

# K-5 At-Home Learning Activities

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## LITERACY

**Directions** - Students will read either a **fiction or nonfiction** text for **20-30 minutes daily** and complete one activity from **each category** listed below (communication, reading, and writing). Examples of different text types are provided but not limited to these choices.

Text Examples	
Fiction	Nonfiction
<ul style="list-style-type: none"><li>• Picture books</li><li>• Novels / Chapter Books</li><li>• Short stories</li><li>• Poetry</li><li>• Plays</li><li>• Graphic Novels</li></ul>	<ul style="list-style-type: none"><li>• Nonfiction books</li><li>• Recipes</li><li>• Advertisements</li><li>• News reports</li><li>• Speeches</li><li>• Photographs</li><li>• Letters</li></ul>

Fiction Activities (pick one activity from each category)	
Communication	<ul style="list-style-type: none"><li>• Discuss the text with a family member using one of the reading activities below as a discussion starter.</li><li>• Retell information about the text that you've read.</li></ul>
Reading	<ul style="list-style-type: none"><li>• Preview the text before reading by looking at pictures, titles, and headings and make predictions about the story. During and after reading, confirms and revises those predictions.</li><li>• Make a connection to the text - a personal connection, a connection to another book, or a connection to the wider world.</li><li>• Preview the text and develop a list of questions to answer during or after reading.</li><li>• Describe a character's traits, feelings, and actions as presented in the text.</li><li>• Describe the setting and identify the main conflict and resolution using important plot events and details.</li><li>• Determine the theme of the text through either a thematic topic (friendship, family, working hard, etc) or lessons learned.</li><li>• Summarize the text with beginning, middle, and end in the correct sequence.</li></ul>

	<ul style="list-style-type: none"> <li>● Draw conclusions based on events in the text.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Produce a written response involving any of the previous fiction reading activities.</li> <li>● Write a narrative or descriptive piece (can be a personal story, realistic fiction, historical fiction, science fiction, poetry, or descriptive fiction). Work a little each day through the writing process below: <ul style="list-style-type: none"> <li>○ Brainstorm and generate ideas.</li> <li>○ Organize writing to include a beginning, middle, and end.</li> <li>○ Expand writing to include descriptive detail.</li> <li>○ Revise writing for clarity.</li> <li>○ Edit writing for correct capitalization, punctuation, and spelling.</li> </ul> </li> </ul>
<b>Modified Activities</b>	<ul style="list-style-type: none"> <li>● Students may read text at their reading level and/or have text read aloud to them.</li> <li>● Communication can be completed verbally, with students using picture support, acting out, or drawing.</li> <li>● Responses may be given using visuals, adults providing choices, verbally, gesturally, or written.</li> <li>● Writing may be in the form of drawings, a list, an outline, or graphic organizer. Students may handwrite or type responses.</li> <li>● Provide a word bank or sentence starters to initiate responses</li> <li>● Model "I Write/ You Write"</li> <li>● Parents may scribe for their child during writing activities.</li> <li>● Participate in activities using your child's reliable form of communication.</li> <li>● Parents may utilize any instructional accommodations documented on their child's Individualized Education Program or 504 document.</li> </ul>

<b>Nonfiction Activities</b> (pick one activity from each category)	
<b>Communication</b>	<ul style="list-style-type: none"> <li>● Ask and answer questions about the text to seek help, get information, or clarify information.</li> <li>● Create a simple presentation about the text using different tools and resources.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>● Preview the text using text features (table of contents, headings, pictures, captions, charts) and make predictions about the text. During and after reading, confirms and revises those predictions.</li> <li>● Develop a list of questions to answer during or after reading.</li> <li>● Connect the learning from the text to previous knowledge.</li> </ul>

