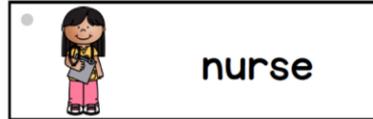


Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication						
<p>Monday</p>	<p>*Please continue to provide opportunities to practice the life skills previously posted in the Week at Glance. Plus try the following activities below:</p> <p>Monday through to Friday</p> <p>Community Helpers (SEA iPad App to consider - Ready, Set Dial - practice dialing 911)</p> <p>This week, students will be introduced to community helpers. These individuals are people who work in your neighbourhood and keep the community functioning well. It's important to know them and be able to identify what makes them stand out (uniforms, vehicles they drive) so that if you are ever lost or in trouble, you know who you can turn to for help.</p> <p>1) Brainstorm all of the people in your neighbourhood who help with community jobs. (example FireFighter, Mail Carrier)</p> <p>2) Create a list of community helpers and write a brief explanation of what each community helper does.</p> <p>3) Write a letter to say thank you to a community helper in your neighbourhood.</p> <p>Extension: Consider going for a walk around your neighbourhood and look for these helpers, places they might work, or things they might use in the community (ex. Vet / animal hospital).</p> <p>Create a scavenger hunt for a sibling or a friend, asking them to</p>	<div data-bbox="957 264 1137 445" data-label="Image"> </div> <p>Literacy & Technology Heads Up App: Download the free app called "Heads Up" on your device. This is a family game where you set a timer for two minutes and have one player hold their card (displayed on device) to their forehead without looking at it. The other players will yell out clues for the first player. The first player will continue to guess who is on their card until correct or until they decide to pass. Repeat until the two minutes is complete.</p> <div data-bbox="665 834 801 975" data-label="Image"> </div> <p>Reading With Your Ears: Sound Blending This week we will practice an important skill for reading - sound blending. This is the ability to hear the sounds of a word and then SQUISH the sounds together to figure out the word. Kids love listening for sounds to figure out the mystery word. Watch the video to see this learning in action. https://youtu.be/COcWsHfOYM4</p> <div data-bbox="665 1282 944 1443" data-label="Image"> </div> <p>Talk It Up: Vocabulary Use lots of action words as you make lunch or snacks! (E.g. slice, chop, rinse, stack, spread, prepare, wrap, squeeze, pack, refrigerate etc.)</p>	<p>(Optional) Weekly Challenge: Create your dream backyard. Using flyers/pinterest, create a list of items you would like to add to your dream backyard. (eg. trampoline, trees, backyard ice rink, climber, etc.). Estimate the total cost of all your items. Calculate the total cost of all of your items.</p> <p>Home Depot Flyer</p> <p>Outdoor Games & Toys For Kids</p> <p>Walmart flyer</p> <p>https://www.toysrus.ca/en/toysrus/Category/Outdoor</p> <p>Warm-Up (using coins): Play a game of heads or tails. Ask your child(ren) to predict if the coin will land on heads or tails the most. Flip the coin and keep a tally of which side it lands on each time. Do this 20 times. See example below.</p> <div data-bbox="1184 1211 1516 1427" data-label="Table"> <p>Flip a coin and tally how many times it lands on heads and tails.</p> <table border="1"> <thead> <tr> <th>Heads</th> <th>Tails</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> <tr> <td>total 9</td> <td>total 7</td> </tr> </tbody> </table> </div> <p>Numeracy Challenge: With your child(ren), create a collection of 100 items (lego, stones, books, coins, buttons, etc.). Ask your child(ren) to sort their collection in a variety of ways (example: by colour, shape, size)</p> <p>Extension: How many groups of 10 can you make with your collection? How many groups of 5? 