comprehension is not comprised of any one skill or activity because so many things contribute to a child's comprehension such as background knowledge, vocabulary, knowledge of grammar, semantics (what words actually mean in the context), the ability to make inferences, and the ability to extract meaning from different types of texts (stories, nonfiction, menus, etc.).

- **Recommended Grade Level: 3-12**
  - **Before Reading**
    - Help your child access the knowledge they already have on the subject by asking what they already know about the topic they are going to read about.
    - Use graphic organizers to have them list what they already know, what they want to know, and what they learn as they read like the KWL chart below.

      Topic:

What I know:	What I want to know:	What I have learned:

    - Preview the text and determine what words your child might struggle with that are directly tied to the topic. Use one of the vocabulary strategies above to help them determine the meaning.

- **During Reading**
  - Teach your child how to find and justify their answers to different types of questions in the text as they are reading.
  - Collaboratively answer questions with your child so they can build on their understanding of the question and add to the meaning.
  - Teach your child to ask questions as they are reading so that they learn to monitor their own comprehension. Give them examples of questions to ask as they read: What words describe the character? What happens first? What happens next? What happens last? What does this activity mean?
  - Ask your child to summarize what they are reading as they are reading it. They can do a summary per chapter or per major subheading until they are able to summarize on their own as they read.

- **After Reading**
  - Have your child write a complete summary after they have read the text in its entirety.
  - Ask them to record main ideas and lessons learned after reading.
  - Ask them to reflect on what they learned. Ask how it connects to what they already knew and ask what they still do not understand. Redirect them back to sections they do not understand to ask different questions as they re-read, or look up information on the topic to make other connections.

Additional resources to print and send home or share online with families can be found in the **Families Literacy Library** including grab & go activities and Building Literacy Skills at Home ideas translated into the top languages represented in Louisiana classrooms.

SEND HOME: MATH ACTIVITIES FOR FAMILIES

Families

These activities are organized by the grade band. Use the recommended grade level to determine which activities might be appropriate for your child. Activities are designed to be flexible. For students who are ready, use the lagniappe section to enrich the activity.

Suggested activities are short activities, games, and math problems that families can do at home with their children.

- **Lower Elementary Grades K-2**
- **Upper Elementary Grades 3-5**
- **Middle School Grades 6-8**

Zearn parent and family letters are one-page flyers to orient students' families to your school's use of Zearn math.

- **Parent and Family Letter - English**
- **Parent and Family Letter - Spanish**

Zearn Helpers are printable tip sheets to help parents and families support their child's math learning on Zearn.

- **Parent/Family Helper - English**
- **Parent/Family Helper - Spanish**
- **Student Helper**

Zearn Challenges can create excitement for students. Have students complete the **Brainy Challenge**.

Challenges can include:

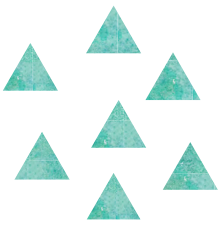
- Parents share a picture of their child's completed Brainy Challenge on social media and tag the school to celebrate.
- The grade with the most completed challenges gets a prize and a **Brainy Challenge Certificate** when they return to school.
- Schools can recognize students that complete challenges when students return in August with a **Brainy Challenge Certificate** and social media post.

Lower Elementary

These activities support the math learning of children in grades K-2. Activities are designed to be fun and flexible. For students who are ready, use the lagniappe section to enrich the activity. Grab and go documents for activities are also available on the **Family Math Engagement** web page.

