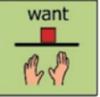
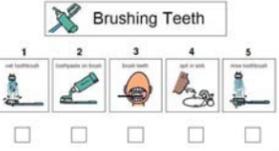
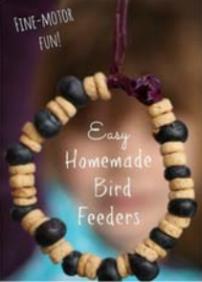


Special Education: Week at a Glance -Week #3
Learn At Home Week at a Glance Jan. 31st - Feb.4th

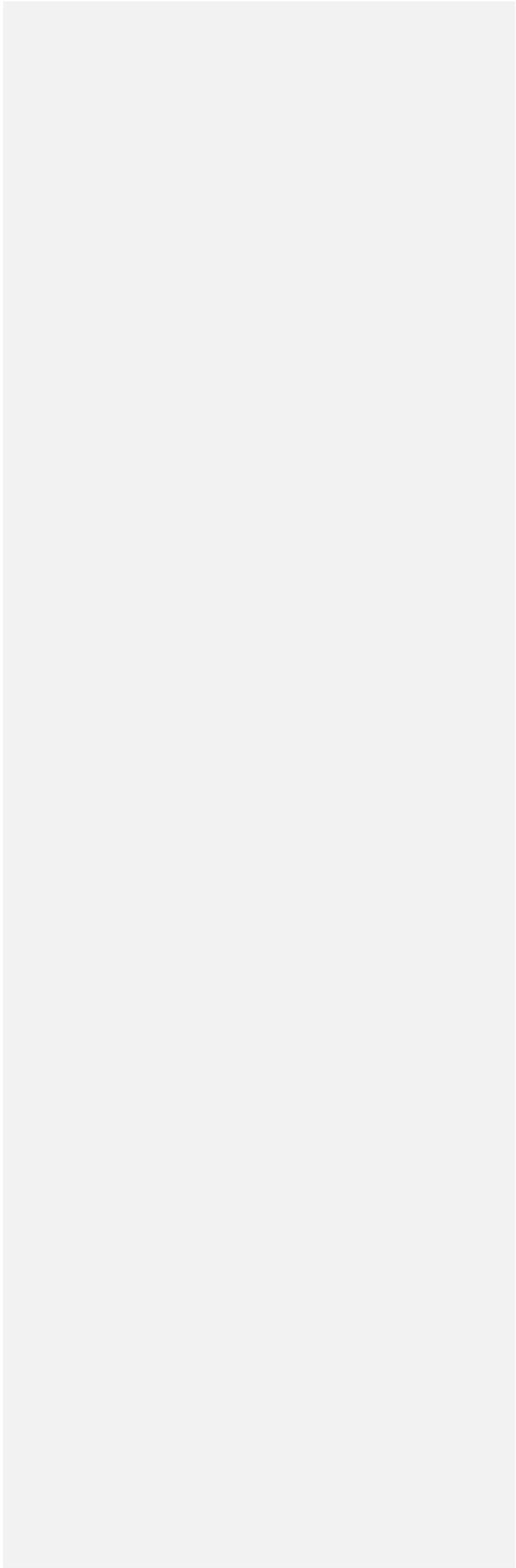
Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication														
Monday	<p>Monday through to Friday: Continue with the morning routine, practice laundry and kitchen skills when presented with the opportunity.</p> <p>Hand Washing and Teeth Brushing</p> <p>*Please remember that the goal is for your child to work on completing these tasks as independently as possible. Please help them and prompt using hand over hand, a visual support or with minimal verbal language when needed. When using a visual, be sure that the visual support is posted where your child can access it (ex. mirror in the washroom).</p> <p>Start by providing a clear precise direction as to what is expected. Perhaps this is showing your child a picture of them engaging in the task, or using a short clear directive such as "time to wash our hands" or "let's brush our teeth".</p> <p>*The following information was taken from the CDC.GOV website.*</p> <p><u>Follow Five Steps to Wash Your Hands the Right Way</u> Washing your hands is easy, and it's one of the most effective ways to prevent the spread of germs. Clean hands can stop germs from spreading from one person to another and throughout an entire community—from your home and workplace to childcare facilities and hospitals.</p> <p><u>Follow these five steps every time.</u></p> <ol style="list-style-type: none"> 1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap. 2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails. 3. Scrub your hands for at least 20 seconds. Need a timer? 	<p>Roll and Retell Choose a story and read with your child. After reading the story, take turns rolling a die. After you roll the dice, have your child answer the question to the corresponding number.</p> <ol style="list-style-type: none"> 1 -What was your favourite part of the story? Why? 2 -What is your favourite illustration and what does it show? 3 -Pick 2 characters. Compare how they are alike or different? 4 -What is the setting of the book? 5 -What happened at the end of the Story? <table border="1"> <thead> <tr> <th>If you roll a...</th> <th>write about...</th> </tr> </thead> <tbody> <tr> <td></td> <td>What was your favorite part of the story and why?</td> </tr> <tr> <td></td> <td>What is your favorite illustration and what does it show?</td> </tr> <tr> <td></td> <td>Pick 2 characters. Compare how they are alike and different.</td> </tr> <tr> <td></td> <td>What is the setting of the book?</td> </tr> <tr> <td></td> <td>What happened at the end of the story?</td> </tr> <tr> <td></td> <td>Did you learn any lessons from the story?</td> </tr> </tbody> </table> <p>Reading With Your Ears: Word Awareness. Word awareness is your child's ability to hear a sentence and separate the individual words that make up that sentence. This is an important skill for reading and writing. For a demonstration and ideas, click on the link below: https://youtu.be/X0dTNYGF7tM</p> <p>Talk It Up! Vocabulary Use words to describe your food today (hot, spicy, delicious, juicy, soggy, sweet, crunchy, yummy, etc.).</p>	If you roll a...	write about...		What was your favorite part of the story and why?		What is your favorite illustration and what does it show?		Pick 2 characters. Compare how they are alike and different.		What is the setting of the book?		What happened at the end of the story?		Did you learn any lessons from the story?	<p>Warm-Up (using coins): Give your child(ren) 10-20 mixed coins and ask your child(ren) to sort them. Find an online coin sorting game here. Extension: Ask your child(ren) to explain their sorting rule.