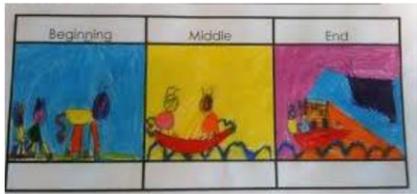
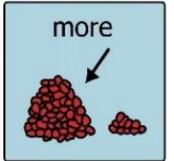


Special Education: Week at a Glance -Week # 5  
Learn At Home Week at a Glance - Feb 14th -18th

Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication
<p><b>Monday</b></p> <p><b>Family Day activities optional</b></p>	<p><u>Monday through to Friday:</u></p> <p>Continue with the morning routine, practice laundry, kitchen skills, hand washing, teeth brushing, and simple food preparation when presented with the opportunity.</p> <p>This week we will focus on ways to incorporate independence with washing dishes. This may include washing dishes in the sink, or loading and unloading the dishwasher. Loading dishes in the dishwasher requires your child(ren) to understand the concept of sorting. Perhaps, before loading dishes into the dishwasher, have your child(ren) sort big plates, small plates, cutlery, etc. to ensure they have the sorting skill required to load. You may want to have a visual map of where each dish will be loaded, or start the process of loading and have your child(ren) load only a couple of dishes to start (For example, a few pieces of silverware, a large plate and a small plate, etc). Encourage your child to start with their own dishes, and if possible, help with the dishes of other family members. If washing in the sink, a few extra bubbles could be motivating. To extend this, you could</p>	<p><b>Spinner Literacy</b> You will need a paper plate, writing tool and paper clip. Divide the paper plate like a pie into 6 or more areas. Write a letter in each section. Include an image as support. Your child will spin the paper clip, whatever letter it lands on...</p> <ul style="list-style-type: none"> <li>• Audio record or write words that begin with that sound</li> <li>• Find items around your home that begin with the sound</li> <li>• Write words that end with that sound as challenge</li> </ul>  <p><b>Story or Video Retell</b> Choose a favourite story to listen to or video to watch. After listening to a story or watching the video, retell or draw the <b>beginning, middle and end</b> of the story. Think about how the story started, the main event that happened in the middle and how the story ended.</p>  <p><b>Reading With Your Ears: Syllable Blending</b> Syllable blending is the ability to hear the individual syllables or beats of a word and then squish those beats together to make a whole word. Watch the video for fun ideas of how to work on this early reading skill at home. <a href="https://youtu.be/GDZwANBzLGc">https://youtu.be/GDZwANBzLGc</a></p>	<p><b>Warm up (with dice):</b> Choose a dice activity from the following document to play with your child(ren).</p> <p><u>Dice Games</u></p> <p><b>Number Sense Challenge:</b> Involve your child(ren) in using numbers to solve problems and make everyday decisions. You might ask the following: • “We need six tomatoes to make our sauce for dinner, and we have only two. How many more do we need to buy?” • “You have two pillows in your room and your sister has two pillows in her room. How many pillowcases do I need to wash?” • “There are 5 people in our family. How many plates will we need? How many utensils?” “How many items all together?”</p> <p><b>Extension:</b> Use bigger numbers to challenge your child(ren).</p>	<p>Make a straw necklace. Have your child cut straws and make a necklace using string. You can even have them create patterns and discuss the pattern.</p>  <p>Have your child help with the laundry by folding, matching socks, and/or hanging up damp clothing with clothespins.</p>	<p><u>Mindfulness Monday</u></p> <p><b>TENSE AND RELEASE</b> MUSCLE RELAXATION</p> <ol style="list-style-type: none"> <li>1. Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing.</li> <li>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.</li> <li>3. Continue moving up the body for more relaxation.</li> </ol>  <p>After you have finished “Tense and Release” click on the link below for an extension activity:</p> <p>Watch this video - <u>PROGRESSIVE MUSCLE RELAXATION FOR KIDS</u></p> <p><u>Progressive Muscle Relaxation for Kids</u></p> <p><b>Tech Tip:</b> To take a screenshot just hold the home button and the sleep/wake button at the same time until you hear a click!</p>	<p><b>Theme of the Week:</b> <b>Board or Card Games</b></p> <p><b>Skill: Making a Choice</b> Place 2 or 3 games out and allow your child to choose the one they want to play.</p> <p>Offer choice in where the game is played (such as on the floor or at the table, etc).</p> <p>If possible, offer a choice of who they can play with (i.e., “Do you want to play with mom or your brother?”)</p> <p><b>Tip!</b> 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!</p> <p><b>Skill: Joint Attention</b> Review the rules of the game together before beginning. Complete “check-ins” along the way to make sure they are attending and understanding. This can be done by having them repeat rules back to you or giving you a thumbs up along the way!</p> <p>As you play the game, be animated and have excitement in your voice and approach as you take your turn. For example, “Wow! I rolled a 6, woo hoo!” You can narrate the same information as your child takes their turn if they are not yet communicating this way.</p> <p>Maintain interaction as everyone takes their turn by having your child help you: -identify the number/colour you rolled -count as you move along spaces on the board -identify any direction such as, miss a turn or go back to start</p> <p><b>Tip!</b> If your child is new to board games you can make some adjustments to ensure the activity is enjoyable and successful. Start with very short, simple turn taking games. Narrate things like, “your turn, my turn,” or use visuals to support these actions. You may have to start with 1-</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 <b>“MORE”</b>.</p>  <p><u>Activity Ideas:</u> Here are some ideas to use the word “MORE” this week:</p> <p><b>Routines:</b> “More” is a word that you can use in almost any activity! (e.g. bath – do you want “more” bubbles?; getting dressed – do you need “more” help?, mealtime – do you want “more” cookies?). The communication strategy “Bit by Bit” (described below) is useful to help your child request “more”.</p> <p><b>Books:</b> When reading books together, try pausing mid way through the story. Your child can ask for “more” for you to keep on reading! If you are reading short books together, your child may ask for “more” books after you finish reading one.</p> <p><u>Book Ideas:</u> “Just One More”- Jennifer Hansen “Bear Wants More” – Karma Wilson “If You Give a ____ a ____” book series – Laura Numeroff (he wants “more”!) “More Spaghetti I Say”- Rita Golden Gelman</p> <p><b>Snacks/Meals:</b> During snack and mealtime, give your child a small amount of food, instead of the whole amount. Wait, and</p>
<p><b>Tuesday</b></p>		<p><b>Water &amp; Literacy Fun</b> In a small tub or sink add water and</p>	<p><b>Warm up (with dice):</b> Choose a dice activity from the following document to play with your</p>	<p>Allow your child to stack paper or plastic cups. You can let them make</p>	<p><b>Number Balance:</b> Move around using active</p>		

