







# May 18th - 22nd Weekly Resources Activities

## Resources on Webpage

<b>Activity: Answering yes and no</b>					
<b>Materials: Smiley face and Frown Face</b>					
<b>Directions: <u>Thumbs Up or Thumbs Down</u></b> <p>Instead of using thumb up Thumb down, use emotion cards</p> <table border="1"> <tr> <td></td><td></td></tr> <tr> <td>NO</td><td>YES</td></tr> </table>				NO	YES
					
NO	YES				
<ul style="list-style-type: none"> <li>• Have your child make a choice of an activity by answering yes (SMILE) or no (FROWN)</li> <li>• When giving a child a choice of two snacks have them answer with a yes (SMILE) or no (FROWN).</li> </ul>					
<b>Speech/Language Supports:</b>	This activity supports your child's speech/language IEP goals and objectives by practicing making choices, identifying emotions connected to interests, and communicating through picture exchange.				
<b>Speech/Language Extension:</b>	When doing this activity, discuss the face symbols and the emotions linked to them. Give an example of a situation where you don't like/want something and show the frowny face. Then give an example of a situation where you like/want something and show the smiley face. Model the picture exchange for your child and then wait for them to use the pictures to tell you what they want.				

**Activity: Paint or Draw Together**

**Materials:** Paper, crayons, markers, or paint

**Directions:** Practice sharing by coloring or painting something together. Grab a large white paper and your art supplies. Decide on what to create. Are you painting a house, a flower, a fun family day? Then get to it, sharing the art supplies you have. Ask your child to pass you the paintbrush and to share a color of paint, or ask them to pass you a certain color crayon or marker. Be sure to share your tools too or ask if they need a certain color.

**Speech/Language Supports:**

This activity supports your child's IEP speech/language goals and objectives by training planning skills, taking turns, following directions, and teaching art/color vocabulary.

**Speech/Language Extension:**

To tempt communication, when you gather the art supplies leave out the paint brushes. Wait, and see if your child notices and communicates the need for tools. Immediately provide the brushes, and say, "Yes, how silly of me. Of course we need brushes!"

Narrate what you are doing as you create the picture, and when it is complete have your child describe the finished product. Write what they say on the picture to connect the spoken and written words.

**Activity: Thoughtful Eating**

**Materials:** Snacks, or during meal time

**Directions:** Encourage your child to use self-control and focus while eating a favorite treat. First, have them look at the snack and describe what they see. Then they can smell it, touch it, and finally take just a little taste. Talk with them about what they notice with their senses.

**Speech/Language  
Supports:**

This activity supports your child's IEP speech/language goals and objectives by fostering joint attention, practicing with descriptive words (adjectives), and teaching vocabulary for foods and senses.

**Speech/Language  
Extension:**

During the discussion portion of Thoughtful Eating focus a discussion on finding as many ways as possible to describe the foods. For example, talk about the pretzels being bumpy, hard, crunchy, and dry. Ask questions about the foods, such as "Where do you think this came from?" or "Which one do you like to eat the most."