

# March 30 - April 3 Special Education Weekly Choice

## Learning Board Activities

### Social Emotional

**Activity:** Make playdough faces with different emotions, happy, sad, mad and frustrated, just to name a few!



**Materials:** Playdough (For example, make a circle for the head, balls for eyeballs, and snake for the mouth) Be creative! We would love to see pictures!

Playdough Ideas (Found on “Weekly Resource” Page)

**Directions:** Together with your child, make faces with playdough. Talk about times that you are happy, sad, mad and frustrated.

**Families:** Model for your child the emotions on your face, and see if they can make it with playdough. If appropriate, it is ok, to make the eyeballs (playdough balls) and the mouth (playdough snake) for the face. Then have your child place the facial feature on the circle shape. The key is that you are doing it together and talking about emotions.

**Speech/Language Supports:** This activity supports your child’s IEP speech/language goals and objectives by focusing on describing and labeling emotions.

**Speech/Language Extension:** Look in the mirror. Ask your child to show you or label his/her head, eyes, nose, mouth etc. This increases their understanding and use of these vocabulary words. Make facial expressions in the mirror that show that you are happy, sad, mad, silly and frustrated. Talk with your child about the emotions as you make the face in the mirror. Encourage your child to do the same.

**Activity:** Listen to music about feelings.



**Materials:** Computer or Cell phone!

**Directions:** Listen with your child about emotions and talk about how you feel and then ask them! Check out these great songs and sing them with your special someone!



~ "The Story Of My Feelings" by The Laurie Berkner Band - Best Songs For Kids (<https://youtu.be/3zQJyL821lc>)



~ The Feelings Song, Mrs. Molly (<https://youtu.be/-J7HcVLsCrY>)



~ Shake My Sillies Out, Raffi, (<https://youtu.be/KghYx7OWz1I>)  
- Dance together, model the movements for your child!

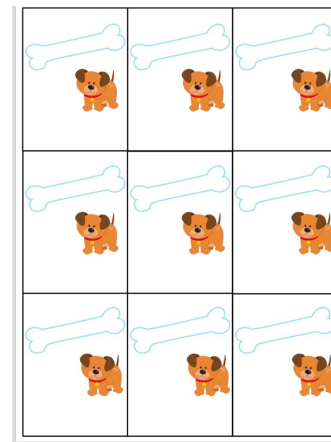
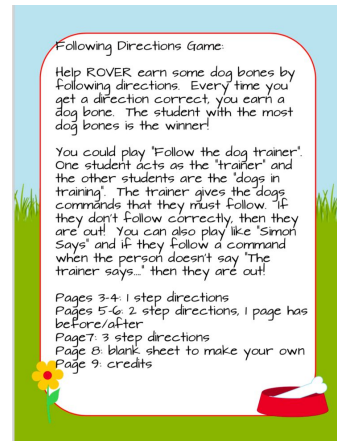
**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by increasing speech sound production, connecting rhythm, rhymes, and language; and by promoting understanding and expression of the emotions they are feeling.

**Speech/Language Extension:** Encourage your child to imitate your dance movements, facial expressions and/or humming or singing. This is one way to encourage or increase joint attention.

<b>Activity: Family Mindfulness Activity</b>
<b>Materials:</b> “Family Mindfulness Schedule” (Found on “Weekly Resources” Page)
<b>Directions:</b> Select an activity from the “Family Mindfulness Schedule” and practice the same routine throughout the week. Practice the activity selected together. Throughout the week, practice the activity as a reminder, or if a difficult situation comes up remind your child of the activity and practice it together to work through the situation.

## Math

<b>Activity: Following Directions with Rover! “Move Over Rover”</b>
<b>Materials:</b> Use the dog bones provided to print out or use white socks to be bones! Use your imagination.
<b>Directions:</b>



Here are a few examples! 1. Clap your hands 3 times 2. Tap your belly 4 times. 3. Jump up and down 2 times.

**Families: Make sure to model the direction first and have your child imitate you! Give a high five when they are successful!**

**Speech/Language Supports:** This game supports your child's IEP speech/language goals and objectives by teaching them how to follow directions and take turns; and by building memory skills with practice following multi-step directions. Feel free to use hints to help the child feel successful.

**Speech/Language Extension:** Let your child give directions to you. This will support their sentence building skills and create joint attention opportunities.

### **Activity: Number Hunt!**

**1 2 3 4 5 6 7 8 9 10**

**Materials:** Paper, tape, markers, or crayons. A flashlight too, if you have one.

**Directions:** Write each written numerals 1-5 (three-year-olds) or 1-10 (4- and 5- years old) each on a separate piece of paper. This can be done together with your child if they are able. Model for your child how to form the numbers as well (Go to Learning without tears and watch a video with your child to learn how to form letters <https://www.lwtears.com/programs/distance-learning>).

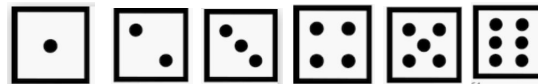
**Families:** Make sure you go slow for your child to watch you form the letter. Say the numbers together before you hang them up around the house for your child to find them! When they find a number, have them say the number or use their fingers to identify the number, you model for the child the number on your fingers.

**Extension:** Use a flashlight and shine it on the number once it is found!

**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by reinforcing number recognition and joint attention.

**Speech/Language Extension:** Model sentence building by saying a sentence using the number you are writing. For example, "I have three red apples." You can also let your child use the flashlight to pick a number you have posted, perhaps the "2," and ask them to name "2" of something they see. For example: "Two dogs." This supports vocabulary and grammar development.

