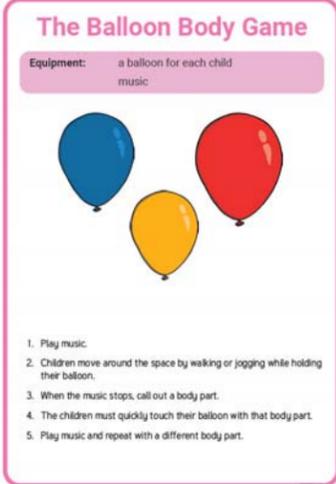
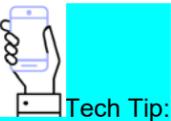
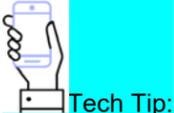
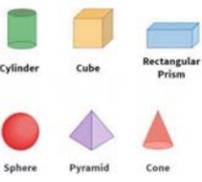


Special Education: Week at a Glance -Week #2
 Learn At Home Week at a Glance Jan. 24-28th

	Life Skills	Literacy Skills	Numeracy Skills	Fine Motor/Art	Daily Physical Activity	Social Skills	Communication
Monday	<p>Monday through to Friday:</p> <p>*Continue to start the day with a morning routine. Each step is part of the learning process:</p> <p>Have your child:</p> <ul style="list-style-type: none"> • make the bed • brush teeth • wash up • get dressed • prepare breakfast (together) • do dishes (together) • get ready to learn! <p>*Continue working on Laundry skills.</p> <p>The focus for this week:</p> <p>Helping in the Kitchen (utensils)</p> <p>1) Identify what the names are for each utensil (point to each in a drawer or on the table, talk about what it is being used for during a meal, etc.).</p> <p>2) Sort utensils (place a fork, spoon and butter knife out or in a tray, have your child put the correct utensil in the correct location).</p>  <p>3) Set the table (have a picture as an example, or set one place and ask your child to finish the other places).</p> 	<p>Family Message: Create a family message board and write a short message to your family.</p> <p>This can be an activity in which different family members take a turn writing. It can be something that you read to or with your child daily. You can even include jokes, the weather, quotes & questions. Have fun!</p>	<p>Warm-Up (using playing cards): Find a deck of cards. Ask your child(ren) to find all the cards of one suit (example: all of the hearts).</p> <p>Extension: Have your child(ren) sort entire deck of cards by individual suit (example: all of hearts, clubs, diamonds, and spades)</p> <p>Find a printable deck of cards here. Find an online deck of cards here.</p> <p>Finding Numbers Challenge: Develop your child's awareness of the symbols used to represent numbers by making it a game. Look for number symbols in your home and neighbourhood. (on the television remote, on the microwave, on the telephone keypad, in flyers and media, on signs and on team sweaters, house numbers, numbers on billboards etc).</p> <p>Extension: Ask your child(ren) to tell you what numbers they see OR take pictures of the numbers they find.</p>	<p>Stack cans or boxes to make a tower. Stand back and throw a small pillow to knock it down.</p> <p>Make a paper airplane, using index finger to push down folds. Visit https://www.origami-resource-center.com/kirigami-for-kids.html for oragami and kirigami (paper folding and cutting) ideas.</p>	<p>Balloon Game -This game requires at least two people. -Determined a place within your home to complete this game -Make sure there is enough space to move around freely -You will need different coloured balloons and music.</p>   <p>Tech Tip: Create folders. You can create a new folder by clicking on an app, holding your finger down and then dragging it over another app.</p>	<p>Theme: Going for a Walk</p> <p>Skill: Making a Choice</p> <p>Offer options that allow your child to control some aspects of the walk. For example:</p> <ul style="list-style-type: none"> -Do you want to wear your blue coat or your yellow coat? -Do you want to wear your blue mittens or red gloves? - Do you want to turn right or left? <p>Tip! Using two concrete options, such as "gloves or mits?" vs. open ended questions, such as "Pick what shoes you want to wear," will help eliminate selection errors (child choosing sandals in cold weather).</p> <p>A gesture may also help them focus on the key information, such as pointing to the boots as you label them, or waving your hand to the right or left when asking.</p> <p>Theme: Going for a Walk</p> <p>Skill: Joint Attention</p> <p>Point to something you see on your walk, such as a drawing in a window. Have your child look at the same thing that you have brought to their attention. When they do, praise them for looking.</p> <p>If possible, try and expand on this by asking questions or making comments about the thing(s) you see.</p> <p>Similarly, if your child shows interest in something they see during the walk, respond</p>	<p>Monday through to Friday: Each week we are focusing on a different core vocabulary word to help build your child's communication skills. This week's vocabulary word is "GO"</p>  <p>Activity Ideas: Here are some ideas to use the word "go" this week:</p> <p>Routines: Talk with your child throughout your day. For example: They may have to "go" to different rooms or "go" to complete a task. "Go to the kitchen", "Go grab your jacket".</p> <p>Books: When reading with your child, pause and wait for your child to ask you to "go" to keep reading! Try to pick some books that have the word "go" in them.</p> <p>Snacks/Meals: You can model when it is time to "go" get a snack or lunch. If you are cooking with your child, have them tell you to make an appliance "go" (even the toaster!)</p> <p>Outside: If you "go" for a walk with your child you can model "go" before leaving. You can also play stop and "go" games outside (run, dance, walk, riding in a wagon). They can keep telling you to "go" for you to start again! If you are staying inside, you can look out the window and see everything that will "go" by! Birds, people, cars, dogs etc. can "go"!</p> <p>Games/Play: During games, you can use "go" to indicate when it is your child's turn. You can also play "Ready, Set, Go!" in many different activities (e.g. blowing bubbles, car play, throwing a ball back and forth). Other</p>
Tuesday		<p>Sentences from Home: Gather a few household items.</p> <ul style="list-style-type: none"> • Think and talk about how you use the items and 	<p>Warm-up (using playing cards): Using one suit (example: hearts) have your child(ren) organize the numbers from smallest to biggest.</p> <p>Find a printable deck of cards here.</p>	<p>Stickers-peeling them off a sticker sheet is a tough exercise for some of our students. Making a picture with the stickers once</p>	<p>Freeze Dance: Play your favourite music and begin dancing. Pause the music at regular intervals, freeze and then shout out a new move (i.e. skip, hop, jump, twirl) to continue) See</p>		

