

Special Education: Week at a Glance -Week #4
Learn At Home Week at a Glance -Feb 7th -11th

Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication
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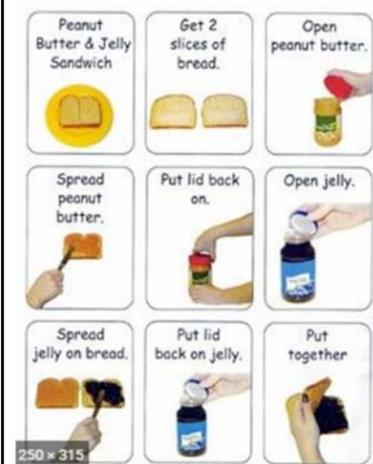
Monday

Monday through to Friday:

We encourage you to continue with the morning routine, practicing laundry, kitchen skills, hand washing, and teeth brushing when presented with the opportunity (refer to previous weeks for further details)

Encourage your child to participate in simple food preparation. Perhaps make a sandwich together, prepare a bagel or make homemade pizza. Can your child independently prepare their preferred breakfast meal? We encourage you to use visual supports to support building independence in these tasks.

Here are some sample ideas of visuals that can support their learning:



Barrier Game:

Can you use words to create a clear picture in your partner's mind?



Materials:

- 2 identical sets of lego or other items that can be used for building

- A barrier to block your structure from view (e.g., binder, cereal box, etc.)

How to Play:

- Partner 1 will create a structure behind a barrier (so partner 2 can't see it).
- Partner 1 will use descriptive words and location words to describe the structure.

Descriptive Words	Location Words
colours (red, blue, etc.), size (big, small, etc.) texture (smooth, bumpy, etc.),	on top of, bottom, beside, in between, under, above, next to, underneath, to the left of, to the right of, etc.

- Partner 2 will try to create the same structure based on the description of Partner 1.
- Remove the barrier to see how close you came to creating the same structure
- Take turns being the talker and the builder

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Reading With Your Ears: Syllable Segmenting

Syllable segmenting is the ability to hear a word and know the syllables or beats that make up that word. This is an important skill for reading and writing longer words. For a demonstration and fun ideas, click on the link below:

<https://youtu.be/Bdy8buziorc>



Talk It Up! Concepts

Pour water and give everyone a glass. Whose glass is **full**? Whose is **empty**? Who has **more**? Who has the **same**?



Warm-Up (using January/February Calendar): Using buttons, blocks, coins, etc. - have your child(ren) put an object on all of the numbers they would say if they were counting by 10's (10, 20, 30), repeat the activity counting by 5's and then 2's.

Printable Calendars:

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

Number Challenge: With your child(ren), cut various numbers from flyers and create a collage.



Extension: Create a collage of various flyer items that are less than \$10.

String beads on yarn to make a wristband.

Have your child use dot stickers to make their name. Spell their name on a piece of paper and have them peel off stickers and place them over the lines to make their name. To add to the effect of their work have them make patterns using the stickers along the lines.

Space Jam - Seated or Standing workout video

<https://youtu.be/RdcWfBzBFZg>

Theme for the week: Lego/blocks

Skill: Making a choice

Offer a choice of when in your day your child will play with LEGO.

Offer a choice of which set of blocks or LEGO to play with.

Offer a choice of what to build together.

Offer a choice of where to build.

Offer a choice of what colour pieces to build with.



Remember...children make choices in many different ways! Your child may make their choice by looking towards their preferred option, pointing, touching, using their AAC device or telling you with their words!

Skill: Joint attention

Build a creation together, following your child's lead. As you are building, narrate what you are doing while drawing your child's attention to your work so you are both looking at, and enjoying, the same thing!

Ask your child what you should create, where you should place blocks, what types or colour blocks you should use, etc. Generate a shared conversation about what you are doing together so you are mutually engaged!

Acknowledge how awesome or amazing you think your child's ideas and creations are!