</p> <p>Numbers About Me: Have your child(ren) think about numbers in their lives and complete a numbers about me page. Some examples are: age, number of people in the family, number of pets, number of teeth, house number, number of letters in name, etc.</p>  <p>Printable Version</p> <p>Extension: Do the same for other family members or friends.</p>	<p>Paper Clip Chain--you could make a great necklace.</p> <p>See how many elastic bands your child can put around a can of soup.</p>	<p>Monday Mindfulness:</p> <ol style="list-style-type: none"> 1: Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly release. Do this move 3-4 times. 2: Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release. 3: Continue moving up the body for more relaxation. 4: For further mindful activities, click on the link below and follow along with the video: https://www.youtube.com/watch?v=CvF9AEe-ozc <p>Tech Tip: (iPad) Press the Home and Sleep/Wake buttons simultaneously to take a screenshot which is automatically added to your Photos-library.</p>	<p>Theme for the week: Baking</p> <p>Skill: Making a choice Show your child 2-4 pictures/boxes/labels of different baking options and allow them to select what they want to bake.</p> <p>Have your child choose what time of day they would like to complete the activity ("Do you want to make muffins right now or after dinner as a bedtime snack?").</p> <p>You can also offer choices related to which ingredients you will each contribute ("Do you want to add the chocolate chips or should I?")</p> <p>Tip! Choice can continue to be offered throughout the activity! The more opportunities for choice your child has, the more engaged they may be with the activity.</p> <p>Skill: Joint attention Read the recipe/steps together with your child. Point to the step you are reading/looking at to help ensure you're both attending to the same information.</p> <p>Ask questions about the instructions, ingredients, or what they want the final product to look like. For example, you can share which ingredients you are most excited to add and ask them what they are excited about! Skill: Turn taking Have your child take turns while stirring or adding ingredients in the pan/bowl.</p> <p>You can have your child take</p>	<p>Each week we are focusing on a different vocabulary word to help build your child's communication skills. This week's vocabulary word is "WANT"</p>  <p>Activity Ideas: Here are some ideas to use the word "want" this week:</p> <p>Routines: Talk with your child throughout your day (e.g. getting dressed – "do you <u>want</u> your blue shirt or your red shirt?"; bedtime - "<u>want</u> mom" or "<u>want</u> dad" to help you get to bed) Use the word "want" with your child when asking them questions (e.g., "Do you <u>want</u> more?") and when directing them (e.g., "I <u>want</u> you to clean your room").</p> <p>Books and Literacy: Your child can indicate which book they "<u>want</u>" you to read. You can make predictions about what the characters will "<u>want</u>" to do next (e.g."Do you think he <u>wants</u> to look inside the box?")</p> <p>Snacks and Meals: You can ask your child "What do you <u>want</u> to eat?" and give them a choice of two food items or drinks to pick from. You could also be silly and tell your child "I <u>want</u> to eat all your crackers".</p> <p>Outside: Provide choices for outside activities or games. (e.g. Do you <u>want</u> to go for a walk or do you <u>want</u> to play with sidewalk chalk?). You can also wait for them to make choices within activities (e.g. they may "<u>want</u>" different</p>
If you roll a...	write about...																				
	What was your favorite part of the story and why?																				
	What is your favorite illustration and what does it show?																				
	Pick 2 characters. Compare how they are alike and different.																				
	What is the setting of the book?																				
	What happened at the end of the story?																				
	Did you learn any lessons from the story?																				

