


Directions:

For each remote learning day, complete 1 activity of your choice per area served on the IEP. Once you complete an activity, draw an X over the box.

K-5 Remote Learning Day Choice Board for Exceptional Children - Literacy

Letter or Word Hopscotch	Clap the Syllables	Storytelling with Pictures
What You Need: 10 pieces of paper A pencil or marker	What You Need:	What You Need: Paper Crayons or markers Self-selected book or passage to read
<ol style="list-style-type: none"> Write one letter, letter combination (for example sh, ng, igh) or sight word on each of the papers (a different letter or sight word on each paper) Call out a letter or word and hop to it. Say the letter sound or read the word aloud before hopping to the next one. Repeat until all letters or words have been read. <p>Adaptations as needed for students:</p> <ul style="list-style-type: none"> Instead of speaking, the student can point to the correct letter/word, use a gesture, or select it on an AAC device. If movement is challenging, use a pointer, flashlight, or adapted reach tool to select the correct letter/word. A caregiver or peer can move a marker (bean bag, toy, or small object) to the correct letter/word when the student indicates their choice. Reduce the number of letters or words based on the student's ability level. 	<ol style="list-style-type: none"> Look at your surroundings and name something you see Say the word aloud (e.g., "basketball"). Clap once for each syllable as you say the word slowly (e.g., "bas-ket-ball" = 3 claps). Repeat with 8-10 words. <p>Adaptations as needed for students:</p> <p>Instead of clapping, the student can:</p> <ul style="list-style-type: none"> Tap a table or drum. Use a switch-activated sound maker to "clap" electronically. Use hand signals or hold up fingers for each syllable. Nod or indicate when they hear each syllable. 	<ol style="list-style-type: none"> Read or listen to a story. Draw three pictures that show what happened at the beginning, middle, and end. Label each picture with a word or sentence to explain what is happening. Tell the story to a family member using your pictures. <p>Adaptations as needed for students:</p> <p>Instead of drawing, the student can:</p> <ul style="list-style-type: none"> Use stickers, magazine cutouts, or printed images to create a story sequence. Dictate their ideas to a caregiver or use a voice-to-text tool to describe the pictures. Arrange pre-drawn or printed images in order to retell the story. Point to the images while a family member tells the story.

Repeated Reading with a Timer	The Cold Continuum	
What You Need: A short book, paragraph, or passage A timer (on a phone, clock, watch, microwave)	What You Need: Paper Pencil, crayon, or marker	
<div data-bbox="110 325 529 661"><ol style="list-style-type: none">1. Read the passage aloud once and time yourself.2. Read it again, trying to improve your time while maintaining accuracy and expression.3. Read it a third time, focusing on smoothness and natural phrasing.4. Record your fastest time and read the passage one final time for expression.</div> <div data-bbox="61 693 521 720">Adaptations as needed for students:</div> <div data-bbox="61 751 454 810"><p>If reading aloud isn't possible, the student can:</p></div> <div data-bbox="110 848 529 1127"><ul style="list-style-type: none">● Follow along with a caregiver or audiobook, tracking the words with their finger.● Use an AAC device to read pre-programmed words or phrases from the passage.● Echo read—a caregiver reads a line, and the student points to words or mouth them.</div>	<div data-bbox="618 325 1016 447"><ol style="list-style-type: none">1. Draw a line all the way across the piece of paper.2. Write the word "Cold" in the middle of the paper.</div> <div data-bbox="574 455 1049 510"></div> <div data-bbox="618 529 1040 894"><ol style="list-style-type: none">3. Brainstorm synonyms (words that mean the same as) for "cold" (e.g., chilly, freezing, arctic).4. Arrange the words in order from least to most intense (e.g., cool → chilly → cold → freezing → arctic).5. Act out the words to show the meaning of each word.6. Use the words in sentences to reinforce understanding</div> <div data-bbox="570 926 1029 953">Adaptations as needed for students:</div> <div data-bbox="570 987 974 1014"><p>Instead of writing, the student can:</p></div> <div data-bbox="618 1050 1049 1352"><ul style="list-style-type: none">● Use picture cards or printed words to arrange them in order.● Point to, gesture, or sign the words in increasing intensity.● Use a line to visually or physically place the words along a scale.● Indicate emotions or reactions to each word (e.g., shivering for "freezing").</div>	

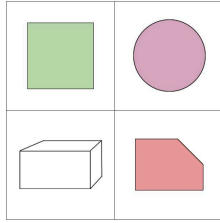
K-5 Remote Learning Day Choice Board for Exceptional Children - Mathematics

K - 2nd

Which One Doesn't Belong?

What You Need:

- The visual image below from <https://talkingmathwithkids.com/wodb-shapes/>



Directions:

- Look at the four shapes in the image above.
- Decide which one doesn't belong with the others, and explain why.
- Pick a different shape, and explain why this one doesn't belong with the others.
- See if you can figure out a reason why each shape doesn't belong with the others. Explain why.