		<p>describe each item in a sentence.</p> <ul style="list-style-type: none"> You can provide your child with a sentence starter if needed: <p>I use the _____ to _____.</p> <p>The _____ is _____.</p> <ul style="list-style-type: none"> For early writers, describe the item with words and audio record. 	<p>Find an online deck of cards here.</p> <p>Patterning Challenge: Have your child(ren) find and describe patterns in the home or outside. (Example: big, small, big, small OR red, red, blue, red, red, blue).</p>  <p>Extension: Have your child(ren) create a pattern of their own using found items (example: different lego pieces, stone sizes, or snowball sizes)</p>	<p>peeled can add extra fun to the exercise.</p> <p>Make a pasta necklace. It may keep your little one busy while you are doing things in the kitchen.</p>	<p>youtube videos for examples The Dance Freeze Song Freeze Dance Scratch Garden</p> <p>https://www.youtube.com/watch?v=vBTv3tadR3s</p> <p>https://www.youtube.com/watch?v=3fCHLIBEpc8</p>  <p>Tech Tip: You can use the microphone button next to the Google search bar to say your search terms.</p>	<p>to their interest by attending to the same thing and asking or commenting about it.</p> <p>Theme: Going for a Walk</p> <p>Skill: Turn-Taking</p> <p>Change the way you are moving your body during your walk. Take turns selecting different ways to move your bodies (such as giant steps, skipping, fluttering your arms like a butterfly or walking like a robot).</p> <p>Tip!</p> <p>If your child has difficulty switching who is choosing, try using a timer, such as the one on your phone, or counting down the number of sidewalk squares to cue them that it is time to switch.</p> <p>Theme: Going for a Walk</p> <p>Skill: Communication</p> <p>Play "I Spy" by identifying something in the environment and asking your child to point to it or guess it.</p> <p>Tip!</p> <p>Don't be limited to using colours. Think about your child's interests and their vocabulary, and "spy" big vs. small items, animals or insects, house number, or even vehicle types.</p> <p>Theme: Going for a Walk</p> <p>Skill: Leaving an Activity</p> <p>Look for signs that your child is beginning to get tired, and consider adjusting your route or heading home accordingly, before the walk home becomes a challenge.</p> <p>Support your child's ability to recognize and label how they feel. You can comment about what you feel ("My feet are getting tired, are yours?") and/or what you are observing ("You are slowing down," or "Your body looks tired," or "We have been</p>	<p>games: Go Fish, Simon Says, Mr. Wolf, Red Light/Green Light</p> <p>Partner Strategy: Try this strategy to support your child's communication:</p> <p>Focus on Core Vocabulary: One strategy for learning to use augmentative or alternative communication (AAC) is to focus on core vocabulary. This refers to a small set of words that can be used in different activities – teaching your child these words can help them communicate more often and for different reasons (e.g. teaching "go" could mean I want to "go" to see grandma, I need to "go" to the bathroom, Please make the music or TV "go", Can I get out of my wheelchair and "go" to the floor, or even "go" away!). Your child may benefit from using core vocabulary as a single message, on a paper board or by using core vocabulary on their AAC device.</p> <p>Here is an example of a core vocabulary paper board that we are using in TVDSB .</p>  <p>For more information and examples explore the following:</p> <p>Introduction to Core Boards: https://youtu.be/vB_brGVYq7w Thames Valley Children's Centre online module: https://www.tvcc.on.ca/core-words-online</p> <p>Examples: Getting Ready to Walk the Dog (words go, get, put, on) https://youtu.be/JGcUFSOS-VM</p> <p>Reading a Book (Go Dog Go): https://youtu.be/XIDmOhwq44Q</p>