Commented [1]: Need to change link access so that all can view, but I don't currently have access.

	<p>Hum the "Happy Birthday" song from beginning to end twice.</p> <ol style="list-style-type: none"> Rinse your hands well under clean, running water. Dry your hands using a clean towel or air dry them.   <p>** The following information (not photos) was taken from the Canadian Dental Association at http://www.cda-adc.ca/en/oral_health/cfyt/dental_care/flossing_brushing.asp</p> <p>Brushing</p> <p>Regular, thorough brushing is a very important step in preventing tooth decay and gum disease. Brushing removes the bacteria that promote tooth decay and the plaque that can cause gum disease.</p> <p>Ideally, you should brush after every meal, because the bacterial attack on teeth begins minutes after eating. At the very least, brush once a day and always before you go to bed. Brushing your teeth isn't complicated, but there is a right and a wrong way.</p> <p>How to brush your teeth</p> <p>Step 1</p> <p>Brush at a 45 degree angle to your teeth. Direct the bristles to where your gums and teeth meet. Use a gentle, circular, massaging motion, up and down. Don't scrub. Gums that recede visibly are often a result of years of brushing too hard.</p>  <p>Step 2</p>					<p>turns with you or a sibling reading the recipe instructions.</p> <p>You can also take turns dishing out your delicious creation when you are done!</p> <p>Tip!</p> <p>It may be helpful when practicing turn taking to purposefully narrate for your child what is happening so they get used to the language, "your turn, my turn."</p> <p>Skill: Communication</p> <p>Have your child point to, or hand you, the next ingredient that is needed. You can also expand upon their ability to follow instructions by having them gather the required ingredients from around the kitchen ("Go to the pantry and grab the sugar!")</p> <p>Try holding back a needed utensil (a spoon to mix with, for example) to have your child request it using a gesture, AAC, or vocal communication.</p> <p>While putting the recipe together, have your child label the ingredients or materials being used along the way using their AAC or vocal communication.</p> <p>Have your child tell you what they think the next step in the recipe might be as you bake together.</p> <p>Skill: Leaving the activity</p> <p>When done baking you can prompt your child to put the dirty items in the sink or dishwasher.</p> <p>Other things your child may be able to do are:</p> <ul style="list-style-type: none"> - set a baking timer - wash the dishes - dry the dishes - wipe the counter down - wash hands - put any recycling away 	<p>colours of chalk).</p> <p>Games and Play: During any turn taking game, you and your child can talk about "wanting" the pieces to the game (e.g. "I <u>want</u> the dice", "Do you <u>want</u> a corner piece for the puzzle?", "I <u>want</u> you to pick up two" for Crazy Eights).</p> <p>You can pretend play "baking" or "restaurant" and create food or take each other's orders! (e.g. "What do you <u>want</u>?"; "Do you <u>want</u> strawberry or vanilla?")</p> <p>Apps are also available to play games with food choices (Bamba Ice Cream Shop, Bamba Burger). You can talk about flavours or toppings that you "want".</p> <p>Partner Strategy: Try this strategy to support your child's communication:</p> <p>Waiting: You can give your child a chance to make some choices during the day and then WAIT for them to show you or tell you what they want. When we want a child to initiate, or take a turn, we need to wait. Keep silent and wait for 5-10 seconds, while being face-to-face with your child on their level (even if they are playing on the floor, get down to their eye level). This gives your child time to initiate or indicate their interests and lets your child take charge of the interaction. Waiting lets your child know "I think you're important, and I'm interested in what you have to say."</p> <p>For more information and examples, explore the following: https://www.youtube.com/watch?v=3mmjQJ9eg5I</p> <p>Book: Hats https://youtu.be/8IKqvFN4U</p> <p>Book: When I Want: https://youtu.be/FNHHQTP</p>