	<ul style="list-style-type: none"> <li>● Identify the main idea of the text using details for support.</li> <li>● Draw conclusions based on information in the text.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>● Produce a written response involving any of the previous nonfiction reading activities.</li> <li>● Write an opinion or expository piece (can be an essay, letter, advertisement, review, informational writing, procedural description, or research report). Work a little each day through the writing process below: <ul style="list-style-type: none"> <li>○ Brainstorm and generate ideas.</li> <li>○ Organize writing to include facts that support the main idea.</li> <li>○ Write to express an opinion and provide a reason for support.</li> <li>○ Revise writing for clarity.</li> <li>○ Edit writing for correct capitalization, punctuation, and spelling.</li> </ul> </li> </ul>
<b>Modified Activities</b>	<ul style="list-style-type: none"> <li>● Students may read text at their reading level and/or have text read aloud to them.</li> <li>● Communication can be completed verbally, with picture support, acting out, or drawing.</li> <li>● Responses may be provided using visuals, parent-provided choices, verbal responses, gestures, or written.</li> <li>● Writing may be in the form of drawings, lists, outline, or graphic organizer. Students may handwrite or type responses.</li> <li>● Provide a word bank or sentence starters to initiate responses</li> <li>● Model "I Write/ You Write"</li> <li>● Parents may scribe for their child during writing activities.</li> <li>● Participate in activities using your child's reliable form of communication. For example, use environmental print such as recipes to ask and answer questions, sequence, etc.</li> <li>● Parents may utilize any instructional accommodations documented on their child's Individualized Education Program or 504 document.</li> </ul>

# K-5 At-Home Learning Activities

## SOCIAL STUDIES

**Directions:** Students should spend 20-30 minutes a day reviewing social studies and practicing social studies skills. Below are grade level specific activities to reinforce student learning. **NOTE:** Textbook and Workbook could be used as a resource for students, if a copy has been sent home.

Grade Level	Suggested Activities
<b>Kindergarten</b> <b>Our Community</b>	<ul style="list-style-type: none"> <li>• Sit in your favorite chair and identify the relative location of objects around you using positional words such as near, far, above, below, behind, in front of, left, and right</li> <li>• Draw a map of your room, yard, or neighborhood. Create symbols for things and label them in the legend. Discuss it with a family member or even turn it into a treasure map by hiding an object and give clues from the map to help them find it.</li> <li>• Think of as many jobs that people do as you can and have a family member write them down. Describe the job you would like to have when you grow up to them and why you would like to do that.</li> </ul>
<b>1st Grade</b> <b>Our State</b>	<ul style="list-style-type: none"> <li>• Practice the Pledge of Allegiance with a family member.</li> <li>• Using the map on pages 120-121 of your textbook, use your position words and the compass rose to describe where different places are in relation to Fredericksburg to a family member.</li> <li>• Draw a map of your room, yard, or neighborhood. Create symbols for things and label them in the legend. Discuss it with a family member or even turn it into a treasure map by hiding an object and give clues from the map to help them find it.</li> <li>• Draw a picture of some of the famous people in Virginia's past and what they are remembered for. Powhatan, Pocahontas, Christopher Newport, George Washington, Thomas Jefferson, Maggie Walker, Arthur Ashe, Jr.</li> <li>• Think of something you want. Make up a story of how you could save the money to buy it later.</li> </ul>
<b>2nd Grade</b> <b>Our Nation</b>	<ul style="list-style-type: none"> <li>• Teach a family member about the seven continents, 5 oceans, and 4 hemispheres. Review in your textbook or workbook if possible.</li> <li>• Explain to a friend or family member what it means to be a good citizen. Give examples of how people can help our community.</li> <li>• On small pieces of paper, write down everything you did the day before and then put them in order on a timeline.</li> <li>• Draw a picture of a holiday you remember or a tradition your family celebrates.</li> <li>• Read about 10 Great People in your textbook with a family member. Talk about why they are important and how your life is special because of them.</li> <li>• Find examples around your home of natural, human, and capital resources.</li> </ul>
<b>3rd Grade</b> <b>Our World</b>	<ul style="list-style-type: none"> <li>• Review Chapter 1 in your textbook about the continents and play a guessing game with a family member by giving clues of a continent</li> </ul>