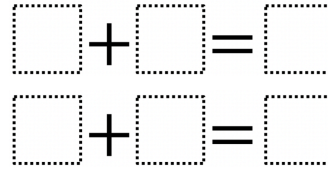
Adaptations as needed for students:

- Provide a sentence frame: "The ____ does not belong with the others. It is different because it ____."
- With a caregiver, visit the linked website and select a different image to complete the activity.
- Have a caregiver share the names of each shape prior to and in support of the task (square, circle, rectangular prism, and pentagon).
- If verbalizing is not possible, the student may point to the shape they feel does not belong and provide a reason through their personal communication method.
- Provide one shape and a blank card for students who do not know shapes.

Adding Numbers

What You Need:

- The visual image below from <https://www.openmiddle.com/>



- A piece of paper to record your work
- Something to write with
- Optional* - 14 index cards individually labeled as 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, +, =, and =

Directions:

- Using six of the possible digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 only once, place a digit in each box to create a true statement.
- Record your answers and any attempts you make to solve on your recording sheet.

Adaptations as needed for students:

- Have counting items available (such as buttons, beans, etc.) to build the values as you work
- Provide equation frames for students to fill in: $\square + \square = \square$
- If accessible, use virtual counter, tile, unifix cube, math balance, or number line manipulatives available through <https://bit.ly/UCPSDigitalMath> or <https://polypad.amplify.com/p> to support understanding.
- With a caregiver, visit the linked website and select a different task to complete the activity.
- Rather than writing an equation, create cards for students to build an equation (0, 1, 2, 3, 4, 5, 5, 6, 7, 8, 9, 10, 10, +, +, =, and =)

Partners of 10

What You Need:

- 10 individual counting items (such as 10 beans, 10 pennies, 10 buttons, etc.)
- A partner
- A blank piece of paper (this will be the "rug")
- A black piece of notebook paper per player (this will be your recording sheet)
- Something to write with
- Optional* - 15 index cards individually labeled as 0, 1, 2, 3, 4, 5, 5, 6, 7, 8, 9, 10, 10, +, and =

Directions:

- Place your ten items on the rug (on the blank piece of paper).
- Player 1 turns away or hides their eyes.
- Player 2 takes some of the counters and hides them under the rug.
- Player 1 must figure out how many are under the rug.
- Player 1 should record their equation on the recording sheet (Ex: $6 + 4 = 10$).
- Players take turns and repeat until each person has 6 equations.

Adaptations as needed for students:

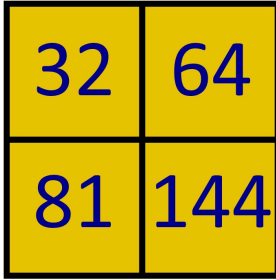
- If accessible, use virtual counter, tile, unifix cube, math balance, or ten frame manipulatives available through <https://bit.ly/UCPSDigitalMath> or <https://polypad.amplify.com/p> to support understanding.
- Provide an equation frame for students to fill in: $\square + \square = 10$
- Rather than writing an equation, create cards for students to build an equation (0, 1, 2, 3, 4, 5, 5, 6, 7, 8, 9, 10, 10, +, and =).

3rd - 5th

Which One Doesn't Belong?

What You Need:

- The visual image below from <https://talkingmathwithkids.com/wodb-numbers/>



Directions:

- Look at the four numbers in the image above.
- Decide which one doesn't belong with the others, and explain why.
- Pick a different number, and explain why this one doesn't belong with the others.
- See if you can figure out a reason why each number doesn't belong with the others. Explain why.

Adaptations as needed for students:

- Provide a sentence frame: "The number ____ does not belong with the others. It is different because it ____."
- With a caregiver, visit the linked website and select a different image to complete the activity.
- If accessible, use virtual counter, tile, unifix cube, or base ten block manipulatives available through <https://bit.ly/UCPSDigitalMath> or <https://polypad.amplify.com/p> to support understanding.
- If verbalizing is not possible, the student may point to the number they feel does not belong and provide a reason through their personal communication method.

Multiplication Salute

What You Need:

- A deck of playing cards with kings and jacks removed (ace = 1, queen = 0)
 - Optional - If playing cards are unavailable, create a deck of 44 index cards with four of each of the following numbers (0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10).*
- A partner
- A black piece of notebook paper per player (this will be your recording sheet)

Directions:

- Determine which of the two players will be the leader for the first draw. This player takes the deck (face down) and deals a card to themselves and the other player.
- Without looking at their card, the other player holds the card up to their forehead so the leader can see it.
- The leader shows their card, then states the product of the two cards. The other player must each determine the value of the card on their forehead, based on hearing the product and seeing the leader's card.
- The player should then write the multiplication equation on their recording sheet (Ex: $5 \times 7 = 35$)
- Rotate so that the other player is now the leader. Continue until the deck is gone.