COUNTING

- **Counting Objects:** Select a group of up to 20 objects (pennies, blocks, jelly beans, etc.). Arrange the objects in a row. Ask the child to count the objects. Continue with different arrangements and different numbers of objects. Arrangements can include patterns that are scattered, arranged as rows and columns, circles, squares, etc.
- **Name a Number:** Have the child select the matching number of objects (pennies, blocks, jelly beans, etc.).
- **Compare Numbers:** Set out two groups of objects. Ask the child to name which group has more or which group has less. Write two numbers. Ask the child to point to the greater number.
- **Counting Games**
  - Practice counting to 100.
  - Once children are successful with the pattern, begin counting forward and backward. For example: one, two, three, four, five, four, three, two, one.
  - Start counting at any number and advance up or down in sequence.
  - Practice counting by ones, twos, fives, and tens.
- **Write and Represent Numbers:** Practice writing and representing numbers up to 20.

Write the number seven.	Draw the seven triangles.
7	

ADDITION AND SUBTRACTION

- **Add and Subtract Objects:** Select a group of five objects. Ask the child to break the group into two groups. Write the number sentence that represents the child's group. For example, the child makes a group of 2 and a group of 3, then writes 2 + 3 = 5. For children who are ready, work with larger groups of up to 20 objects.

- **Fact Fluency Games**: Practice with math facts by
  - writing all related facts;
  - drawing pictures to represent math facts;
  - creating stories to match the math fact; and
  - matching the fact and the solution.

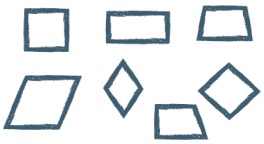
3 + 1	**1 + 3**		**Three ducks swam in a pond. One duck jumped in.**	**4**

GEOMETRY

- **Position:** Talk with children about shapes in the environment or in a picture. For example,
  - My bookshelf is beside my bed.
  - The sun is above my head.
  - My friend is behind me in line.
  - I sit next to my sister on the sofa.

- **Shapes:** Identify shapes within the environment. Shapes include squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres. For example:
  - The moon is a circle.
  - The roof looks like a triangle.
  - The door is a rectangle.

- **Shapes:** In second grade, children identify and draw triangles, quadrilaterals, pentagons, and hexagons. Talk to your children about the number of sides and angles in each shape.

triangle	quadrilaterals	pentagons	hexagons
			

MEASUREMENT, TIME, AND MONEY

- **Compare Objects:** Ask children to compare objects.
  - Look at our feet. Whose foot is bigger? Whose foot is smaller?
  - You are growing! Who are you taller than? Who are you shorter than?
  - Compare two toys. Which toy is longer? Which toy is shorter?

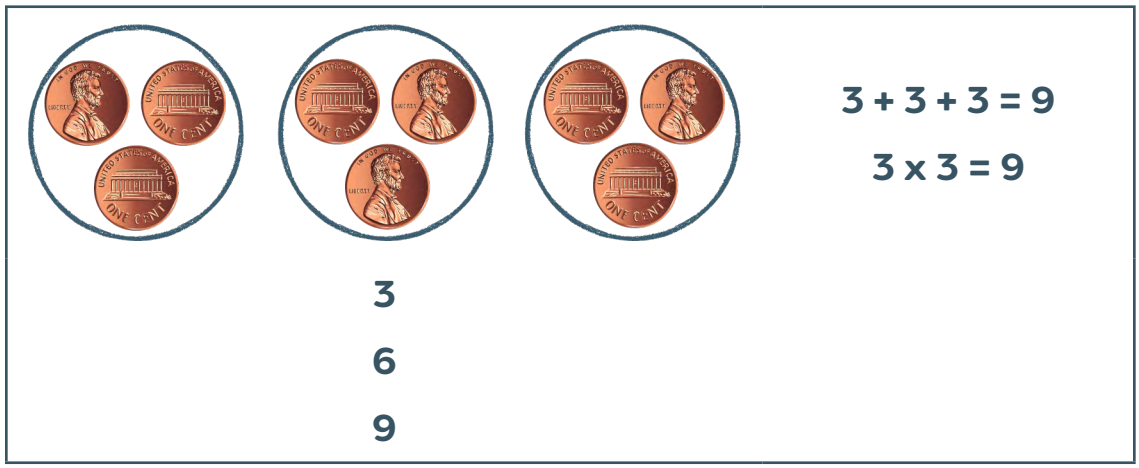
- **Order Objects by Length:** Ask children to arrange objects from shortest to longest or from longest to shortest. Practice comparing the objects.
  - This crayon is first because it is the shortest.
  - This crayon is last because it is the longest.