	<p>without saying the name of the continent. Such as, "In the north I have a large, sandy desert, which continent am I?"</p> <ul style="list-style-type: none"> <li>• Create a list of as many inventions or contributions from ancient cultures that you can think of. (Use your textbook if you have it) Write a paragraph about which of these had the greatest impact on you.</li> <li>• Go around your house and find as many things as you can that are examples of diversity in America, such as food, music, or clothing.</li> <li>• Look at labels of things in your home and see where they are made. Can you tell if some places specialize in making certain things?</li> </ul>
<p><b>4th Grade Virginia Studies</b></p>	<ul style="list-style-type: none"> <li>• Study the maps of Virginia in Chapter 1 of your text. Use your hand to practice memorizing them in order. See image on page 15. You can do the same thing with the rivers using just your fingers.</li> <li>• Clear a space in a room of your home. Lay flat to symbolize the Coastal Plain, then roll three times to symbolize the Piedmont, then hop up to symbolize the Blue Ridge Mountains, then do several squats to symbolize the Valley and Ridge, and finally stretch your arms out wide to symbolize the Appalachian Plateau. Repeat 3 times</li> <li>• Look around and think about things in your house. Could some of those items come from the regions of Virginia? Examples would be coal from the Appalachian Plateau might provide electricity to your home and your milk might come from dairy farms in the Piedmont. Can you think of others?</li> <li>• Take scrap pieces of paper and write major events in Virginia history on them (use your textbook, if available). Then, mix them up and then try to put them in the correct order, telling the "Story of Virginia" to a family member as you go.</li> <li>• Make a list of as many famous Virginians as you can think of (use your textbook, if you have it). Then write a complete sentence summarizing what each is known for.</li> </ul>
<p><b>5th Grade US History to 1865</b></p>	<ul style="list-style-type: none"> <li>• Play a game of charades with a family member in which you act out with no words the physical regions of North America. Review them in your text if you have it.</li> <li>• Draw a picture of each of the five tribes of North America you have learned about (Iroquois, Sioux, Pueblo, Kwakiutl, Inuit). Illustrate the characteristics that make them unique and how they adapted to their environment</li> <li>• Create a tri-fold flyer of the three regions of Colonial America. List and illustrate as many characteristics as you can remember. You can use your textbook if you have it.</li> <li>• Imagine yourself living in Colonial America at the time of the American Revolution. Write a story about what your life is like, what is going on, and what you think about everything.</li> <li>• Have a conversation with someone in your family about the U.S. Constitution and what you have learned. See what they know and think about our three branches of government and the Bill of Rights.</li> <li>• Pretend you are with Lewis and Clark and the Corps of Discovery and your home is the Louisiana Territory. Go on an adventure with a family member.</li> <li>• Write a multi-paragraph essay describing how life in America changed between 1800 and 1865.</li> </ul>

<b>Modified Activities</b>	<ul style="list-style-type: none"><li>• Responses may be given visually, with parent-provided choices, verbally, gestures, or written.</li><li>• Writing may be in the form of drawings, a list, an outline or graphic organizer. Students may handwrite or type responses.</li><li>• During writing activities, parents may scribe for their child.</li><li>• Participate in activities using your child's reliable form of communication.</li><li>• Provide a word bank or sentence starters to initiate responses</li><li>• Use concrete items/pictures to represent ideas of text.</li><li>• Use digital pictures to create lessons/responses/activate discussion.</li><li>• Parents may utilize any instructional accommodations documented on their child's Individualized Education Program or 504 document.</li></ul>
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# K-5 At-Home Learning Activities

## MATHEMATICS

**Directions:** Students should spend 20-30 minutes a day reviewing mathematical concepts and practicing mathematics skills.