Wednes day		<p>Poster Activity: Think about the activities you have enjoyed doing at home. Create a poster about one of these activities. Include pictures, craft items, words or short phrases.</p>	<p>Warm-Up (using playing cards): Create a pattern using playing cards (example: heart, diamond heart, diamond OR ace, two, queen, ace, two, queen)</p> <p>Find a printable deck of cards here. Find an online deck of cards here.</p> <p>Geometry Challenge: Ask your child(ren) to look for two-dimensional shapes, such as circles, squares, triangles and rectangles, on objects in your home or outside. For example, help your child find various shaped street signs and name the shapes that are on them.</p> <p>Extension: Have your child find 3D shapes in your home or outside. (eg. can of soup as a cylinder etc).</p> 	<p>Use the fingers to "walk" a small ball up and down the legs. Your child could walk the ball up one leg, across the tummy and down the other leg. Most kiddie balls work well. Make it harder: Ask your child to use just the tripod fingers (thumb, index and middle fingers) to walk the ball.</p> <p>Using kitchen tongs pick up objects such as blocks or lego and have the student pick them up and transfer them into a container. This could even turn into a family relay race.</p>	<p>Fitness At Home: Get your heart pumping with the following workout routine. If you have access to technology, you can also click on the link:</p> <ul style="list-style-type: none"> -30 Jumping Jacks -5 Push ups -7 Squats -25 High Knees -2 Minutes jogging on the spot -2x30 seconds plank <p>FITNESS AT HOME</p> <ul style="list-style-type: none"> 30 Jumping Jacks 5 Pushups 25 High Knees 7 Burpees 10 Crunches 7 Squats 5 Pushups 10 Crunches 5 Pushups 7 Squats 30 Jumping Jacks 1 Minute Wall Sit 5 Pushups 25 High Knees <p>Repeat 3-5 times for max results.</p> <p>https://www.youtube.com/watch?v=L_A_HjHZxfI</p>  <p>Tech Tip: Keep track of battery life! Settings > Usage > Battery Percentage. Make sure the</p>	<p>Theme: Going for a Walk</p> <p>Skill: Communication</p> <p>Play "I Spy" by identifying something in the environment and asking your child to point to it or guess it.</p> <p>Tip!</p> <p>Don't be limited to using colours. Think about your child's interests and their vocabulary, and "spy" big vs. small items, animals or insects, house number, or even vehicle types.</p> <p>Theme: Going for a Walk</p> <p>Skill: Leaving an Activity</p> <p>Look for signs that your child is beginning to get tired, and consider adjusting your route or heading home accordingly, before the walk home becomes a challenge.</p> <p>Support your child's ability to recognize and label how they feel. You can comment about what you feel ("My feet are getting tired, are yours?") and/or what you are observing ("You are slowing down," or "Your body looks tired," or "We have been</p>	<p>games: Go Fish, Simon Says, Mr. Wolf, Red Light/Green Light</p> <p>Partner Strategy: Try this strategy to support your child's communication:</p> <p>Focus on Core Vocabulary: One strategy for learning to use augmentative or alternative communication (AAC) is to focus on core vocabulary. This refers to a small set of words that can be used in different activities – teaching your child these words can help them communicate more often and for different reasons (e.g. teaching "go" could mean I want to "go" to see grandma, I need to "go" to the bathroom, Please make the music or TV "go", Can I get out of my wheelchair and "go" to the floor, or even "go" away!). Your child may benefit from using core vocabulary as a single message, on a paper board or by using core vocabulary on their AAC device.</p> <p>Here is an example of a core vocabulary paper board that we are using in TVDSB .</p>  <p>For more information and examples explore the following:</p> <p>Introduction to Core Boards: https://youtu.be/vB_brGVYq7w Thames Valley Children's Centre online module: https://www.tvcc.on.ca/core-words-online</p> <p>Examples: Getting Ready to Walk the Dog (words go, get, put, on) https://youtu.be/JGcUFSOS-VM</p> <p>Reading a Book (Go Dog Go): https://youtu.be/XIDmOhwq44Q</p>