- **Money:** Practice recognizing pennies, nickels, dimes, and quarters by name and value.
  - Show a student each coin and ask, "How many cents?"
  - Kindergarten students should be able to name the coin and tell the value. Given a group of coins, they should be able to sort the coins.
  - First grade students should be able to determine the value of a collection of coins up to 50 cents.
  - Second grade students should be able to solve word problems involving all coins and bills in units of dollars and cents. They would not use decimals.
  - Note: Students in lower elementary grades think of money as whole dollars and whole cents as they are not yet learning about decimals. For example, a student would talk about two dimes as 20 cents rather than $0.20.

Upper Elementary

These activities support the math learning of children in grades 3-5. Activities are designed to be fun and flexible. For students who are ready, use the lagniappe section to enrich the activity. Grab and go documents for activities are also available on the **Family Math Engagement** web page.

- **Multiplication Practice:** By the end of third grade, students should know all products of one-digit numbers from memory.
  - Use objects to count groups of objects. Example: Make three groups of three pennies.

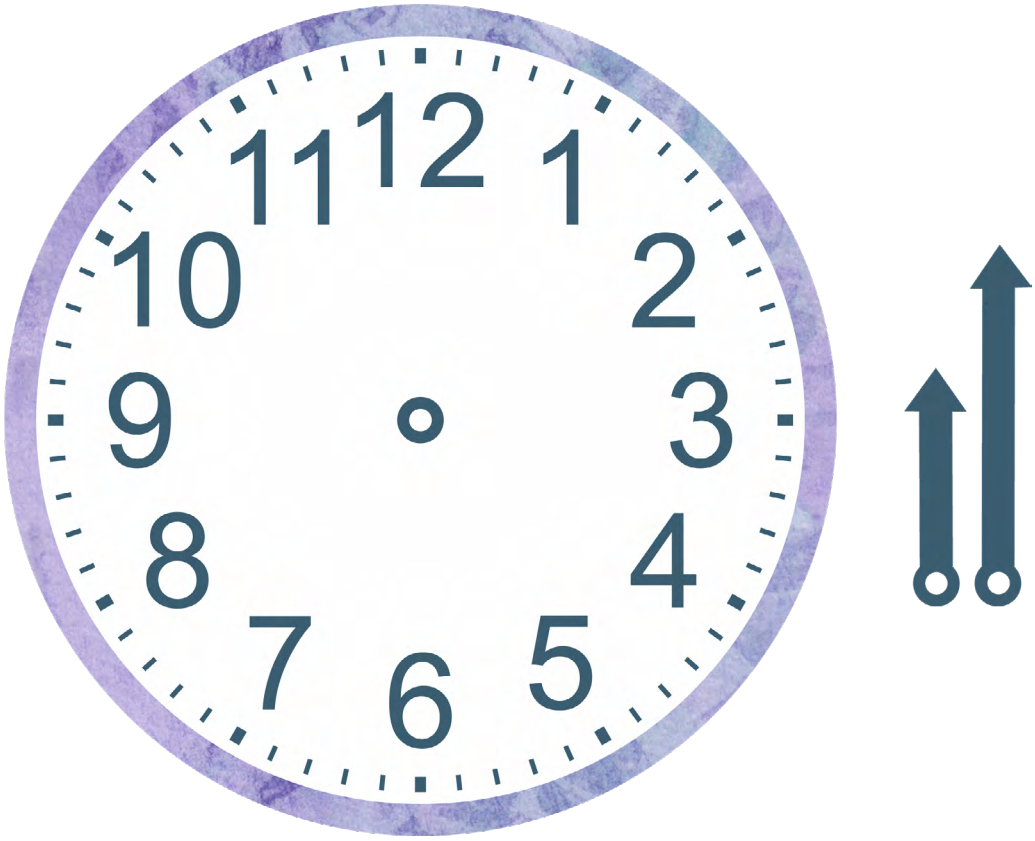


  - Use flashcards to practice multiplication.
    - Use flashcards in different ways.
    - Match the card with the answer.
    - Arrange the fact family in order so students can see the patterns and count by a number. (ex. All facts that start with 2)
    - Have students draw a picture or make a story for each math fact.