Adaptations as needed for students:

- Review multiplication and division strategies prior to the game: drawing pictures, skip counting, repeated addition, etc.
- If accessible, use virtual counter, tile, or unifix cube manipulatives available through <https://bit.ly/UCPSDigitalMath> or <https://polypad.amplify.com/p> to support understanding.
- Provide an equation frame for students to fill in: $\square \times \square = \square$

Create a Pattern

What You Need:

- The visual image below from <https://www.openmiddle.com/>



increases by \square

- A piece of paper to record your work
- Something to write with
- Optional - 10 index cards individually labeled as 0, 1, 2, 3, 4, 5, 6, 7, 8, 9,*

Directions:

- Using six of the possible digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9 only once, place a digit in each box to make a true pattern where the pattern increases by the smallest amount possible.
- Record your answers and any attempts you make to solve on your recording sheet.

Adaptations as needed for students:

- Create cards for students to build the pattern (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9)
- If accessible, use virtual counter, tile, unifix cube, or number line manipulatives available through <https://bit.ly/UCPSDigitalMath> or <https://polypad.amplify.com/p> to support understanding.
- With a caregiver, visit the linked website and select a different task to complete the activity.

K-5 Remote Learning Day Choice Board for Exceptional Children - Behavior/Social Emotional

Kindness Challenge	Goal Setting	Role Playing Emotions
<p>What You Need: Varies</p> <p>Directions: Do at least three acts of kindness for someone in your home (e.g., help with chores, write a nice note, give a compliment).</p>	<p>What You Need: Paper/pencil</p> <p>Directions: Set a small goal for yourself (e.g., staying focused, being kind to a sibling). At the end of the day, write or talk about how you did.</p>	<p>What You Need: <i>Optional - index cards with different emotion words on each</i></p> <p>Directions: With a family member, act out different emotions and practice how to respond with empathy.</p>
Gratitude Letter	Mindful Breathing	Emotion Check-In
<p>What You Need: Paper/pencil</p> <p>Directions: Write a thank-you note to someone who has helped you (teacher, friend, family member).</p>	<p>What You Need: Paper/pencil</p> <p>Directions: Practice one of the deep breathing exercises listed below. Write about how you feel afterward.</p> <p>Balloon Breaths</p> <ul style="list-style-type: none"> • Imagine you are inflating a big balloon. • Inhale deeply through your nose, filling your belly like a balloon. • Slowly exhale through your mouth, "deflating" the balloon. • Repeat 3-5 times. <p>5-Finger Breathing</p> <ul style="list-style-type: none"> • Spread out one hand like a star. • Use the other hand's index finger to trace up and down each finger. • Inhale while tracing up a finger, exhale while tracing down. • Repeat for all five fingers. <p>Smell the Flower, Blow the Candle</p> <ul style="list-style-type: none"> • Pretend to hold a flower in one hand and a candle in the other. • Inhale deeply through the nose as if smelling the flower. • Exhale slowly through the mouth as if blowing out the candle. • Repeat several times. 	<p>What You Need: Paper/pencil <i>Optional - crayons, markers, colored pencils</i></p> <p>Directions: Draw an emoji that represents how you're feeling today. Write or talk about why you feel that way.</p>

K-5 Remote Learning Day Choice Board for Exceptional Children - Medically Fragile or Significant Cognitive Disabilities

Objective: Develop joint attention, functional communication, and choice-making.

Artist at Work	Music & Movement	Exploring with Our Senses
What You Need: Art supplies	What You Need: Self-selected music	What You Need: A variety of sensory objects
<p>Provide a selection of art supplies (markers, crayons, stickers, etc.) and allow the student to choose what they want to use. You can model how to make simple choices, such as selecting between a red or blue marker, or a star or heart sticker.</p> <ul style="list-style-type: none">Students may use ACC devices to make choices	<p>Play music that the child enjoys and encourage them to participate in simple movements (e.g., clapping hands, tapping feet, or reaching up). Depending on the child's abilities, they could be encouraged to make choices about which song to listen to or which action to perform (e.g., "Do you want to clap your hands or stomp your feet?"). This activity provides a non-verbal way to communicate and stay engaged with the activity.</p> <ul style="list-style-type: none">Students may use ACC devices to make choices	<p>Provide a variety of sensory items like rice, beans, or fabric, along with small toys, objects, or textures. Encourage the child to explore the items by looking, touching, or even making sounds with them. You can incorporate choice-making by asking them to choose which object they want to find or explore (e.g., "Do you want the ball or the car?"). This promotes engagement through sensory exploration and communication.</p> <ul style="list-style-type: none">Students may use ACC devices to make choices