					switch is toggled on.	walking for ___ minutes”). Tip! If your child enjoyed an activity earlier in the week, such as “I Spy”, suggest playing it again on the walk home to keep your child interested and engaged.	Stop and Go video: https://youtu.be/sRYx22_q8oI 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 Most of all, just spending time interacting and talking with your child will help to build their communication skills!
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Thursday		<p>Making Your Name/Making Words: You will need paper, scissors, a ziplock bag or container and a writing tool. Cut out the number of letters in your child's name. You can do first & last name as a challenge. Put each letter on a card. Your child can then put their name in order. You can support the activity by printing your child's name on a card as a guide. Your child can then match letters on top.</p> <p>You can also make letters for</p> <ul style="list-style-type: none"> • Family members names • Practicing your address and phone number • Early sight words <p>Save the materials made and use again & add to it.</p> <p>Free printable letters. Scroll to bottom. Save & print Free printable letter tiles for digraphs, blends, and word endings!</p>	<p>Warm-Up (using playing cards): Play concentration with your child(ren). Find all of the cards from 2 suits (example: hearts and diamonds). Shuffle the cards and place them face down on a table. Take turns flipping 2 cards. If the numbers match, the player keeps the cards. If they do not match, flip them back over and it is the other player's turn.</p> <p>Find a printable deck of cards here. Find an online deck of cards here.</p> <p>Data Management Challenge: Sort and graph the kinds of shoes/boots in your house. How could you sort them (whose shoes - Mom's, Dad's, Grandma, Aunt, etc. - or kind of shoe - boot, running shoe, etc.)</p>	<p>Using toothpicks connect grapes, marshmallows or small playdough balls together to make a structure or shape.</p> <p>If you have any nuts and bolts at home see how many nuts your child can thread onto a bolt.</p>	<p>Minefield</p> <p>- This activity will require a minimum of 2 participants. -Find objects around your home to randomly place within the space you are working in (e.g. outdoor space, garage, basement, TV room etc)) -Consider using objects such as pillows, stuffies, chairs etc. -Follow the directions below for more details</p> <div data-bbox="1609 465 1933 939" data-label="Image"> </div> <div data-bbox="1609 969 1774 1090" data-label="Image"> </div> <p>Tech Tip: Restart without the Home button: Go to Settings → General → Accessibility → Assistive Touch, then turn it on and tap Customize Top Level Menu to add a Restart action.</p>		
Friday		<p>Go Fish & Memory: You will need paper, scissors, a writing tool and a ziplock bag. Cut out 12 cards. On each card you will write items at your child's level. It could be:</p> <ul style="list-style-type: none"> • Letters • Names • Colour Words • Early sight words • More challenging words <p>On each card write one word/letter, then make a copy of that. That way you have 2 of each card. Now you are ready to play Go Fish or Memory.</p>	<p>Fun Friday! Play a game as a family.</p> <p>Link to Board Game Suggestions</p>	<p>Paper Chain "Worms" Cut small strips of paper (check out your recycle bin) and glue the ends of the strips to make links that will create a paper chain. Cut and glue a small circle to the first chain to create the head for the worm.</p> <div data-bbox="1308 1695 1578 1836" data-label="Image"> </div>	<p>The Bean Game</p> <p>- A minimum of two people are required for this activity. -You may consider playing your favourite music as you play the game. - One person will be designated as the leader and will randomly say different types of beans; (e.g. "Runner Bean"). When the leader yells out a different bean name, the rest of the participants will complete the required action. -See The Bean Game activity sheet for more details.</p>		

Helpful Tips - begin with 12 cards and add more as your child masters reading and identifying the words. Colour code each word on both cards to help with identifying.

Here is a resource with sight word lists and other printables:

[Dolch Sight Words List](#)

The Bean Game

The children can walk or jog around the space. When they hear the name of a different type of bean, they perform the appropriate action as listed below.

Runner bean	Run on the spot
French bean	Stop and say, 'Bonjour'
Jumping bean	Jump around the space
String bean	Stretch up to make a long, thin shape
Jelly bean	Wobble like jelly
Baked bean	Curl up into a round shape
Chilli bean	Shiver and shake



Tech Tip:

Double-tap the home button when you are in an app. to see all the other apps that are running.