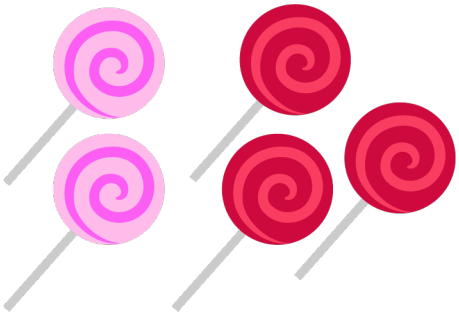
- **Addition and Subtraction Practice:** In upper elementary school, students develop fluency with addition, subtraction, multiplication, and division with multidigit numbers.
  - Practice adding and subtracting numbers to 1000. Listen to your child's reasoning and allow them to find the answer using any method.
  - Practice multiplication and division within 100. Listen to your child's reasoning and allow them to find the answer using any method.
  - Note: Long division develops through the end of fifth grade and may not be automatic for students until the end of sixth grade.

- **Measurement:** Practice measuring with a ruler or tape measure.
  - Begin with the whole inch. Start with, "this object is x whole inches and a little more."
  - Move to measuring to the nearest half inch.
  - Practice measuring items that require using quarter inches.
  - Note: The smallest standard unit of measurement in elementary school required is the eighth inch measure.
  - Talk to your child about starting at the zero mark to measure so they understand how to use the tool.

- **Money:** Solve word problems involving money.
  - Mary wants to buy candy that costs $4 a pound. She has 3 pounds of candy in her bag. When she goes to pay, she gives the clerk a $10 bill and a $5 bill. How much change should Mary get back? Explain two ways the clerk could use to give Mary her change. You should include different combinations of bills and coins in one of your responses. Explain how you know that both of your ways will work.
  - Sam received $20 bills from 4 of his aunts on his birthday. He has a $10 bill and 12 one dollar bills in his savings box at home. Does Sam have enough money to buy a bike that costs $125? Show your work or explain how you know.
  - In fifth grade, students will be able to understand money expressed as a decimal rather than separate units of dollars and cents. For practice with decimals, have children add and subtract money amounts that include dollars and cents. A real world example of this would be adding and subtracting amounts on a receipt.
- **Data in the World Around Us**
  - Look for opportunities to interpret data with your child.
  - Watch the weather report and talk about the presentation of temperature.
- **Time:** Read and tell time on an analog clock. Build a practice clock using the image below.
  - Begin with the whole hour.
  - Move to times ending in quarter and half hours.
  - Practice with times ending in 0 and 5.
  - Practice telling time to the minute.
  - Anytime you see a clock in the world, ask the child to read the time.



- **Understanding Fractions:** Practice seeing fractions as equal pieces of something.
  - Draw shapes and show the half, fourth, etc.
  - Show a group of two types of objects and talk about the fractions of the group. For example, Two-fifths of the candies are pink lollipops. Three-fifths of the candies are red lollipops. Each lollipop is one-fifth of the whole group.



  - Use the ruler to talk about fractions on a number line.

- **Factor and Multiples:** Have your child find factors for any number 1-100.