incorporate numeracy (For example, there were 4 of us at the table, how many plates will we need to wash?). Please see images below to help support this skill:

**WASHING DISHES**

1. Turn on warm water
2. Wet the dishrag with the warm water
3. Put dish soap on the dishrag
4. Rinse the dirty dish under the warm water
5. Scrub the dirty dish with the soapy dishrag
6. Rinse the dish again to remove the soap

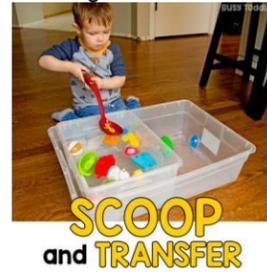
Visual Schedule: Meal Cleanup

Steps to Washing Dishes: Clear table, Throw food scraps away, Put dishes in sink, Rinse dishes, Put soap on wet sponge, Scrub dishes, Rinse dishes, Put in dishrack, Dry dishes, Put dishes away, Wipe table clean

For your own copy of this visual, visit <https://www.teacherspayteachers.com/Product/Washing-Dishes-Visual-Schedule-3377375>

household items. You can also add bubbles or food colouring! As a challenge, add foam letters or words. Your child can now “go fishing” while playing in the water. Adding cups or spoons can be fun too! This can even be something that your child does during bathtime. Your child can now...

- Find items by name, colour or category “ Find the fruits...”
- Find letters by beginning sound
- Find items that rhyme with...
- Find letters by name or sound “ Find the letter makes the sound b”
- Make words with letters
- Find sight words



**Reading With Your Ears: Syllable Blending**

**I Spy! Guess My Word.** Today we will play ‘I Spy’ with picture books while

practising the reading skill of syllable blending. Watch this in action. <https://youtu.be/rwt1eN2avPU>

**Talk It Up! In the Kitchen.**

One of the easiest ways to support language development is to focus on language concepts during routines. Your children can learn so much from you, just from talking and infusing language concepts into everyday conversation.