<p>Tuesday</p>		<p>Tic Tac Toe Read.</p> <p>Materials: White board and dry erase marker or paper and pencil with eraser</p> <p>Draw a basic tic tac toe grid on the board with vocabulary words written in each block. The player from each team must draw the picture of a word underneath. If the drawing is correct they can put a cross or circle in the block. If the drawing is wrong, the drawing is erased and the block remains open for another go. The player with three correct drawings in a row wins.</p> <p>Reading With Your Ears: Word Awareness.</p>  <p>Say It - Bang It. Get out a pot and a spoon to practice word awareness in the kitchen. Click the link to see this in action: https://www.youtube.com/watch?v=3mmjQJ9eg5I</p> <p>Talk It Up! Questions</p> <p>Go to the kitchen and find a cooking tool. Answer these questions or ask if you don't know! Where can you find this? How does it work? What can you use this for?</p>	<p>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. Find an online money game here.</p> <p>Extension: Have your child(ren) identify \$5, \$10, \$20, \$50, \$100 bills and their value.</p> <p>Patterning Challenge: Create a pattern using 2 or more types of coins. Explain your pattern rule. (example: nickel, dime, nickel, dime OR dime, quarter, quarter, dime, quarter, quarter). Find online coins here.</p> <p>Extension: Create a pattern using 4 or more types of coins (example: quarter, dime, nickel, loonie, quarter, dime, nickel, loonie). Explain your pattern rule.</p>	<p>Practice doing up a zippers and/or buttoning buttons</p> <p>Q-Tip painting is a fun and challenging fine motor activity. Create a painting. You can download a picture template here: http://www.supercoloring.com/sections/coloring-pages</p>	<p>Dance It Out!!!</p> <p>This may be the easiest way to exercise with children: Pump up the music and dance. Use kids' music or your own, and kids' moves (the hokey pokey) or your own. "Dance vigorously enough that it gives you a cardiovascular workout,"</p> <p>You can even play an aerobic dance workout video and call it a dance party—you follow the instructor's moves, and the kids just do their own jams.</p> <p>https://www.google.com/search?q=hocky+poky+dance+video&rlz=1C1GCEA_enCA866CA866&q=hocky+poky+dance+video&ags=chrome..69i57j0.12880j0j8&sourceid=chrome&ie=UTF-8&safe=active&ssui=on</p> 	<p>Try holding back a needed utensil (a spoon to mix with, for example) to have your child request it using a gesture, AAC, or vocal communication.</p> <p>While putting the recipe together, have your child label the ingredients or materials being used along the way using their AAC or vocal communication.</p> <p>Have your child tell you what they think the next step in the recipe might be as you bake together.</p> <p>Skill: Leaving the activity</p> <p>When done baking you can prompt your child to put the dirty items in the sink or dishwasher.</p> <p>Other things your child may be able to do are:</p> <ul style="list-style-type: none"> - set a baking timer - wash the dishes - dry the dishes - wipe the counter down - wash hands - put any recycling away 	<p>colours of chalk).</p> <p>Games and Play: During any turn taking game, you and your child can talk about "wanting" the pieces to the game (e.g. "I <u>want</u> the dice", "Do you <u>want</u> a corner piece for the puzzle?", "I <u>want</u> you to pick up two" for Crazy Eights).</p> <p>You can pretend play "baking" or "restaurant" and create food or take each other's orders! (e.g. "What do you <u>want</u>?"; "Do you <u>want</u> strawberry or vanilla?")</p> <p>Apps are also available to play games with food choices (Bamba Ice Cream Shop, Bamba Burger). You can talk about flavours or toppings that you "want".</p> <p>Partner Strategy: Try this strategy to support your child's communication:</p> <p>Waiting: You can give your child a chance to make some choices during the day and then WAIT for them to show you or tell you what they want. When we want a child to initiate, or take a turn, we need to wait. Keep silent and wait for 5-10 seconds, while being face-to-face with your child on their level (even if they are playing on the floor, get down to their eye level). This gives your child time to initiate or indicate their interests and lets your child take charge of the interaction. Waiting lets your child know "I think you're important, and I'm interested in what you have to say."</p> <p>For more information and examples, explore the following: https://www.youtube.com/watch?v=3mmjQJ9eg5I</p> <p>Book: Hats https://youtu.be/8IKqvFN4U</p> <p>Book: When I Want: https://youtu.be/FNHHQTP</p>