If your child prefers to build alone, follow the same strategies while creating something next to your child.

Each week we are focusing on a different vocabulary word to help build your child's communication skills. This week's vocabulary word is "**NOT**"



Activity Ideas: Here are some ideas to use the word "**not**" this week:

Routines: The word "not" is a great opportunity to begin combining words that have been previously targeted (like, go, want) - it can almost double your child's vocabulary! Talk with your child throughout your day (e.g. Do you "want" or "not want" to "go" to bed? Do you "like" or "not like" this shirt?).

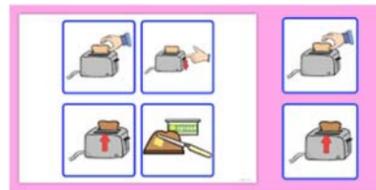
You can also encourage your child using sabotage (see below) - give them the wrong things during daily routines (e.g. give underwear to put on instead of a shirt; give a hair brush instead of a toothbrush).

Books: Use "not" to give your child choices between books(e.g. "Not that one"). Use combinations with "want" during your book reading - talk about what books your child "wants" or does "not want" to read, but also about the characters and what they "want" or do "not want" in the books!

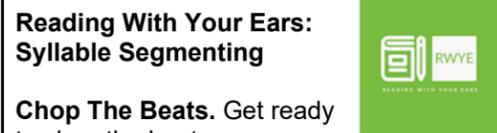
Snacks/Meals: You can use "not" to give your child choices between items or use the word along with "like" during meal or snack times (e.g. "Do you "like" or "not like" bananas?"). Try providing your child with something they don't like instead of the snack they are expecting!

Outside: Continue to use "not" when giving your child choices, combining it with "go" for outside activities (e.g. "Should we "go" for a walk or should we "not go"?"). You can also make comments on what you see (e.g. "That car is not going fast", "Let's look for blue birds – that one is not blue").

Tuesday



Write the Room
 You will need paper, scissors and a writing tool. You and your child can create colourful word labels for common items around the house. There are also ready made labels online. You can even put the words into a sentence starter:
 Here is the _____
 I can see the _____



Reading With Your Ears: Syllable Segmenting
Chop The Beats. Get ready to chop the beats or syllables in words from the kitchen. Click the link to see this in action: <https://youtu.be/SMXG1OgwcOA>

Talk It Up! Vocabulary
 Be a helper in the kitchen and learn words used in cooking (e.g., slice, chop, stir, blend, mix, ingredients, etc.)

Warm-Up (using January/February Calendar): Toss a small stone, button, cube, etc. onto the calendar. Have your child(ren) identify the number that the object landed on.
Extension: Have them count backwards from that number, back to one.

Printable Calendars:
[January](#)
[February](#)

Geometry Challenge: Play hide and seek with an object. Pick and hide an object (example: treat, sticker, ball). Give your child(ren) 3 clues using directional language: up, down, over, under, between, through, beside, behind, in front of and on top of (Example: My object is under the table and beside the chair, and in front of the window etc.).

Extension: Give the clues in writing or a map OR give clues to find a 2nd and 3rd clue to find the object.

Make your own instrument from recycled items. Clapping patterns, singing together, and dancing are great ways to enjoy music. To make a homemade guitar, stretch several large elastic bands around a cardboard box. Choose elastic bands that vary in width to ensure that all of your "guitar strings" will produce different tones and sounds when they're plucked by little fingers



Collect various containers and their lids (empty pill bottles, empty salad dressing bottles or milk jugs, Rubbermaid or Tupperware) into a bin and have your child match lids and put them on tight. Of course, they will need to take them back off so the box is ready for the next time!

Workout To Your Name:

Safety Tip: Find an area in your home with enough space to complete each exercise. If able, try and complete this activity outside.

Fun Tips: Record the amount of time it takes for each member of your family to workout to their name. Compare times and think about the following:
 1: "Who had the quickest time?"
 2: "Who had the longest time?"
 3: "Why did it take longer for some family members to complete their exercises?"
 4: "What could we do in order to have each family member complete their name exercises at the same time?"