**ACTIONS:** wash, chop, peel, pour, spread, slice, mix, scramble, simmer, blend, fry, serve, whip, grate, carve, boil, melt, strain, whisk, sprinkle, knead  
**CATEGORIES:** fruits, vegetables, colours, textures, temperatures, dairy, proteins, dishes, utensils  
**DESCRIBING:**  
**TEXTURE:** smooth, rough, crunchy  
**TASTE:** sweet, salty, sour, bitter  
**SIZE:** small, medium, large

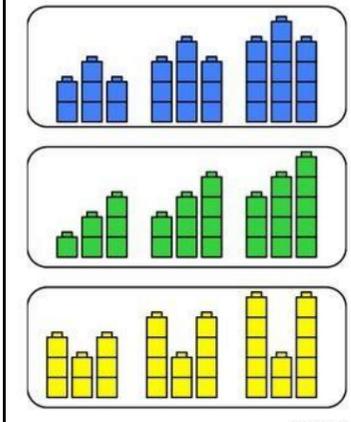
child(ren).

Dice Games

**Patterning Challenge:** Help your child(ren) create the following repeating pattern using buttons or any small objects. Have your child(ren) continue the repeating pattern by placing more buttons or small objects to the right.



**Extension:** Try to create a growing pattern (see examples below).



towers or any structure they would like. You could also have them stack and unstack cups as quickly as possible. Make it a family competition. Check out this video for some ideas.

Cup Stacking Challenge



Practice cutting skills with these free printable patterns or you can make your own.

(<https://www.funwithma.com/printable-preschool-cutting-busy-box/>)

movements such as: walking, hopping, skipping, galloping, etc. After a minute, hold up a number with your fingers and signal for participants to stop and balance. The number corresponds to the number of body parts they should balance on. For example, one finger could mean to balance on one foot.

<https://www.ophea.net/hpe-at-home>



**Tech Tip:** To insert things into Mail messages, press and hold in an empty bit of the message and a toolbar appears.

2 turns each and build up as your child’s tolerance for the game increases. Using games with preferred topics or characters can also help build interest such as, letters, numbers, Paw Patrol, Cars Uno, Minecraft, etc.

**Skill: Turn-Taking**

Before starting the game, prime your child that you will be taking turns.

Have your child engage in turn taking language (ask them to label or point to who’s turn it is).

Praise all participants often for taking turns.



**Tip!** If turn taking is difficult for your child, try playing with fewer people to ensure turns come quickly.

If your child struggles to wait their turn, they might benefit from holding a preferred fidget toy while others play.

Some children may benefit from 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 toward the person whose turn it is  
 -placing an object in front of the 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**

To encourage *requesting*, hold up a couple of games and have your child ask using their individualized communication method (i.e., vocal, PECS, device, etc.) for the game they would like to play. Once the game begins, you can also have them practice asking for things like, their preferred colour of pawn, to go first, etc.

To practice *labeling*, you could ask your child to name different parts of the game/play as they naturally occur. For example, have them label the numbers on the Uno cards, the characters on the memory match cards, label whose turn it is next, the number the dice landed on, etc. If your child is still learning to spontaneously label items, you can model this skill throughout the game.

To support *conversation* while playing a game together, you could ask/prompt them to ask relevant questions about the stages of the game such as, how they are liking the game so far, who they think might win, what you might do after playing

then model asking for “more”. Do the same by pouring small amounts of drinks!

**Outside:** If you have a tube of bubbles you can blow them together. See if your child wants “more” bubbles. Asking for “more” is also fun on a swing, jumping or bouncing together, or being pulled in a wagon!

**Games and Play:** Your child can request a continuation of an activity using the word “more”. If you are playing a fun game together, your child may want “more” when their turn or the game is over.

Stack blocks together. If you think they can go even higher, you can put “more” on top!

Play “guess the number”. Write down a number from 1-5 and have your child guess what number you wrote down. Start with the number one (holding up one finger). If your child thinks it is higher they can say “more” (to get to 2, then 3, etc.) and try to stop at your number! You can work on combinations (“not” “more”) to know when to stop adding.