  Example: Factors of 24: 1,2,3,4,5,6,12,24

  Multiples of factors of 24

  1, 2, 3, 4, 5, 24

  2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24

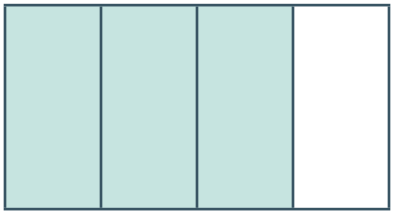
  3, 6, 9, 12, 15, 18, 21, 24

  4, 8, 12, 16, 20, 24 8, 16, 24 12, 24

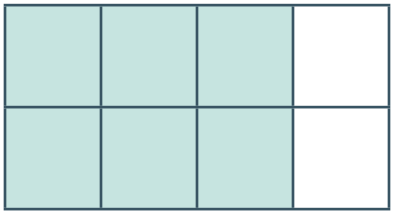
  24

- **Fraction Equivalence:** Have your child write a fraction for the shaded region below. Then have your child draw a line through the middle. How many total boxes are there now? What fraction is this? Complete for each picture. At the end, explain how all of these fractions represent the same shaded region and are equivalent fractions.

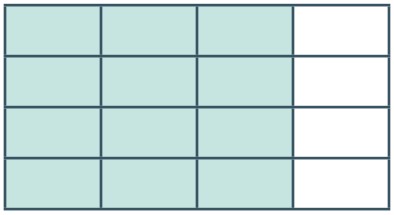
a.



b.



c.

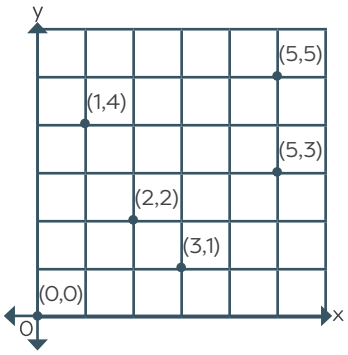


Answers: a. ¾ b. ⅝ c. 12⁄16

- **Geometry:** Ask your child to draw the following: **line, ray, perpendicular lines, parallel lines, a right angle, an acute angle, a straight angle, and an obtuse angle**. Talk about where these show up in the real world. For example, a four way stop is an example of perpendicular lines. While driving, try to look for examples of these in street signs, parking lots, etc. Have students explain the following shape using the bolded terms above.

  Example: A square can be described as having 4 line segments and 4 right angles.

- **Graph Points on a Plane:** Use the following coordinate plane. Discuss each point's distance from the origin (0,0) with your child.



  For example, to get to point (1,4) one must start at the origin and walk 1 unit along the x-axis to find the first number and then walk up 4 units for the second number in the pair. To extend this learning, have students plot and name points that are not pictured on this coordinate plane.

- **Classify 2D Figures:** Using the following figures, have your child classify the shapes into categories. Examples of categories include: Quadrilateral, Parallelogram, Rectangle, Rhombus, and Square.

Middle School

These activities support the math learning of children in grades 6-8. Activities are designed to be fun and flexible. For students who are ready, use the lagniappe section to enrich the activity. Grab and go documents for activities are also available on the **Family Math Engagement** web page.

OPERATIONS

- **Dividing Multi-Digit Numbers:** Talk with children about dividing a number evenly. Give children a large number and ask them to divide it into groups of a number that you choose. For example, a grandparent has $1000 to spend on birthday gifts for her 12 grandkids. How much can she spend on each grandchild?
- **Operations with Decimals:** To add and subtract decimals, have children add up a banking ledger. To have children multiply decimals, find a sale paper ad and have them multiply the cost of one item by 3. To have children divide decimals, have children divide a total cost of a recent grocery bill by 4.
- **Operations with Fractions:** Find a favorite recipe. Ask children to half the ingredients of the recipe, then have children double the recipe.

RATIOS AND PROPORTIONS

- **Ratios:** Plan a crawfish boil! Call your local restaurant and ask their ratio for the number of people to pounds of crawfish. For example, some restaurants recommend 3 pounds of crawfish for every person. Complete this chart with children so that they can plan for the party!