2?</p>	Heads	Tails			total 9	total 7	<p>Finger paint (use corn starch, food colouring and water for homemade finger paints). If using fingers is not a good idea, have your child paint a picture using Q-tips.</p> <p>Take a piece of paper and using one hand, make it into a ball, then spread the paper back out flat.</p>	<p>Pillow Flipper All you need here is a pillow to lay on the floor. Set a timer for one minute. Complete five jumping jacks, flip the pillow, jump on and off the pillow to score a point. How many points can you score?</p> <p>Next time through try to beat your score.</p> <p>Extension: Each minute change the movement from jumping jacks to squats, burpees, mountain climbers, etc.</p> <p>https://www.youtube.com/watch?v=TOdkm4ICRJU</p>	<p>Theme: Safety Skill: Making a Choice Allow your child to choose which safety skill they would like to learn first (example: home address or parent's telephone number).</p> <p>Offer a choice in materials used to learn and practice the new skill (for example: if teaching a phone number, they could choose to write it out on a whiteboard or on paper, or by moving magnetic numbers around on a cookie sheet.)</p> <div data-bbox="2219 733 2281 794" data-label="Image"> </div> <p>Providing your child with opportunities to make choices within the activity can help motivate and engage them even if the activity itself is not preferred.</p> <p>You can also offer a choice of a more preferred activity following the practice, such as "First we will practice our address, then you can choose what we do next."</p> <p>Theme: Safety Skill: Joint Attention While walking around your property, draw your child's attention to unique features of your house or apartment (for example, "Look at the big rock in our garden with our house number!" or "Our balcony is really high, lets count how many floors up... you can see our umbrella from down here!") Have your child point out different features of the outside space around your house.</p> <p>Extension activity: Work together to draw a picture of the outside of your living space from memory. Talk about the different features your child chooses to incorporate in their picture.</p> <div data-bbox="2219 1802 2281 1862" data-label="Image"> </div> <p>Try taking a photo with a phone or</p>	<p>Each week we are focusing on a different vocabulary word to help build your child's communication skills. This week's word is "TURN".</p> <div data-bbox="2728 439 2853 560" data-label="Image"> </div> <p>Activity Ideas: Here are some ideas to use the word "TURN" this week:</p> <p>Routines: Think about any machine around the house! Can you "turn" on the dishwasher, turn "off" the lights, watch the laundry "turn" in the dryer.? If you have a chore schedule, talk about whose "turn" it is to sweep today! Try using the "sabotage" strategy in daily routines by "turning" clothes inside out, offering a cup upside down or deliberately going the wrong way, so you need to "turn" around. Set up more problem-solving activities like needing to "turn" a key to access a locked room or "turn" a screwdriver to replace dead batteries.</p> <p>Books: You are always "turning" pages in your books! When you are reading, stop at the end of a page and wait for your child to ask you to "turn" to the next page. You can also sabotage with books – hand one to your child upside down, or start reading from the back of the book, then model "turn" to fix the problem!</p> <p>Snacks/Meals: When cooking or snacking, you will need to open different containers. Talk about "turning" the lids when you open them. You can "turn" on different appliances in the kitchen or "turn" the spoon or spatula as you stir or flip things. Take "turns" mixing, stirring or</p>
Heads	Tails												
total 9	total 7												