Instead of giving your child all the supplies for a craft, hold some back, or just give them a small amount, so they can request “more”.

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

**Give Bit by Bit:** To increase your child’s opportunities to communicate, give them small pieces of snack items or other items that “go away” (e.g. bubbles) or only some pieces of things that they want or need for an activity (e.g. lego, stickers or a puzzle). Encourage them to request “more” for the action or item to continue.

For more information and examples explore the following:

Video Example of strategy: <https://youtu.be/5s9XtnjyLuE>

Wednesday

**To the Top**

Materials needed: Sticky notes or paper squares and tape, sight words

**Warm up (with dice):** Choose a dice activity from the following document to play with your child(ren).

Wrap rubber bands around wooden blocks in different ways. Use the elastics to connect

**Unison Marching:**



For your own copy of this visual, visit <https://www.teacherspayteachers.com/Product/Loading-the-Dishwasher-1062437>

Write one sight word on each sticky note and then stick the sticky notes on the steps, going up a set of stairs. The student must read the sight word as and follows the following rules of the game as they play:

- Read all the words correctly on the current stair, the student goes up one step!
- If the student gets stuck or asks for help they step down the stairs and reads the sight words again continues up the stairs again
- Repeat



**Reading With Your Ears: Syllable Blending**

**Walk the Beats!** While going for a walk, pick something that you see, say the beats or syllables in the word, and have your child guess the word. For example, spi-der, bu-ter-fly, win-dow, flow-er, bi-cy-cle, gar-den, ca-ter-pill-ar, and sho-vel.

**Talk It Up! 'Appy Wednesday**

**Toca Kitchen Monsters Compatible with: iPhone, iPad, Android (free)**

An engaging interactive play app, which can be used for a variety of ages and language levels. For early language users, it allows for modelling of many commonly used action words (e.g., chop, cut, mix, eat), descriptive words (e.g., hot, tasty, burnt, salty). Use the app to stimulate conversation and model simple sentences (e.g., "He does not like the broccoli!", "Put the tomato in the pan").



**Sentence Puzzles**

Materials needed: Markers, strips of blank paper, scissors

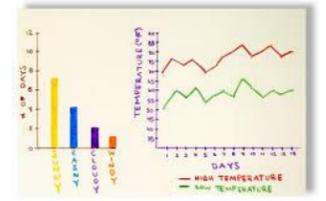
- Write one or two short sentences with

**Dice Games**

**Measurement Challenge:** What's the temperature? Put an outdoor thermometer outside a window or use any weather app or website for you and your child(ren) to view together. With your child(ren), record the temperature over a few days on your calendar. Ask your child(ren) to look at the recordings and find which temperature was the warmest and which was the coldest.

<https://www.accuweather.com/>

**Extension:** Create a line or bar graph to show the fluctuation of temperature.



blocks together to make creative designs and structures.

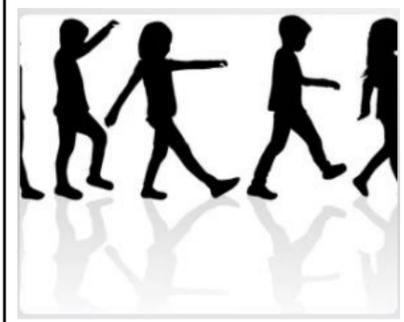


Push coins into a piggy bank or slotted lid. Slice a hole in a recycled plastic container like a yogurt container. Have your child to decorate for added fun



-Find a large area to play this game; (e.g. outdoor space, garage, basement, TV room)  
-Household members will march in a large circle formation, responding to the following instructions by the designated leader:

- March with alternate high arm swings
- March with alternate tapping of the shoulders
- Change direction and march with a twist of the waist from side to side
- March with alternate tapping of the knees
- March quickly with long strides
- Change direction and march and clap in front
- March and clap behind your body
- March and alternate kicks
- Scatter and on signal, freeze in an interesting shape.



For an extension activity, click on the link below:

[https://www.youtube.com/watch?v=15SjZn\\_GxpA](https://www.youtube.com/watch?v=15SjZn_GxpA)



**Tech Tip:** Is the camera focusing on the wrong thing or metering light from the wrong bit? No problem: just tap the correct object or area and the camera to refocus!