Suggested Activities	
All Students	<p style="text-align: center;"><b>Math in My World</b></p> <p>The same mathematics concepts that your child is learning about in school are embedded in daily activities. As you engage in activities, like grocery shopping, making schedules, sorting or folding laundry, cooking or getting meals ready, estimating, measuring, making decisions, or finding quantities or values, invite your child to participate in the process. <u>Share your thinking aloud or ask your child to help you do the thinking.</u> In this way, students will begin to see that math is not just something done at school, but a tool we use throughout the day.</p> <p>When you share your thinking out loud, you are being a good role model for mathematical thinking. It is not important that you are always correct or use the most efficient thinking. What is important is that you demonstrate how you make sense of the mathematics you are using. It is critical that students see that math is about making sense. It also sends the message that we are <i>all</i> mathematical thinkers. When you talk about mathematics, without anxiety, it encourages children to do the same.</p> <p>When you engage in conversations about math with your child, keep these rules of thumb in mind:</p> <ul style="list-style-type: none"> <li>• <b>Let your child drive the conversation.</b> Remember that your child's strategy may be different from your own.</li> <li>• <b>Be patient.</b> Explaining ideas can take time.</li> <li>• <b>Encourage students to explain their reasoning.</b> Real life mathematics problems typically can be solved in a number of different ways. Encourage your child to use what they know about numbers, operations, time, or measurement to find a solution or a <i>reasonable</i> solution. Always ask students to explain <i>HOW</i> they thought through a problem. Consider including writing, picture or diagrams, and numbers.</li> <li>• <b>Expect the unexpected.</b> Math is a strong web of deeply interconnected ideas. The conversation could expand your child's understanding and your own.</li> </ul> <p style="text-align: center;"><b>Add Writing</b></p> <p>Have your child keep a "Math in My World" Journal, to keep track of some of the ways they are learning how mathematics is used in their lives. Writing provides students with opportunities to need and use relevant mathematical vocabulary, consolidate their thinking, and clarify their thoughts about mathematics concepts. Students should write and/or draw pictures that show their thinking and how they solved the problems.</p> <p><b>Below are some grade specific examples to get you started.</b></p> <p>Additional Resources: <a href="http://BedtimeMath.org">BedtimeMath.org</a>, <a href="http://Origoeducation.com/parent-portal/">Origoeducation.com/parent-portal/</a>          (Reference: Witenack, J. W., Cavey, L. O., &amp; Henney, C. (2015). <i>It's Elementary: A Parents Guide to K-5 Mathematics</i>. National Council of Teachers of Mathematics.)</p>

<p><b>K - 1</b></p>	<p>Play games involving numbers (board games, card games, etc) add questions to bring out student thinking (<i>How do you know that your card is bigger than mine?</i>)</p> <p>Some slight alterations on favorites:</p> <ul style="list-style-type: none"> <li>- Make 10 go fish - Use a regular set of playing cards (with the face cards removed) and play for pairs of cards that total 10 (1 and 9, 2 and 8, 3 and 7, etc.)</li> <li>- Double Compare (a variation on traditional “war” card game) - play two cards at once. Player with the greater total, wins the hand.</li> </ul> <p>Take every opportunity to count objects (steps, buttons, forks, etc.). To provide an extra layer of challenge, ask “how many more would you need to have___?” questions. For example, when setting the dinner table, hand your child 2 forks and ask “how many more do we need for our family?”</p> <p>When you see opportunities to count objects in groups (especially 2s, 5s and 10s) such as pairs of socks; practice skip counting to find the total number of objects.</p> <p>Number Hunt - Use newspapers, magazines, books, signs, etc. have your child to look for numbers (up to 3 digits). Ask him/her to read the number and tell you what they know about it (It's more than __. It's less than __. It has _ groups of 10 in it. It is made of __ and __. It is close to __. )</p>
<p><b>2-3</b></p>	<p>When you see opportunities to count objects in groups (especially 2s, 5s and 10s) such as pairs of socks; practice skip counting to find the total number of objects or ask if students can figure out the total number items in 3, 4, 5 or 10 packs. (i.e. <i>How many socks are in this package if it has 10 pairs of socks?</i>)</p> <p>Number Hunt - Use newspapers, magazines, books, signs, etc. have your child to look for numbers (from 2 - 6 digits). Ask him/her to read the number and tell you what they know about it (It's more than __. It's less than __. It has _ groups of 10/100 in it. It is made of __ and __. It is close to __. )</p> <p>Have students help cook dinner in incorporate questions or discussion about fractions (of a cup or tablespoon) or time (especially elapsed time, what time will this be done?).</p> <p>Using sales circulars, ads, or menus:</p> <ul style="list-style-type: none"> <li>- Choose 2 or 3 items and estimate the cost.</li> <li>- Pretend you have \$20 what could you buy? How much money would you have left?</li> <li>-</li> </ul>
<p><b>4-5</b></p>	<p>Using sales circulars or ads:</p> <ul style="list-style-type: none"> <li>- How much would it cost for 3 (or more) of __ (interesting item)? (i.e. <i>Hershey bars are on sale for \$0.75 each. How much would it cost for 3 Hershey bars</i>)</li> <li>- For items listed as __ for \$__ (3 for \$5), How much would 1 cost?</li> <li>- Which is the better value? (i.e. <i>3 boxes of Kleenex Tissues are \$7, but 4 boxes of Puffs are \$8, which is the better purchase? Why?</i>)</li> </ul> <p>Using Restaurant Menus:</p> <ul style="list-style-type: none"> <li>- Ask students to find the total (or approximate) total of 2 or 3 items.</li> <li>- If (a number of people 2-5) were to split the cost of this meal, what would each person need to pay?</li> </ul> <p>Have students help cook dinner in incorporate questions or discussion about fractions (of a cup or tablespoon) or time (especially elapsed time, what time will this be done?).</p>