### Activity: Let's Count!



**Materials:** An assortment of your favorite toys! For example, 5-10 Stuffed animals, 5-10 cars, 5-10 legos, 5-10 pokemon cards, just to name a few! Use the same number cards that you used for the Number Hunt of number 1-5 (three year olds) 1-10 (4-5 year olds.)

**Directions:** Numbers 1-10 written on separate pieces of paper. Match the quantity on each card with dots displayed. Count with your family member how many you have! **Families:** Model the quantity with your favorite toy, have your child copy your quantity. Talk about how they are the same. Touch and count each item, pick them up as you count one to one correspondence.

**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by connecting numbers to their names and offering practice conversing about the items.

**Speech/Language Extension:** Model and have your child count items that begin with the letter sounds on which they are working. This supports their articulation skills and vocabulary development.

### Activity: Matching Socks



**Materials:** Have a variety of socks of different colors, sizes, textures, and designs!

**Directions:** Together with your child grab a total of 5 different pairs of socks from each family member. Mix them up in a pile on the floor. Then match the ones that are the same. Talk about how they are different. For example, this one is blue and this one is pink! Oh look! this one is for a BIG foot and this one is small. You could also match socks according to the texture! Socks that are soft or rough like wool socks. If you want a challenge, you can set the timer to see how long it takes you to match or how fast you are at matching the pairs together. Take a picture and send it to Mrs. Macht, Mrs. Stelmach, or Mrs. Laflamme of your Matches!

[rmacht@killinglyschools.org](mailto:rmacht@killinglyschools.org) (Mrs. Macht); [sstelmach@killinglyschools.org](mailto:sstelmach@killinglyschools.org) (Mrs. Stelmach); [jlaflamme@killinglyschools.org](mailto:jlaflamme@killinglyschools.org) (Mrs. LaFlamme).

**Families: Demonstrate the skill of matching! Model matching first and take turns with your child to see who can get a match.**

**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by reinforcing comparison and descriptive word vocabularies.

**Speech/Language Extension:** Ask your child to create a caption for a picture they are sending to one of their teachers. This develops their sentence building and story-telling abilities.

# Language Arts

## Activity: Drawing and Telling a Story

### Materials:

Pen or pencil

Paper

Markers, Crayons

### Directions:

Have your child draw a family picture. When they are finished, encourage them to describe what is happening in their artwork. If they tell you something that's not in their picture, encourage them to add it in.

**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by teaching storytelling, describing, and labeling skills.

**Speech/Language Extension:** When your child tells what is happening in their artwork, write their words on the picture as a caption. This will teach print awareness – that the words they speak correspond to the letters you write.

## Activity: Rainbow Writing



### Materials:

Pen or pencil  
Paper  
Markers, Chalk, Crayons

**Directions:** Directions: Using a pen or a pencil, write your child's name in large letters, leaving space between each letter. Set the timer and tell your child that when the timer goes off they can go back to what they were doing, but they should work with you until the timer goes off. Have your child select 5 crayons or markers. Using one color at a time, have your child trace each letter slowly, (use hand-over-hand if they need assistance holding the crayon or marker) and ask them to identify each letter as they write it (help them identify the letter if needed). Repeat with the remaining 4 colors, or until the timer goes off. If they finish before the time goes off, ask them to select more colors. If your child is interested in continuing, let them select more colors.

**Modification:** If your child is not yet able to write the letters in their names, start with having them trace various lines (horizontal, vertical, slanted lines, plus sign) or basic shapes (circle, square, triangle).  
Have them practice writing on a vertical surface by taping the paper to a wall or the refrigerator.

**Speech/Language Supports:** This game supports your child's IEP speech/language goals and objectives through labeling colors, making letter name and letter sound connections and improving speech production.

**Speech/Language Extension:** After your child traces and names a letter, model and ask them to make the letter sound. Then ask them to name something that begins with that sound.

### **Activity: Answer Questions About a Story**

**Materials:** Books from home or online books  
"Reading Questions" (Found on "Weekly Resources" Page)

**Directions:** Read or listen to a story with your child. Ask your child 2-3 questions during your reading time (see "Reading Questions" for a list of possible questions you could ask), either before you read (asking questions about what they see or think might happen based on the cover illustration), while you read (ask a question about what happened or what they



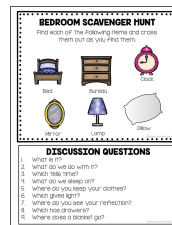
think will happen), or after reading (what was their favorite part). Remember not to speed read through the story, that way your child can hear the details and take some time to look at the pictures.

**Modifications:** If sitting for an entire story is too long for your child, shorten the story by looking at the pages and asking them to point to different items or characters on the page. You can also ask them to make predictions as to what might happen simply by what they see.

**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by having them ask and answer "wh" (who, what, where, when, why) questions.

**Speech/Language Extension:** When you ask your child a question, encourage them to include details that will lengthen their responses and build conversation skills. For example, Parent: Where is the boy? Child: Park Parent: Yes, the boy is playing at the park.

### Activity: Bedroom Scavenger Hunt



**Materials:** Bedroom Scavenger Hunt (Found on "Weekly Resources" Page)

**Directions:** By viewing the Bedroom Scavenger Hunt (either view on your phone, tablet, or printing it out) search the bedrooms in your house for the items on the list. As you are completing the Scavenger Hunt, ask them the questions that relate to each of the items.

**Speech/Language Supports:** This activity supports your child's IEP speech/language goals and objectives by asking them to answer questions that relate to the items they found.

**Speech/Language Extension:** After you model asking a question, extend their answer by providing more details. Have your child ask or answer a question that relates to an item they found. This supports their use of descriptive words and extends the length of their sentences.