SPELL YOUR NAME
 & DO THE WORKOUT!

- | | |
|-------------------------|-------------------------|
| A: 15 PUSHUPS | N: 10 PUSHUPS |
| B: 50 JUMPING JACKS | O: 20 LUNGES |
| C: 20 CRUNCHES | P: 10 TRICEP DIPS |
| D: 10 BURPEES | Q: 20 JUMPING JACKS |
| E: 60-SECOND WALL SIT | R: 60-SECOND PLANK |
| F: 20 ARM CIRCLES | S: 30 BICYCLE CRUNCHES |
| G: 20 SQUATS | T: 60-SECOND WALL SIT |
| H: 30 JUMPING JACKS | U: 40 HIGH KNEES |
| I: 60-SECOND PLANK | V: 30 SQUATS |
| J: 20 MOUNTAIN CLIMBERS | W: 15 TRICEP DIPS |
| K: 40 CRUNCHES | X: 10 MOUNTAIN CLIMBERS |
| L: 12 BURPEES | Y: 12 JUMPING LUNGES |
| M: 15 SQUAT JUMPS | Z: 30 CRUNCHES |

Tip!

If you are finding it hard to direct your child's attention to share enjoyment, you could try the following strategies:

- call their name
- gesture or point to what you are doing
- start by asking them a question about what they are doing in order to encourage attending
- use an enticing phrase such as, "this bridge I made is HUGE, check it out!"

Skill: Turn taking

When building, alternate adding a block to the creation between you and your child, or your child and a sibling. You may need to divvy up pieces first so everyone has a similar amount to contribute.

If your child(ren) prefers to build on their own, you could have them each build a structure and then take turns showing them off to everyone.

If your child(ren) enjoys knocking over structures or creations, this is also a great opportunity to practice waiting and turn taking. For example, "Wait until your brother finishes building and says it is okay to crash his building," or "You knocked over the last skyscraper, now it is your sister's turn!"

Tip!

Some children may benefit from a visual support to know when it is their turn and when they must wait. This can easily be made at home by:

- drawing an arrow on a Post- It note and pointing it towards the person whose turn it is
- placing an object in front of the

Games and Play: Try some of the following games or activities:

"Search and Find" – Hide something around the house and have your child look for it, modelling the word "not" for incorrect locations (e.g. "Is it in the bedroom? Not here! Is it under the table – Not here!").

"Go Fish" (or other card games). You can use "want" to ask for cards and "not" to show when you don't have a card.

Arts and Crafts: Use "colour by number" activities. You can talk about where a certain colour should go or where it does "not" go.

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

Sabotage: Sabotage is a way of changing the environment so your child has a need to make a request, comment or protest (e.g. making things hard to get, giving your child a fork instead of a spoon for pudding, pretending to put their sock on their hand instead of their foot etc.).

Using this "creative stupidity" results in the chance for you to model "not that", "want", "more" and other core words and increases the chance that your child will notice something is wrong and comment on it.

Remember to approach the activity with a fun attitude, and don't make it a power struggle – wait briefly for a response, and then model what your child could have communicated while you "fix" the situation.

Remember to model many, many times before expecting a response from your child. For more information and examples explore the following;
Sabotage Strategy:

- <https://youtu.be/i8l-q9Vw0jY>
- <https://youtu.be/9d0sP2Wb7hw>
- <https://youtu.be/NvSD6XzqgJA>

Wednesday


Read the Room

Using the labels you created on Tuesday, your child can now “read the room.” They can read the words posted and the sentences they are in. They can use a pointer to read the words and...