	<p>Clean every surface of every tooth. The chewing surface, the cheek side, and the tongue side.</p> <p>Step 3</p> <p>Don't rush your brush. A thorough brushing should take at least two to three minutes. Try timing yourself.</p>  <p>Step 4</p> <p>Change your usual brushing pattern. Most people brush their teeth the same way all the time. That means they miss the same spots all the time. Try reversing your usual pattern.</p> 				 <p>Tech Tip:</p> <p>(iPad) Tap the title bar of an app or webpage to return to the top of the page.</p>	<p>Tip!</p> <p>Be sure not to put too many demands on your child so they can end this activity on a positive note. If this has been a challenging activity for them, try giving one small instruction they're likely to follow through with ("Put the spoon in the sink and then we're done!"), and then allow them to engage in a more preferred activity while you clean up and their creation bakes!</p>	<p>J-u4</p> <p>Song: I Want: https://youtu.be/YAtLMyf5Rdo</p> <p>Song: What Do You Want to Do? https://youtu.be/M6n96ymKLY</p> <p>Or use this version with pauses for you to model the core word: https://edpuzzle.com/media/5e9a7125b474263f2ddf141f</p> <p>For more specific information for your child, contact your child's Speech Language Pathologist (ask your teacher if you need help).</p> <p>You can also visit our website: bit.ly/TVDSB_SLP (ideas are under the heading "Complex Communication")</p> <p>Or follow us on Instagram: @tvdsb.slp</p> <p>Most of all, just spending time interacting and talking with your child will help to build their communication skills!</p>
<p>Wednesday</p>	<p>Step 5</p> <p>Use a soft brush with rounded bristles. The right toothbrush cleans better. Choose a size and shape that allow you to reach all the way to your back teeth. There are many different types of brushes, so ask your dentist to suggest the best one for you. CDA recommends you replace your toothbrush every three months.</p>  	<p>Photo Fun</p> <p>Look at some family photos and talk with your child about what is happening in the photo and the memories that come to mind when looking at the photo. Have your child write words or short sentences to describe or tell about the special photo or memory.</p> <p>Reading With Your Ears: Word Awareness.</p>  <p>Jumping Words. Today we practice our word awareness skills outside. Click here for more information and ideas: http://www.twinkl.co.uk/resources/ks1/ks1-reading/ks1-reading-resources/ks1-reading-resources</p> <p>Talk It Up! Concepts</p> <p>I spy colours! Find three things in the house that are blue, green and red!</p>	<p>Warm-Up (using coins):</p> <p>Have your child(ren) order money from least to greatest value (i.e. nickel, dime, quarter, \$1 coin, \$2 coin), using actual coins, digital coins or drawings. Find digital coins here.</p> <p>Extension: Have your child(ren) order money from least to greatest value using \$5, \$10, \$20, \$50, \$100 bills.</p> <p>Geometry Challenge:</p> <p>Work on a puzzle with your child(ren).</p> <p>Online Puzzles</p> <p>Click on the three lines in the top left corner to modify the number of puzzle pieces.</p> 	<p>Making a homemade bird feeder with your kids is a fun way to teach your children the importance of helping out your local birds. Use Cheerios and blueberries and pipe cleaners.</p>  <p>Ask your child to hold some coins using their pinky, ring and middle finger and then work one coin up to the thumb and index finger at a time and one by one push them through the slots of a money bank. Side slots get the fingers working hardest. Tip: Recycle a container to use instead of a money bank!</p>	<p>Rock, Paper, Scissors:</p> <p>Rules to remember: Rock beats scissor, scissor beats paper, paper beats rock. This game can be played with the traditional hand signals or using whole body movements. As with any game or activity resource, it is up to you to assess the needs and abilities of each person in your household. Modify this game as needed to meet the requirements of your space, group size, and age ranges.</p>  <p>Whole Body Movements:</p> <p>Instead of using just your hands; rock, paper, or scissors is made with your whole body. Curl up for a rock. Body in an 'x' shape for scissors. Feet together and hands straight in the air for paper. Students jump 3 times then make their shape.</p>		