Number of People	Pounds of Crawfish
5	
10	
15	
20	
100	

- **Unit Rates:** Find a local sales paper online or in the newspaper. Find a particular item that you buy in your household and ask children to calculate the cost per item. For example: A store has beef steaks on sale for $11.97 for 3 pounds of steak. Ask children to calculate the cost per pound of steak.
- **Proportional Relationships:** Have students think through making trail mix with nuts and fruits for a large group. Have students create a ratio of nuts to fruits per serving size and put it in a table. Then have students graph the table. Have a conversation about what is happening with both x and y.

Serving Size	1	2	3	4
Cups of Nuts (x)				
Cups of Fruit (y)				

- **Percent Problems:** Look through an online or sales paper ad and have children add up items they would like to buy. Then have them calculate the total cost with the sales tax for your parish. Explain that tax is a percentage of the total and added to your total amount. You can then talk about interest and discounts and share experiences with both.

INTEGERS

- **Compare Integers:** Ask children to order the following numbers from least to greatest: -9. 5, 8, 10, 4, -2, -12, 15. Then have your child plot the numbers on a number line.
- **Understanding Integers:** Ask children to explain what a negative number means. Talk about balancing a checkbook and how transactions can be negative (withdrawals) or positive (deposits)
- **Computing Integers:** Give children a budget amount and have him/her research a list of things he/she would like to buy. Have them calculate how much money they would have left if they bought it. Add more items until the amount is negative and discuss what this means. You can relate this to a checking account or show your child a bank statement.

EQUATIONS

- **One Step Equations and Inequalities Matching Activity:** Cut each equation or inequality and match it up to its solution or graph.

Equation or Inequality	Solution or Graph
$x + 7 = 10$	$x = 2$
$x > 3$	
$5 - x = 3$	
$x \leq 4$	$x = 24$
$x/4 = 6$	
$x \geq 1$	
$5x = 45$	$x = 3$
$x < 6$	$x = 9$

- **Solving Equations:** Talk to your child about the meaning of an equation- both sides are equal. Also, discuss where equations can be used in the real world for example, architecture, cooking, and weather.
- **Compare Functions:** Ask children to compare the two different cell phone plans:
  - Plan 1: Costs $0.15 a minute plus a $20 monthly fee
  - Plan 2: Costs $0.20 a minute
  - Which plan would be better if you only use 250 minutes per month?

DATA AND STATISTICS

- **Analyzing Data:** When watching TV, reading a newspaper, or using social media and you see a chart or graph, talk with children about the variables in the chart, how the data was collected, and what the data means.

RESOURCES FOR FAMILIES OF CHILDREN WITH DISABILITIES

Summer months are great for preparing for new experiences, new teachers and new Individualized Education Program (IEP) goals for the upcoming school year. Share **Louisiana's Back-to-School Guide for Parents of Students with Disabilities** with parents and families to help bridge the summer months and to support a successful transition back to school. Students with disabilities will benefit from the literacy and math summer activities included in the toolkit, as well as some additional summer support.

For additional resources specifically for students with more significant cognitive disabilities, check out this digital resource of example activities to do at home over the summer.

- **Supports for Students with Significant Cognitive Disabilities**

Keeping a Routine and Creative Play Over the Summer

- Structure time together. For example, structure each morning with stories, tidying, learning time, tending the garden, and going to appointments.
- Schedule therapies and appointments consistently during a period of the day - mornings or afternoons. While this may not always be possible, it does help to incorporate it into the routine when possible.
- Plan a period of time each day (whether it's 5 minutes or 5 hours, whatever works best for your children and your family in this season of life!) dedicated to creative play. Tools that help with this are toys or objects that spark creative play, such as dress up clothes (No need to buy them! Children love using things from around the house!), large wooden blocks, and puppets.
- If open-ended play still feels overwhelming, explore play therapy or **DIR/Floortime** for you and your child. These are wonderful tools for integrating play step-by-step in the home environment with the help of a certified professional.
- Last, but never least, give yourself a pat on the back. Creative play looks different for each child, but every child's unique thoughts, personality, and abilities make them creative in this world! So take baby steps toward "boredom balance" during summer months.
- **The Importance of a Summer Boredom Balance**
- **Fun in the Sun, Tips for Kids' Water Safety**

The following June and July calendars support summer time fun activities that can create an enjoyable summer. The supports provided in the calendars will help with transitioning supports from the school setting to the:

- home environment,
- summer camp,
- child care center, and
- summer travel.