Find words that begin with the letter _____
Find words that are made of _____
Find words that we need for making & eating dinner _____

Reading With Your Ears: Syllable Segmenting



Stomp The Beats. Let's get moving to stomp the syllables in words from the outdoors. Check it out:
<https://youtu.be/-IP0W5nvzcc>

Talk It Up! 'Appy Wednesday



You Tell Me Stories
Compatible with: iPhone, iPad, Free

A picture book app that provides parent strategies for shared book reading. Ideas are included within the story's text and are highlighted in red. Specific strategies include: *making comments, asking questions, and vocabulary development.* Following the story, children have the opportunity to sequence 4-picture scenes from the story, retell story events using their own words, and record their retell for others to hear.

Warm-Up (using January/February calendar): Have your child(ren) place a button, coin, etc. on all of the even numbers on the calendar (even numbers can be divided evenly by 2. Example: 2, 4, 6).

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[February](#)

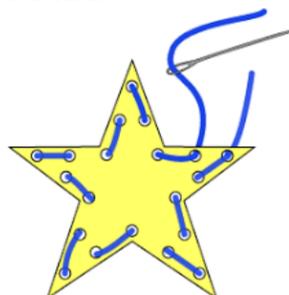
Algebra Challenge: How many are hiding? Collect 10 small items (eg. coins, stones, buttons etc.). Ask your child(ren) to count the total then hide some under a cup and ask your child(ren) to guess how many are hiding.



Extension: Increase the total number of items to 20 (or higher).

Sewing Cards

Use a whole punch to make holes around the perimeter of a piece of cardboard cut out in the shape of a star, heart, etc. Use shoe lace, yarn or string to “sew” around the card.



Play a board game, the best games are those with small pieces that require lots of movement and use of their pincer grip, like Scrabble, Jenga, checkers, Snakes and Ladders and Monopoly.

Dancing All Day:

Brainstorm and make a list of activities we do every day such as: brushing teeth, getting dressed, climbing stairs, etc. Play music with an upbeat tempo, call out one of the actions, and perform it to the beat. Continue calling out the actions to incorporate all activities from the list.

person whose turn it is such as, a small ball
-if your child is a reader, you can write the words, “your turn” and “my turn” on Post-It notes

Skill: Communication

Provide your child with a limited amount of blocks and withhold the remainder (sabotage). Wait for your child to request more blocks, a specific number of blocks or a specific colour of blocks. When your child responds, provide the blocks and praise for use of communication.

You can continue to expand upon your child's use of language by prompting them to use descriptive words such as, “I want the big piece” or, “Pass me the red LEGO.” Try modeling the type of phrase you want them to use.

While playing with your child, you can also encourage them to label different types of blocks, LEGO or their creations by either modeling this language yourself (“I made a truck!”) or, periodically asking them, “Cool, what's that?”

Skill: Leaving an activity

When done with the block activity, state that blocks are all done and have your child help to clean up the blocks.

Example of sabotage:

<https://youtu.be/2oUINdJ5KRM>

Video Examples using the word “NOT”:

Modelling “Not” during Story Reading:
<https://youtu.be/pjEcf6clzjk>

Book: That's Not My Panda
<https://www.youtube.com/watch?v=7WLTfHWjmPY>

Book: That's Not My Goat (using BIGmack)
<https://youtu.be/ZBtdumEqk-U>

Song: I Do Not Like
<https://www.youtube.com/watch?v=DJvZq5CzAUo&t=50s>

Backyardigans Song: That's Not my Name
<https://youtu.be/JBXIhSQsjkE>

Song: N-O-T Spells Not
<https://youtu.be/dbmPo-r2ib0>

Modelling “Not” at Home
<https://youtu.be/abrC2Wboy0E>

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/TVDSE_SLP (ideas are under the heading “Complex Communication”)