be on the lookout for places of purpose in their community.

Take a look at the link below and see how many community helpers your learner recognizes.

<https://www.prekinders.com/community-helper-word-cards/>



Community Helper Word Cards ©PreKinders.com ©Clipart by Whimsy Clips

tablet so you can zoom in and/or touch the objects and details you're showing your child.

Theme: Safety Skill: Turn Taking

Using pictures or toys, such as Little People figures, take turns labeling different community helpers and identifying their role (example: Who do you call when there is a fire? A firefighter!)

Extension activity:

Role playing safety conversations is a great way to practice necessary skills! Take turns playing the role of the community helper (ie. police officer) and practice what information your child would need to share with the police.



By taking turns role playing, your child will get both a chance to see/hear you model what they

putting items in the bowl/pan while cooking together.

Outside: You can make "turns" on your bike, scooter, wagon etc. or have your child direct you when to "turn" and change directions if you are pulling or pushing them. Even when walking you can point out "turns" that you make on your walk, or cars that are "turning". If you go for a drive you will "turn" on the car, "turn" the key, and "turn" at intersections to go places!

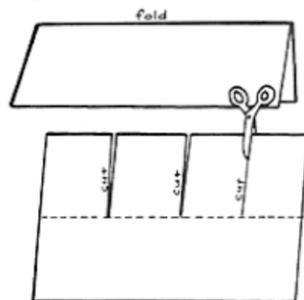
Games and Play: Use "turn" during games and activities - model my "turn" when you take a turn and your "turn" when giving the turn to your child. If you have toys that turn (like wind-up toys or spinning tops) model as the toys "turn" or you "turn" their parts. Model using phrases like "turn it on" or "turn that up" when playing with toys, listening to

Tuesday

All About Spring Flip Flap Book:

You will need paper, scissors and writing/drawing supplies.

First, fold a piece of paper horizontally. Then divide the front page into 3 square sections. Straight cut each section, on the front page, so that it can flip open. See image below.



On the front squares, your child can draw images of Spring. You can also create images for your child to colour. For example rain, puddles, flowers blooming, squirrels, nests, etc. In the inside of the booklet your child then explains what they see. The flip flap book can be adjusted to many levels of learning. Your child can...

- Colour the images and share their ideas, that you record
- Record beginning sounds of the images
- Stretch the words to the best of their ability
- Record a few words
- Use a sentence that you start like "I can see a _____."
- Write a full sentence or many ideas

Your child will now have a little booklet that they have created. It can be read & shared.

Outdoor Scavenger Hunt

Gather a small list of simple items for your child to photograph and/or collect such as a flower, a stick, a stone. You can play this right in your yard, local park or trail. The same items can even be used as a craft

Warm-Up (using coins):

Have your child(ren) identify and describe various coins (i.e. nickel, dime, quarter, \$1 coin, \$2 coin), using actual coins, digital coins, or drawings. Have your child(ren) state their value.

Extension: Have your child(ren) identify \$5, \$10, \$20, \$50, \$100 bills and their value.

Measurement Challenge: Have your child(ren) pick a coin, and using several of the same coins, measure various items around your home and record the lengths.



Extension: Use one coin to estimate the total length of each item before you measure it.

Science experiment time! Line a pan with baking soda. Using pincer grasp (index finger and thumb) grasp an eye dropper and drip drops of vinegar onto baking soda, you could add some food colouring the vinegar. If you don't have an eye dropper try a turkey baster or a small spoon.

Making fidget toys yourself offers countless fine motor benefits and the finished product offers benefits for kids who need to fidget to focus! Follow this link for ideas on how to make your own fidget toy. [DIY Fidget Toys](#)

Keep the Balloon Up

Supplement materials: If you do not have access to balloons, use tissue, ribbons, pillow cases, feathers, etc.

Description of Activity: Make sure you have enough space in your home or outside. Prior to beginning the game, secure your lamps, pictures on the wall and anything which could break or fall. Simply blow up some balloons and tell your child/ren to keep the balloons from touching the floor. Have your child/ren pick music they would like to listen to during the activity.

Variations – This can be a game where the family can get "out". Round up a few judges, and if a family member hits the balloon and it lands on the floor, they can then be considered "out". Last family member standing wins!



should say as well as a chance to practice the skill for themselves.

Theme: Safety Skill: Communication

Practice responses to social questions that your child may be asked in the event of an emergency and separated from you.

Some examples include:

- Name (first and last)
- Address
- Phone number
- Age and/or birthdate
- Parents' name
- School name

If your child uses a communication system, such as PECS or an augmentative communication device, you may want to create a section to practice answering social questions. Or, consider creating a page with all emergency information and teach your child to open that page when asked social questions.

Tip!

Be sure to practice asking the question in a variety of ways to ensure your child can answer the question if someone phrased it differently in a real life situation. For example:

- "Tell me your address."
- "Where do you live?"
- "Do you know your address?"
- "Can you show me which is your house?"

Theme: Safety Skill: Leaving an activity

Children often find it difficult to transition between activities, places and objects of attention. Being asked to stop one thing and start another is a very common trigger for challenging or risky behaviour.

Set up opportunities to practice leaving an activity in a safe environment before eventually practicing in the community.

To help your child shift their attention to something else, consider using words like "Pause", "Change" or "Something different".

music or watching videos. Allow your child to object to songs or shows that they don't like by saying "turn that off" or asking to "turn down" the volume.