					 Tech Tip: (iPad) To split the keyboard just drag it apart (to the left and right) with two fingers; to put it back again just drag it back together.		
--	--	--	--	--	---	--	--



Thursday

Take a Winter Walk : Pick an outdoor spot for your child to explore and ask them to record five things they've seen. Once they've done so, ask them to label each item on a piece of paper. They can take a photo, sketch, write or record a description. You can also play the ABC game – Starting with A, have your child go through the alphabet and name one thing they can see with each letter. You can do this from a yard or even a window.

**Reading With Your Ears:
Word Awareness.**



Laundry Day. Have your child help with the laundry while working on the reading skill of word awareness. Click here for sentence suggestions:
[lxtw23}syxy2fi3GT187yTrRyY](#)

Talk It Up! Story Telling

Tell the story about your Winter Walk. What happened first? What happened next? What did you see? Who did you see?

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). Find digital coins [here](#).

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

Measurement Challenge:

Print January and/or February calendar(s). Have your child(ren) identify any special upcoming days in January/February (holidays, birthdays, etc.). Ask your child(ren) to point to the numbers on the calendar as you count the days in the month.

Printable Calendars:

[January](#)
[February](#)

Extension: Have your child(ren) draw pictures on the calendar to record each day's weather. At the end of a week or month, make a pictograph showing how many sunny days, cloudy days, snowy days, and rainy days were in that month.

"Feed" the Animal
Decorate a plastic bottle to create any animal. Use tweezers to pick up small beads, pasta noodles etc. to place in the neck of the bottle, thereby "feeding" the animal. Consider counting the number of items as they are being placed in the bottle.



Balloon Volleyball: While sitting or standing, throw up a balloon or beach ball into the air and try to keep it up in the air as long as possible. Make a net by tying a piece of yarn from one chair to another and try to hit the balloon from one side to another. Add a challenge such as standing on one leg, doing a jumping jack in between hits, or kicking the balloon.

<https://therapyfunzone.net/blog/balloon-volleyball/>



Tech Tip:

(iPad) Access the Control Centre by swiping up from the very bottom of the screen., for easy access to mute, orientation lock, brightness and more

Friday

List Writing

Have your child write a list for one or more of the following topics:

1. Favourite places
2. Best books
3. Favourite Friends
4. Amazing Animals
5. Best Toys
6. Favourite Foods
7. Top 10 Sports
8. Great Games to Play
9. Favourite Movies
10. Things they want to Do in the Future



**Reading With Your Ears:
Word Awareness.**



Counting Words in Book

Titles. Read just the title of a book to your child and then cover the title. Have your child repeat the title while clapping each word in the title. Then, uncover the title and count the words.

Talk It Up! Social Language

Act out different feelings (happy, sad, surprised, tired, angry, excited, frustrated etc.) Talk about when you feel that way! For example, "I feel happy when..."

Fun Friday!

Play a game as a family.

Money Board Game
suggestions: Monopoly, Pay Day, Life

[Link to Board Game Suggestions](#)

Finish the week off by letting your little one use their imaginations with lego.

If they are not into that, allow them to colour in a colouring book or draw using Art for Kids Hub <https://www.youtube.com/user/ArtforKidsHub>

Sidewalk Chalk Obstacle Course/Snowman Building:

Using chalk, make a starting point and draw different activities along the sidewalk such as: jumping, squatting, spinning, clapping, running on the spot, swimming motion, etc. Repeat and try to do it faster!

Or, if there is snow, grab a carrot, a couple of big black buttons, an old floppy hat and a scarf and get rolling! Build a snowman or even a whole snow family!



Tech Tip:

To set up Accessibility Shortcut: Go to Settings > Accessibility > Accessibility Shortcut, then select the features that you use the most.