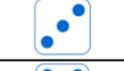
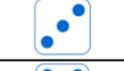
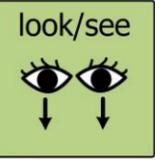
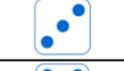


Special Education: Week at a Glance -Week # 6  
Learn At Home Week at a Glance - Feb 21th -26th

Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication														
Monday	<p>Please continue to provide opportunities to practice the life skills previously posted in the Week at a Glance. Plus try the following activities:</p> <p><b>Monday through to Friday:</b></p> <p><b>Money</b></p> <p><b>(SEA iPad App to consider, Money with Leo (free app from Royal Bank of Canada) or Money Up.</b></p> <p>This week:</p> <ol style="list-style-type: none"> <li>1) Play the grocery game. When supermarket shopping, in-store or online, encourage your child to choose the least expensive brand of cereal.</li> <li>2) Students can sort coins and bills into groups using the chart below as a guide. Vary it up by using monetary values and have students place the appropriate amount in each group. (e.x, Make a \$5 pile and students can either put a \$5 bill or 2 toonies and 1 loonie.)</li> <li>3) Have your learner find items around the house, and list them "For Sale". Your student can make money and figure out prices for each item, and create a store. Consider discussing the cost</li> </ol>	<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><b>Roll and Retell</b> 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"> <li>1 -What was your favourite part of the story? Why?</li> <li>2 -What is your favourite illustration and What does it show?</li> <li>3 -Pick 2 characters. Compare how they \ are alike or different?</li> <li>4 -What is the setting of the book?</li> <li>5 -What happened at the end of the story?</li> <li>6 -Did you learn any lessons from the Story?</li> </ol> <p><b>Reading With Your Ears: Word Deletion</b></p> <p>A reading game for families to play while working on the early literacy skill of word deletion. Word deletion is the ability to hear a compound word and delete or snip off a part of the word to say a new word. Watch the video for fun ideas. <a href="https://youtu.be/hpoR0utJrW8">https://youtu.be/hpoR0utJrW8</a></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><b>Warm up (with playing cards): Play Go Fish</b></p> <p><b>Link to printable cards:</b> <a href="https://www.printableboardgames.net/preview/Playing_Card_Deck">https://www.printableboardgames.net/preview/Playing_Card_Deck</a></p> <p><b>Addition Challenge (using playing cards):</b> Place all number cards face down (remove face cards). Have your child(ren) flip two cards and add the two numbers together.</p> <p>Extension: Have your child(ren) flip and add three cards.</p>	<p>Crumple a sheet of newspaper or scrap paper in your hand until it is a tight ball. Try doing this while holding your hand in the air, this makes the fingers work harder! Do this whenever paper needs to be discarded - wad it up and toss it in a basket! You can make a game out of it.</p> <p>Using a rolled piece of paper or an empty paper towel roll, take small objects and feed them into the tube into a container. Add some extra fine motor work by decorating the tube.</p> <p>You could also create a marble run activity.</p> 	<p><b>Magic Movement:</b></p>  <p><b>Equipment Needed:</b> Common objects to act as a "Magical Implement" (e.g. piece of fabric, piece of paper, tissue etc).</p> <p><b>Set up:</b> Participants stand at a safe distance apart from each other in the assigned activity area; (If able, try completing this activity outside).</p> <p><b>Activity:</b> -Move with the Magical Implement to the beat of the music. For example, the leader may move the instrument up and down, from side to side, in a circle, etc. -Participants interpret the movement of the Magical Implement with their bodies. -A new activity leader is selected to move the Magical Implement in a new way. -Each participant takes a turn with the Magical Implement during the activity. -Vary the music and Magical Implement during the activity.</p> <p>For more information, click on the following link below: <a href="https://www.ophea.net/hpe-at-home">https://www.ophea.net/hpe-at-home</a></p>	<p><b>Theme of the week: Making a Phone Call</b></p> <p><b>Skill: Making a Choice</b></p> <p>Using pictures on your phone or a photo album, have your child label or point to the family member/friend they would like to call.</p> <p>You can also offer a choice of voice or video call.</p> <p><b>Tip!</b> If choice-making is a challenge for your child, reduce the number of available options to choose from to make the task less daunting.</p>	<p>Each week we are focusing on a different vocabulary word to help build your child's communication skills. This week's vocabulary words are "look" and "see".</p>  <p><b>Activity Ideas: Here are some ideas to use the word "look" this week:</b></p> <p><b>Routines:</b> You can "look" at yourself when getting ready in the morning. Your child will "look" great when they get dressed or "see" all of their teeth in the mirror when brushing them! We also need to "look" for matching socks when doing the laundry or "see" different foods in the fridge. Model "look" or "see" when you are riding in the car or going on a walk – take turns so your child can also make comments.</p> <p><b>Books:</b> Find books with lots of pictures! You can talk about what you "see" in the books. "Seek and Find" or "I Spy" books (e.g. Where's Waldo) can be fun! You can "look" for hidden pictures, but also talk about silly things that you "see". You can also use "Lift the Flap" books to "look" and "see" what is underneath.</p> <p><b>Snacks/Meals:</b> Different foods taste and smell different, but they can "look" different too! Talk about how the foods "look". Do they have different colours on their plate? Are the foods in pieces or are they one piece?</p> <p>Look for words in your food! Alphabet cereal or noodles can be fun if you want to "look" at different letters or try to "see"</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>of items, and how you prioritize what to buy with what money you have available.</p> <p><b>Extensions:</b></p> <p>Let your child pay sometimes. Give your child an allowance, and then designate certain items that they are responsible for purchasing, such as new toys and video games. That gives your child a chance to budget or manage their own money and also gives your child the satisfaction of saving for something they want and then buying it.</p>	<p><b>Talk It Up! Outside</b> One of the easiest ways to support language development is to infuse language concepts into everyday conversation.</p> <p><b>CONCEPTS</b> WEATHER: windy, rainy, sunny TEXTURE: rough, bumpy, sticky LOCATION: in the grass, behind the clouds</p> <p><b>ACTIONS</b> dig, plant, jog, skip, hop, throw, build, discover, bloom, collect, grow, stomp, wipe</p> <p><b>SYNONYMS</b> mud/soil/dirt stone/rock/pebble gate/fence deck/patio/porch</p> <p><b>LABELING</b> TREES: branch, trunk, leaf, root FLOWER: stem, petal, pollen DECK: railing, stairs, planks CARS: tires, windshield, brakes</p>					<p>words.</p> <p><b>Outside:</b> When you are on a walk or looking outside, play "I Spy". You can talk about what you see or try to have your child guess by giving clues e.g. "I see" something that is blue! Try a scavenger hunt with a list of things you can find outside "Look" a rock, leaf or snail!</p> <p><b>Games and Play:</b> Play "peekaboo" with a younger child! Matching and memory card games also provide many opportunities to use "look" and "see". Play "hide and seek" - if you have others in the game, have your child tell you where to "look". See this video for an idea: <a href="https://youtu.be/JJpQeR6S9Qw">https://youtu.be/JJpQeR6S9Qw</a>.</p> <p>Take a "virtual field trip" to look at animals, museums, art or more!</p>
--	---	---	--	--	--	--	---