**Whistle Blast**

-Equipment needed: Whistle (you could use your hands to clap instead)

the game or, praising the successes of others winning turns or playing well.

**Tip!** If your child is still in the early stages of developing communication skills, remember to narrate all the basic interactions that may happen while playing a game such as, "my turn, your turn," "nice move!" "pass me the dice" etc.

If your child is working on conversation skills during game play, you could have written or printed scripts within their view to act as visual cues to comment when opportunities arise. Some examples of simple written scripts could be:

- Nice move!
- You won, good job!
- My turn, your turn
- Can I go first?

When an opportunity arises for your child to use one of the phrases, you can prompt them to do so by moving the script closer to them and/or pointing to it.

**Skill: Leaving an Activity**

If it is a new game for your child, or it's a challenge for them to stay engaged for an entire game, set a realistic end for your game from the beginning. It doesn't have to be all or nothing - it's more fun for everyone to finish it quickly and successfully than keep going one round too long!

If you discover a game you both enjoy, gradually increase the length and expectations next time.

For example, if playing Go Fish, play until someone has 2 pairs, instead of until all the cards are gone. If playing a game like Snakes and Ladders, make 30 your ending instead of 100. Try playing Scrabble until each player has made 3 words, etc.

**Tip!** Make sure you communicate the expectation before you begin, and remind your child during the game.

This is also a great chance to offer a choice: "How far should we play today? How many words do you think you can make?" etc.

A timer or simple visual using a Post-It note to create a checklist, may also help your child know the game is ending soon.

**Video Examples using the word "MORE":**

**Books:**

Bear Wants More: <https://youtu.be/V3LK4pCrs7Q>

Bear Wants More with added pauses for you to model the core words: <https://edpuzzle.com/media/5e9f5e7fd1b1073f59bf705a>

Lotsacomptons "More Please"; <https://youtu.be/Q4ev4mShGTE>

Molly Wants More (make your own book!); <https://youtu.be/aAYzGFBLRrE>

Molly Wants More (BIGMack); <https://youtu.be/gh8ljXBjfs>

Molly Wants More (Step by Step); <https://youtu.be/suaJ3DLVrwg>

**Songs:**

Speech and Language Songs: "I Want More"; <https://youtu.be/6pAh3wAv7PA>

Super Simple Songs – One Potato, Two Potatoes: <https://youtu.be/efMHLkyb7ho>

Trolls World Soundtrack - "One More Time": <https://youtu.be/RP9VgtdnL80>

Frank Sinatra: "More" (song and lyrics only) [https://youtu.be/uvBp\\_2WGKEU](https://youtu.be/uvBp_2WGKEU)

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

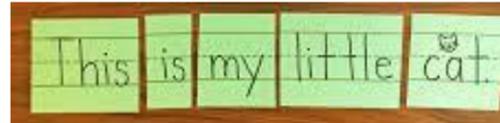
**You can also visit our website:** [bit.ly/TVDSB\\_SLP](http://bit.ly/TVDSB_SLP) (ideas are under the heading "Complex Communication")

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

**Most of all, just spending time**

**Thursday**

- your child on a strip of paper. This could be about something they like to do, a favourite game or tv show, etc. (example: I like to ride my bike in the Spring).
- Then cut each word of the sentence into pieces.
  - Mix up the words from the sentence and
  - Next, have your child move the pieces back in the correct order
  - Finally, have your child read the sentence back to you.



**Reading With Your Ears: Syllable Blending**

**To the Stars!** Draw 8 stars on a piece of paper or with chalk outside. Say the beats in one of the words below. Then, have your child blend the syllables to guess the word. After your child guesses a word, have them colour a star. "I am going to say the beats in a word, and you guess my word". Tea-cher, pa-per, li-brar-y, mar-ker, Ca-na-da, com-pu-ter, re-cess, prin-ci-pal. Visit the TVDSB Speech and Language website for more syllable blending activities. [Syllable Blending + Segmenting](#)



[Dice Games](#)

**Telling Time Challenge:** Using materials from around your home, have your child(ren) build a clock with a face, 2 hands, and numbers 1-12.



Web resource for other DIY [Clock Craft](#)

**Extension:** Have your child(ren) move the hands to show familiar times (bedtime, lunch time, dinner time, etc.).

They could even create their own design.