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

<p>Thursday</p>		<p>Letter Sound of the Day: Choose a letter sound to work on. Encourage your child to find the sound in print and to find items that have the sound. Have them point out when they hear the sound being used. Challenge them to come up with words that start with that sound. Make it fun! Create a tally of how many times each person in your house hears the “sound of the day.” Make a point of emphasising and using the sound of the day throughout your daily activities.</p> <p>Supporting Materials:</p> <p>Letter Sounds Guide</p> <p>Monster Mansion Match - Match Sounds to the Alphabet</p> <p>Reading With Your Ears: Syllable Segmenting</p>  <p>Surprise Bag. Today we hide objects from around the home in a box or bag. Take turns pulling objects out of the bag, name them, and then clap the syllables in the word. Click here to see the fun. https://youtu.be/SxNpC2jNsOc</p> <p>Talk It Up! Story Telling</p> <p>Read or listen to a story today and have your child tell it back to you. What happened first? Next? Then? Finally? How did the story end?</p>	<p>Warm-Up (using January/February calendar): Have your child(ren) count how many days are left in the month. Repeat activity daily if you would like.</p> <p>Printable Calendars: January February</p> <p>Probability Challenge: Play a game with your child(ren) where you have a cup with one yellow item and three blue items in it.</p> <ol style="list-style-type: none"> 1. If you take out one item without looking, what colour might it be? 2. What colour is it most likely to be? 3. If the item you took out was yellow and you decided to take out another item, what colour might the second item be? Explain your answer. <p>Extension: Add more items/colours.</p>	<p>Try making animals from egg cartons and pipe cleaners. Can you make a lady bug or spider?</p>  <p>Eye droppers are a way of working on the pincer grasp. You could get out the turkey baster and line a pan with baking soda. Add some food colouring to some vinegar and spread over baking soda. Fine motor skill turned into a science/art experiment.</p>	<p>POWER UP: SUPERHERO 1</p> <p>Kixyt\$erh\$ixegzi\$ m1\$ Kvik@eyve\$erh\$ iexliv\$sv\$e\$ wytivliv\$diq ih\$ svosy\$e\$ X{ s\$trw\$jjivih\$sv\$u mih\$ q sftm}2</p> <p>https://youtu.be/ix25aTwaNI</p>	<p>Tip! Give your child a specific number of blocks to clean up. This gives them a clear expectation, as well as decreasing their effort to clean up all of the blocks themselves. You can also take turns putting a block back in the container, or make it a game by placing the block container slightly further away and take turns trying to shoot the pieces into the bin like basketball!</p>	<p>Most of all, just spending time interacting and talking with your child will help to build their communication skills!</p>
<p>Friday</p>		<p>Read Aloud of The Important Book by Margaret Wise Brown Uplifting Story For Kids Self Esteem</p> <p>Extension Activities:</p> <ol style="list-style-type: none"> 1. Work with your child to make a list of all the important things about them and/or any people in your family 2. After reading, challenge your child to name “the important thing” about anything they can think of. Does everyone agree on what the most important thing is about that item? This is so subjective and can lead to a lot of great conversations between you and your child. 3. Create an illustration and a description of another important thing that wasn’t in the book. 	<p>Fun Friday!</p> <p>Play a game as a family.</p> <p>Link to Board Game Suggestions</p>	<p>Sort or make patterns using small household objects, lego, rocks, toys. Focus on using pincer grip (index finger and thumb) to pick up items.</p> <p>OR</p> <p>Do a puzzle or build something creative with Lego.</p>	<p>Uptown Funk Dance or Body Percussion</p> <p>Have fun learning this new dance!</p> <p>https://youtu.be/Ji8OHSRnMyg</p> <p>Or if you want to try a body percussion activity, get moving to the Greatest Show</p> <p>https://youtu.be/VldOnhk-jwo</p>		

		<p>Reading With Your Ears: Syllable Segmenting</p>  <p>After sharing a book, poem, or grocery list, draw your child's attention to LONG and SHORT words in the story. Have your child clap the beats in the words and talk about the number of syllables in each word. Go to the TVDSB Speech and Language website for more ideas. .Syllable Blending + Segmenting</p> <p>Talk It Up! Questions Tell your child this short story and then ask the questions. "In the garden, Greg found a bunny sleeping." "Who found the bunny?" "Where did Greg find the bunny?" "What does a bunny look like?" "How does a bunny get around?"</p>					
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