<b>Modified Activities</b>	<ul style="list-style-type: none"><li>• Reduce the number range.</li><li>• Use whole numbers and/or landmark numbers.</li><li>• Option to choose activities from other grade levels.</li><li>• Allow students time and options for demonstrating their understanding (give choices, drawings, use manipulatives, number line, math charts, etc.).</li><li>• Use concrete manipulatives, such as counting chips or unifix cubes.</li><li>• Incorporate kinesthetic movements to practice number sense, such as jumping jacks, hopping, or arm swings for 1:1 correspondence.</li><li>• Parents may utilize any instructional accommodations documented on their child's Individualized Education Program or 504 document.</li></ul>
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# K-5 At-Home Learning Activities

## SCIENCE

**Directions:** Students should spend 20-30 minutes a day reviewing science and practicing science skills. Below are grade level specific activities to reinforce student learning.

Grade Level	Suggested Activities
<p><b>Kindergarten</b>  <i>Using my senses to understand my world</i></p>	<ul style="list-style-type: none"> <li>• <i>Sight:</i> Play a game of “I Spy.” Tell your child that they are looking for something in the room. Gradually give them clues about the object, adding one clue at a time. Share its color, shape, and size. Make a list of words that fit under each category, as follows: color (red, yellow, orange, green, blue, purple, black, brown, white), shape (circle, square, triangle, rectangle), size (big, little, small, short, tall), location (above, below, on, behind, near)</li> <li>• <i>Smell:</i> Ask “What organ do we use to smell?” Have your child close their eyes. Open the bag of popcorn, place the bag of popcorn in a brown paper bag, and place it under their noses. Talk about what they smell. Ask, “What might be in the mystery bag today?”</li> <li>• <i>Sound:</i> Sing a favorite song with your child together in a normal voice, then in a loud voice, a soft voice, with a low pitch, and a high pitch. Talk about descriptors like “loud,” “soft,” “high,” or “low.” Sing the song into a container or cup and talk about the difference in sounds that you hear while using different containers and while shaking the container during the song.</li> <li>• <i>Taste:</i> Using a mirror, have your child look at their tongue and talk about taste buds and the job they do. Include how the nose (and sense of smell) helps them taste their food. Talk about what happens to the taste of food when they have a cold and a stuffed-up nose. Ask, “If you hold your nose, can you still taste?”</li> <li>• Draw a large four-column chart on a paper plate. Label the columns with: “sweet,” “sour,” “bitter,” and “salty.” Conduct an “experiment” to conduct at a meal and classify what parts of their meal belong in each category</li> </ul>
<p><b>1st Grade</b>  <i>How I interact with my world</i></p>	<ul style="list-style-type: none"> <li>• Spread out objects (example: toys) on a flat surface. Discuss what happens when two different objects bump into each other.</li> <li>• (If a wooden or plastic ruler is available) Hold up the ruler, and ask students whether the ruler is making a sound. Position the ruler on the edge of a table so that it is half on and half off the table. Hold the ruler on the table and press down on the half that is off the table and quickly release; this will cause a vibration and a sound. This type of movement is called a vibration, which is a very fast back-and-forth motion.</li> <li>• Identify and discuss what are some of the things that your</li> </ul>