Using yarn, string, ribbon, or a shoe lace tie and untie knots.

-Set up: Participants stand a safe distance apart from each other in the activity area.  
-Activity: Have participants respond to the following whistle blasts, reacting as quickly as possible while moving continuously: • 1 whistle blast = jog • 2 whistle blasts = power walk forward • 3 whistle blasts = stride jumps • Note: before beginning the activity, ask participants to help identify the types of movements to perform. Encourage them to suggest movements for four or five whistle blasts.

For an extension activity on following the leader, click on the link below:

[The Cha Cha Slide Dance](#)



**Tech Tip:**  
To jump back to the top of a page simply tap the title bar of Safari to return to the top of the current page.

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

Friday

**Read About Friendship:** Read a book about friendship. If you don't have one at home check out these online options: [BE A FRIEND Song by Emily Arrow](#), [book by Salina Yoon - songs for kids about books](#)

**Fun Friday!**

Try playing an online Math game or app!  
[www.dreambox.com](http://www.dreambox.com)  
[www.ixl.com](http://www.ixl.com)  
[ABC YA](#)

**Very Hairy Friends!**

Draw faces on empty toilet rolls. Use scissors to carefully cut narrow strips to create hair on these friends. Consider making a play with these friends or even create characters from a

**Emoji Dance Party:**

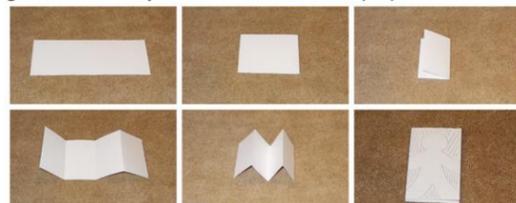
Kids are fascinated with emojis, so this makes an excellent kids' dance party game. An emoji-style dance brings out their creativity. All you need are a few pieces of paper. On each page draw different emojis with expressions like angry, sad, happy, etc.

[How do Dinosaurs Stay Friends \(Read Aloud\) | Storytime | Friendship](#)

After listening to the story, make a friendship paper doll chain.

**Instructions:**

1) start with a half sheet of paper. (2) Then fold it in half. (3) Then fold it in half again. (4) Unfold it so you can see where the creases are. (5) Then refold it along the lines, but this time in an accordion fashion. (6) Finally, draw an outline of a person on one side of the paper, taking care that the arms and legs both go all the way to the side of the paper.



Help your child cut along the lines to make their paper dolls.



Open them up to show your group of friends holding hands



Finally discuss ways to be a friend that you read/heard about in the stories. Have your child write one idea on each friend or you can write their ideas for them.

<https://pbskids.org/games/math/>

favourite story and use the toilet roll characters to retell the story!

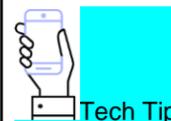


If it has been a long week allow your child to draw something using Art For Kids Hub.

<https://www.youtube.com/watch?v=kPSSREfRH9o>

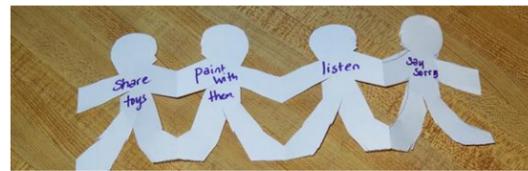
**How to play:**

- The rule is to dance to an emoji expression or theme.
- Raise a flash card for the kids, and they need to dance to the theme of that emoji.
- Pick music or songs that match the mood or emotion of the emojis. For example, play a peppy number for a 'happy' emoji and some slow music for a 'sad' emoji.
- It is not necessary to play only songs. You can also play instrumental music that is relevant to the expressions.



**Tech Tip:**

Double-tap to highlight text in any application, tap Speak, and the device reads the selected text.



Have them decorate and display their group of paper doll friends.



**Reading With Your Ears:  
Syllable Blending**

**Blend a Category.** Choose a category like vegetables, toys, clothes, or animals. Say the beats or syllables in a word from that category and have your child guess the word. "I am going to say the beats in the names of vegetables. You guess my word. What word is this?" Ce-le-ry, carr-ot, po-ta-to, cu-cum-ber, pe-pper, mush-room, bro-cco-li, on-ion.