Partner Strategy: Try this strategy to support your child's communication:

Show, Don't Tell

The more you focus on "how" your child is communicating instead of "why" they are communicating, the less motivated they will be to engage with you. It is not beneficial to have your child "tell" you something, "find" or "say" a word, "give" a picture, "press" the button, or "use" their talker. Similarly, "testing" your child by asking questions when you already know the answer does not expand their functional communication.

Instead, focus on the connection you have with your child, or the fun in a family situation. Tell jokes, share about your day, increase turn taking and extend your interaction. Try to focus on making comments, describing things, and having your child ask questions. Remember to **model** - show your child how to use the communication system during everyday activities, interact in ways that are fun and meaningful and provide opportunities for your child to communicate. They will be more interested in meaningful exchanges with you than in responding to specific directions to "speak".

For more information and examples explore the following:

Explanation of Strategy:
<https://youtu.be/e0pUzJdWcBU>

<https://bit.ly/2XQMXEU>

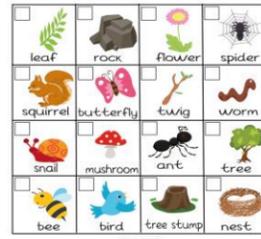
<https://bit.ly/2Xszm82>

Video Examples using the word "turn":

Books:

The Monster at the End of This

NATURE
SCAVENGER HUNT



afterward.

Reading With Your Ears: Sound Blending



Stretching Story. The Doghouse, Jan Thomas

Before listening to this funny story, pause the video on the front cover of the book to figure out some of the words you will hear in the story with sound blending. "We are going to listen to this story together, first I will stretch out the sounds of some of the words from the story and you will squish the sounds together to say the word." k-i-ck (kick), b-a-ll (ball), b-i-g (big), c-ow (cow), m-ou-se (mouse), p-i-g (pig), c-a-ke (cake), d-u-ck (duck). Give your child a thumbs up when you hear one of the words in the story to model active listening.

<https://www.youtube.com/watch?v=AXNy-Bsvlzo>

Begin with practicing the easiest transitions, and as your child shows success move toward more difficult transitions over time.

This could look like:

1. Interrupting a non-preferred or neutral activity
2. Transitioning from a somewhat preferred activity to a neutral activity
3. Moving from a neutral activity to non-preferred activity
4. Transitioning from a highly-preferred activity to a neutral activity.

If this is very challenging for your child, the other activity can be very brief. Allowing them to quickly return to the original activity reinforces their efforts. Remember to provide positive social praise for handling the change.



Outside of practice situations, try to avoid moving directly from your child's most preferred to their least preferred activities. Nobody likes leaving something they love for something they dread. Can you switch the order ("First: pick up prescription; Then: Tim Horton's Drive-Thru") or transition to a neutral activity in between when you can't control the order?

Don't forget, honouring an appropriate request to leave a space or activity early is okay! Whenever possible it is best to end on a positive note and teach your child they can leave without having to resort to behaviours that may risk

Book: <https://youtu.be/wr-63JplwW0>
Another Monster at the End of This Book: <https://youtu.be/0YiNT0hAEemo>
My Turn! <https://www.youtube.com/watch?v=eDhxxiWkFU0>

Songs:
You Can Take a Turn and Then I'll Get It Back: <https://youtu.be/LkfgHp3hATI>
Barney Take Turns: https://www.youtube.com/watch?v=E_LeVeRVnV8
Speech and Language Songs: It's My Turn: <https://youtu.be/JTUx4BqGd7g>

Ideas:
WingsWorks "Turn": <https://youtu.be/cPeWQDKQsGw>
ilovetobeanslp "Turn": <https://youtu.be/QfoO0b6fyKg>
That Speech Lady: <https://youtu.be/OpvRfO1XRqg>
Two Headed Monster Takes Turns: <https://www.youtube.com/watch?v=-leZvqQauWY>

For more specific information for your child, contact your child's Speech Language Pathologist (ask your teacher if you need help).