	<p>child needs to stay healthy? (examples should include: of food, water, air, shelter, and space).</p> <ul style="list-style-type: none"> <li>• By tossing a small ball (sphere) into the air with your child, discuss how it takes energy to move it away from your hands.</li> <li>• Using 3 small containers, fill one with water, one with soil, one kept empty (but discuss how it actually contains air) and after a few hours of direct sunlight, feel and discuss differences in how warm or cool the objects have become from the energy of the sun and how they affect solids, liquids, and gases.</li> <li>• Discuss what can be recycled and what cannot in the home and community</li> </ul>
<p><b>2nd Grade</b> <i>Change occurs all around us</i></p>	<ul style="list-style-type: none"> <li>• Habitats change over time, go outside and see if you can locate and identify possible habitats for animals (including birds, mammals, and insects)</li> <li>• Keep a weather journal and record the predicted temperature for the next day (from a weather report online, newspaper, or tv broadcast) and compare it to the actual temperature measured. Record wind speed, precipitation, and cloud types seen in the sky</li> <li>• Take a brief walk outside and locate and identify where soil erosion is happening. How does this erosion affect the plants on or around it?</li> <li>• Locate and identify examples of products in your home that are made from plant and plant materials (example: toothpicks, food/spices, chewing gum)</li> <li>• Locate and identify examples of products in your home that are made from animals? (example: leather belts or shoes)</li> </ul>
<p><b>3rd Grade</b> <i>Interactions in our world</i></p>	<ul style="list-style-type: none"> <li>• Locate and identify simple machines in your kitchen or surrounding. machine (example: pliers-lever, hammer/nail-wedge, screwdrivers-screw/wedge, scissors) Identify what simple machines may work together to make a compound machine.</li> <li>• Using safe materials from your kitchen (example: one tsp. salt, sugar, and flour), have your child use their senses to determine how they are similar and different and identify. Note: The sense of taste should not be used.</li> <li>• Observe and discuss how sugar dissolves faster in hot water than it does in cold water because hot water has more energy than cold water. Comparing a drop of liquid food coloring placed in a container of cold water with a drop placed in a container of hot water clearly demonstrates this concept.</li> <li>• One at a time, place different objects (examples of a solid, liquid, and air as a gas) and have your child investigate and discuss the differences. How does the object take up space?</li> <li>• Identify and locate objects in the home that can be recycled, repurposed, and reused</li> </ul>
<p><b>4th Grade</b> <i>Our place in the solar</i></p>	<ul style="list-style-type: none"> <li>• Using a ball or toy with wheels, investigate and discuss the difference you observe when you roll the object over carpet,</li> </ul>

<p><i>system</i></p>	<p>tile, or flat surface floor. Use a book or board to create an inclined plane (or ramp) and roll the ball or toy onto and across the surfaces and observe what happens. Which surface causes the most friction? Friction between two objects slows the motion and decreases efficiency.</p> <ul style="list-style-type: none"> <li>• Rub a plastic pen on a wool sweater or carpet (if available), and place it close to a drinking straw and discuss what you observe. Static electricity will attract or repel objects depending on opposite or similar electric charges</li> </ul>
<p><b>5th Grade</b> <i>Transforming matter into energy</i></p>	<ul style="list-style-type: none"> <li>• (If a rubber band is available) stretch a rubber band at different lengths and pluck rubber band with a thumb or finger. Observe and discuss the differences in the sound (sound wave) that is created. Can you use other senses to observe a sound wave?</li> <li>• If a freezer is available, fill a water or soda bottle one third full with tap water and mark the water line with a pen or marker. Place the bottle into your freezer and check on the bottle frequently. Observe and discuss changes that happen to the liquid water. When the liquid turns completely into a solid, mark the new water line and compare the space the solid occupies from when it was a liquid. What happened to the two thirds of the container filled with air?</li> <li>• When eating a meal, identify food items that are mixtures (a combination of at least two or more different substances) and are solutions (two substances mixed together and cannot easily be separated, example: sugar and water)</li> <li>• Locate and collect a few different small examples of rocks from your surroundings. Observe and record similarities and differences in their shape, color, texture, and surface. Can the rocks absorb (soak in) water? If not, describe what happens when a drop of water lands on it.</li> </ul>
<p><b>Modified Activities</b></p>	<ul style="list-style-type: none"> <li>• Responses may be completed using visuals, parent-provided choices, verbally, gestures, or written.</li> <li>• Parents may scribe for their child during writing activities.</li> <li>• Use word banks or sentence starters to initiate responses.</li> <li>• Participate in activities using your child's reliable form of communication.</li> <li>• Use digital pictures to create lessons/responses/activate discussion.</li> <li>• Parents may utilize any instructional accommodations documented on their child's Individualized Education Program or 504 document.</li> </ul>