June 2023				
Mon	**Tue**	**Wed**	**Thu**	**Fri**
			1 Determine your **routine** and provide structure and predictability based on that routine	2 Routines should be: **well-planned, regular, and predictable** so the child feels safe in the environment
5 Incorporate behavioral supports at home	6 Use a **timer** to help your child transition from one activity to the next	7 Add a **visual schedule** to help with routines and ease transition challenges	8 Consider a **calm down corner**, a positive space to help your child self regulate emotions	9
12 **Review your child's IEP** to guide supports for home	13 Set a **summer SMART goal** with your child to determine their personal goals for the summer	14 Create a visual schedule to **support IEP goals**	15 If your child has a **Behavior Intervention Plan (BIP)**, implement similar supports (positive reinforcement, visual cueing, increased processing time, etc.) for success at home, in an effort to decrease behavioral meltdowns	16
19 Begin preparing your child for successful community outings	20 **Social stories** help explain situations to children, model positive language, provide opportunities for role play, while preparing the child for different occurrences	21	22 **Model language** used in various places and practice those conversations with your child	23 **Review the social skills of your child's IEP** and create a fun activity to build their skills over the summer
26 Select and review a non-academic goal in the IEP such as "social and functional goals"	27 Establish realistic expectations for social outings	28 Overwhelming situations happen to everyone, but for a person with a disability, a sensory meltdown can cause the child to lose control of his/her actions. Meltdowns can also be difficult to witness and especially heart-wrenching for the parent. Before embarking on a social outing, determine **preventative measures** that can decrease sensory overloads.	29	30

July 2023

Mon	Tue	Wed	Thu	Fri
3 Enjoy summer outings with your child without worrying about meltdowns by having the **appropriate supports** (social stories, timers, visual schedules, etc.) readily available. Review social stories with your child regarding restaurants, parks, movie theaters, vacations, childcare centers, and even summer camps.	4	5	6 Review the summer reading requirements for the upcoming school year. Then, **review online** picture books, fiction, and informational texts for free to support **reading goals**.	7
10 If attending summer camp, **prepare** your child. If not attending summer camp, **Discover a new passion and strength** to add to your child's IEP in the fall	11 If attending summer camp, access **summer camp social stories** to showcase positive camp experiences If not attending summer camp, select two (2) **Life Skills IEP goals** from the following list, and a summer long personal **SMART goal** Regardless of summer camp or discovering new passions with family, add a **visual schedule** to help create a routine for this fun week of new discoveries	12	13	14
17 Include supports for your child when you **plan** summer	18	19 Utilize a **social story** and **visual schedule** for swimming pool fun	20 Prepare your child for vacation travels, including traveling by **airplane** or by **car**	21 Have an easy transition to the library with the use of **a social story** or **visual schedule**
24 Head to the park, a restaurant, or embark on other **summer fun**	25 Prepare for lunch or dinner at a restaurant with the use of a **social story**	26 Create a fun and **manageable reading IEP** related activity	27 Create a fun and **manageable math IEP** related activity	28
31 Begin thinking about the transition back to school and how to adequately prepare your child	27 Consider the **new discoveries** that your child has made over the summer and add to your child's IEP in the fall	28 **Review the social skills of your child's IEP** and create a fun activity to build their skills over the summer	29 Consider your child's needs and access social stories regarding **separation anxiety** for school, **transitioning to a new school**, and **transitioning to the bus**	30