You can also visit our website: bit.ly/TVDSB_SLP
(ideas are under the heading "Complex Communication")

Or follow us on Instagram: [@tvdsb.slp](https://www.instagram.com/tvdsb.slp)

Most of all, just spending time

Wednesday

Read Aloud: Click on the link to listen to a read aloud of the picture book. [The Dot by Peter H. Reynolds](#)



Click on the link below to listen to a fun song with actions that go along with the book.

[The Dot Song Motions Guide - Emily Arrow & Peter H. Reynolds](#)

Extension Activities:

Click on the link to watch how the author Peter Reynolds brings dots to life with his drawing how to video.

[Ready Set Draw-ish! Peter H. Reynolds' THE DOT](#)

Experiment and have fun using your imagination by creating your own pictures that start with just a dot.



Reading With Your Ears: Sound Blending

I Spy Sound Blending Walk. While going for a walk, have your child squish sounds together to figure out what you are looking at. "I spy with my little eye a r-o-ck, what do I see?" (rock). Try these words: h-a-t (hat), sh-oe (shoe), l-ea-f (leaf), d-o-g (dog), f-e-n-ce (fence), t-r-ee (tree), s-u-n (sun), c-l-ou-d (cloud), c-a-t (cat).

Talk It Up! 'Appy Wednesday

Question Sleuth Lite (free)

Compatible with: iPad
An interactive guessing game that provides practice asking and answering questions. The Lite version of the game includes the categories: beach, animals, and cooking. There is an option to create your own category by taking photos.



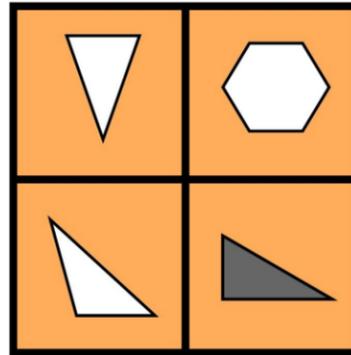
Warm-Up (using coins):

Give your child(ren) 5-10 nickels, and ask your child(ren) to skip count by 5's to determine the total value of the coins provided. Repeat with dimes (skip count by 10's).

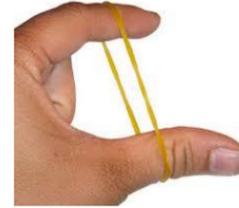
Extension: Use quarters and ask your child(ren) to skip count by 25's.

Which One Doesn't Belong?

Have a conversation with your child(ren) about the image below and ask which one doesn't belong? Ask your child(ren) to explain their reasoning about which shape they chose. (Eg. The hexagon doesn't belong because it's the only shape with more than 3 sides.)



Use a spray bottle to spray plants or items outside.



Use scissors to cut out pictures in grocery store flyers, magazines or newspapers.



Lesson: Rolling, Counting, and Moving

View this video from the OPHEA website for a lesson on rolling, counting, and moving.

<https://youtu.be/m6NGr90pZLQ>



their and others' safety.

interacting and talking with your child will help to build their communication skills!

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Thursday

Making Words:

- write letters on separate pieces of paper or post-its
- have your child move the letter cards around to make words
- record each word in a table according to the number of letters in each word
- here are a couple to get you started

Making Words

I L N P S T

I	SIT	SIP	PINS
IN	PIT	LIP	PITS
IS	PIN	TIP	
IT	TIN		

Making Words

U B R N S

us bus run runs
 burns
 sub sun buns
 rub bun rubs



Reading With Your Ears: Sound Blending

Stretching Story. The Very Hungry Bear by Nick Bland

Before listening to this rhyming story, pause the video on the front cover of the book to figure out some of the words you will hear in the story with sound blending. "We are going to listen to this story together, first I will stretch out the sounds of some of the words from the story and you will squish the sounds together to say the word." r-o-ck (rock), f-oo-d (food), d-i-sh (dish), w-a-ve (wave), h-o-t (hot), f-i-sh (fish), i-ce (ice), s-n-ee-ze (sneeze), s-m-i-le (smile). Ask your child to give a thumbs up when they hear one of the words in the story to practice active listening.

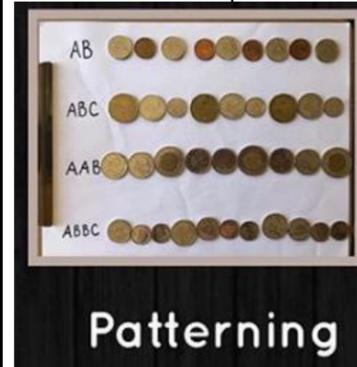
<https://www.youtube.com/watch?v=1sSXgQ6g9aE>

Warm-Up (using coins):

Using nickels, dimes and quarters, ask your child(ren) to show you how many different ways they can make 25 cents.

Extension: Ask your child(ren) to show you how to make 75 cents, \$1, \$1.50, etc.

Patterning Challenge: Ask your child(ren) to create a pattern using 2 or more types of coins. See examples below



Patterning

Using a basic kids' bean bag, position the fingers under the beanbag. Keeping the bean bag level, slowly rotate the bean bag 360 degrees, using the fingers and thumb to manipulate it.



Art for Kids Hub is a nice way to finish off the week. [Art for Kids Hub](http://www.artforkidshub.com)

This or That Fitness

Play this fun video and choose between two options to discover a fitness move to complete.

<https://www.youtube.com/watch?v=QcPDquffzMM>

<p>Friday</p>		<p>BAM GAME This game can be played by 2-4 players. You will need:</p> <ul style="list-style-type: none"> ● Craft sticks – two per focus word, plus five additional sticks ● Marker pen ● Tin can or similar <p>Use the marker to write a focus word (sight words, rhyming words, etc.) on one end of each craft stick. Repeat until you have two sticks for each word. Write BAM! on the remaining five craft sticks. Place all sticks into the can so that the end with the word on it is hidden inside the can.</p> <p>Players take turns drawing a stick from the can. Players can either read the word on the stick, or quickly look at the word, cover it up, and then spell it without looking. If the player answers correctly, they keep the stick. If the player answers incorrectly, the stick is returned to the can.</p> <p>If the player draws a BAM! stick, they must return all their sticks to the can.</p> <p>Play continues until the time is called or a timer is set. The winner is the person with the most sticks in their possession when time is up</p> <p>Reading With Your Ears: Sound Blending</p>  <p>Squishing Categories. Categories is one of my favourite games for language and literacy development. Today we will practice our sound blending and vocabulary skills at the same time. “I will say a colour word slowly and you squish the sounds together to say the word smooth and fast. What colour is this? r-e-d”(red). Colours; p-i-n-k, b-l-a-ck, g-r-ee-n, b-l-ue, wh-i-te Kitchen; c-u-p, kn-i-fe, p-l-a-te, ch-ai-r, p-o-t, s-p-oo-n Numbers; t-wo, n-i-ne, f-i-ve, eigh-t, t-e-n, th-r-ee Farm Animals; p-i-g, d-u-ck, sh-ee-p, c-ow, l-a-mb Find even more sound blending activities on the SLP website Blending Sounds.</p> <p>Talk It Up! Vocabulary: Our Neighbour’s Dog</p>	<p>Fun Friday (Coding): Explore one of these coding websites with your child(ren):</p> <p>Hour of code: https://hourofcode.com/ca Erase all kittens: https://eraseallkittens.com/ Tynker: https://www.tynker.com/ Scratch Studio: coding kids - Scratch Studio</p>	<p>End the week off by doing some chalk activities, use clear scotch tape to block off parts of a paper and colour over in sidewalk chalk or other colouring item.</p>  <p>Bounce and catch a ball, try using both hands, one hand and then the other.</p>	<p>Jailhouse Rock Dance</p> <p>The whole family will enjoy following along to this fun dance video.</p> <p>https://www.youtube.com/watch?v=JbxDwaGwi2Q</p>		
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Each person takes a turn adding a new word to describe 'the neighbour's dog' using a describing word/adjective. Keep going until someone has a hard time thinking of a new word to add or remembering the list of words. If your child gets stuck coming up with a describing word, use one of these prompts to give them an idea (e.g. What does it do?, What size, shape, or color is it?, What parts does it have?, Where do you find it?).

My neighbour's dog is soft.
My neighbour's dog is soft and has a long tail.
My neighbour's dog is soft, has a long tail, and barks.