FREQUENTLY USED TERMS

Calm Down Corner: Quiet area that are specifically designed for a person to de-escalate; space might be empty, uniquely designed based on interests, or contain generic soothing materials

Social story: Learning tool that uses words or images to explain social interactions and includes appropriate cues and responses for different scenarios

Visual schedule: Tool that shows the individual what to expect throughout the day that often consists of picture icons paired with written text

Supporting Related Services Over the Summer

There are ways parents and families can support therapies and services at home during the summer. Service providers can communicate some summer support needs with parents before school ends. Here are some digital resources:

- **Speech Therapy Summer Activity Ideas**
- **Occupational Therapy and Summer Activities**
- **Mental Health and Summer Activities**

Inclusive Summer Camps

Connect families with local organizations, support groups and their regional Families Helping Families Center to find inclusive summer camps and programs in their area.

- **Exceptional Lives**
- **Sliding into Summer Camp Season**
- **The Boys (and Girls) of Summer**

Families Helping Families of Greater New Orleans recently published a **Summer Fun Digital Magazine** that includes

- ideas for fun and entertaining activities to do at home,
- a statewide list of special needs and inclusive summer camps for children with disabilities and special healthcare needs,
- several camp guides,
- a list of swimming lesson providers for individuals with special needs,
- Information on fitness, sports and adaptive sports leagues and programs,
- 5 tips to prevent summer slide, and
- an article from the Department of Children and Family Services summer nutrition tips, and clever ways to keep children busy indoors when it's too hot to play outside or when it is raining.

Most importantly, have fun this summer!

RESOURCES FOR FAMILIES OF ENGLISH LEARNERS

English Learners (ELs) come from diverse backgrounds, both culturally and linguistically; they bring to their learning a vast set of experiences and knowledge-base as they engage in the learning process in a new language. Louisiana believes ELs, like all other students, can achieve academic success through a clear and concise alignment of quality standards, instructional programs and resources, professional development, assessments and parent and family engagement.

Send home the **Back-to-School Guide for Parents of English Learners** (**Arabic**, **Spanish**, **Vietnamese**) to help parents prepare for the upcoming school year.

Here are some additional ways parents and families can support their childrens' literacy and learning at home, regardless of their language, education or literacy level, and have some fun!

- **Storytelling:** Tell stories to your children, even if it is in your native language, to develop their vocabulary and oral language. Encourage your child to tell you an oral story.

- **Picture Books:** Use picture books to talk about the story, the characters, the events in the story, and develop a love of stories.

- **Sing and Rhyme:** Songs and rhymes can help develop oral language skills.

- **Make Trips to Public Library When Possible:** Take your child to the library once a week and letting them choose their own books is a great way to encourage young readers. And they can check the book out for free!

- **Read Books In Your Home Language or Read Bilingual Books:** Set aside 20 minutes per day. Read books in your home language or read bilingual books, whatever you are comfortable with. It doesn't matter what language you use to help your child learn. Whether in Spanish, English, or any language, you can spend time reading, singing, and talking to your child every day. When you do this, you increase your child's ability to use language.

ADDITIONAL MATH RESOURCES FOR INSTAGRAM AND FACEBOOK

Zearn provides several Instagram and Facebook posts to support families. The posts linked below can build awareness and encourage participation in Zearn.

Instagram	Facebook
Orienting to Zearn	
• Just press "start" • Digital lesson components • Tracking progress with lesson badges • Celebrating progress with Wildcards	• Just press "start" • Digital lesson components • Tracking progress with lesson badges • Celebrating progress with Wildcards
Learning through our mistakes in math	
• Making mistakes is how we learn • Setting goals to help motivate	• Making mistakes is how we learn • Setting goals to help motivate
Math fluency activities	
• Combining coins • X-ray vision	• Combining coins • X-ray vision
Parent testimonials	
• Zearn helps build confidence in math • Zearn is engaging for kids	