Tuesday

Students can play the game below to match Canadian coins to their values.

<https://www.iknowit.com/lessons/a-coin-identification-and-values-canadian.html>

Canadian Coins Visual

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Canadian Coins**

Picture	Name	Amount
	toonie	2 dollars
	loonie	1 dollar
	quarter	25 cents
	dime	10 cents
	nickel	5 cents
	penny	1 cent

www.teachmeanimals.com

**Reading With Your Ears: Word Deletion**



**Snip It Off!** Today we will use learning tools (rocks, Lego) from around the home to work on the reading and writing skill of word deletion. Watch this learning in action. <https://youtu.be/dkPfV28H8j4>

**Talk It Up! Vocabulary**

Laundry sort! Let your child help you describe and sort. Use measurement/quantity words like: full, empty, folding, almost full, half, capful of detergent, three piles, many, most, least, fewest.

**Warm up (with playing cards):** Create a pattern using playing cards (example: heart, diamond heart, diamond OR ace, two, queen, ace, two, queen)

**Link to printable cards:** [https://www.printableboardgames.net/preview/Playing\\_Card\\_Deck](https://www.printableboardgames.net/preview/Playing_Card_Deck)

**Geometry Challenge:** Listen to read aloud of **"The Greedy Triangle"**

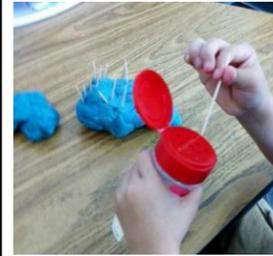
<https://www.youtube.com/watch?v=kPu4XyyZUE>

Have your child(ren) draw familiar objects that represent the following shapes: triangle, quadrilateral (4 sided shape), pentagon, hexagon. Label your object/shape.

**Extension:** Create a picture (scene) using a variety of shapes from the book. Name or label the shapes in your picture.



Pinch toothpicks and drop them in the holes of a spice container.



Work on a puzzle. If you like, try doing a puzzle online. Use your mouse to click, drag and drop each puzzle piece. [http://www.hellokids.com/r\\_1743/free-online-games/kids-puzzles-games](http://www.hellokids.com/r_1743/free-online-games/kids-puzzles-games)

**The Floor is Lava:**

**How To Play:**

Simply, one person yells "The floor is lava!" and then starts counting down from five. Every other person must be completely off the ground by the time the counter reaches zero. What, or whom, they climb on is up to them, but if any part of them remains on the ground, they have stepped in the lava. Have fun!

Or play along with this "The Floor is Lava" video:

<https://www.youtubekids.com/watch?v=wbNAiN8FTfc>

**Skill: Joint Attention**

Encourage your child to talk about things they are doing, looking at or interested in, in the moment on an ongoing basis.

If on a video call, have your child show the family member/ friend what they are looking at or interested in. They can do this by pointing to what they are referring to or bringing it to the screen to show off!



If you will be making a phone call it might be helpful for a family member to first close their eyes and have the child talk about what they are seeing so that they can practice describing something to a person on the phone who would not be able to see it.

If doing a video chat you could have your child practice holding up an item or taking the device over to the item they want to show, so that they understand how it must be held for the other person to see the item.

National Aquarium: <http://samuraivirtualtours.com/example/nadc/index.html>

Boston Children's Museum: <https://www.bostonchildrensmuseum.org/museum-virtual-tour>

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

**Strategy: Expand Communication Functions:**

When children have difficulty communicating, we often start by teaching them to request, or obtain things they want. However, for children to grow their communication, we also need to teach them how to communicate for different reasons. Think about all that your child has inside to say - there is so much more to communication than requesting! "Look" is a great word to show your child how to make comments - talk about something interesting by saying "Look!" and pointing it out to your child. It is also good to interpret your child's interest in things - if they look excited about something, you can show them how to share that with you (e.g. by saying "I see you like the....". "You can tell me 'look at that!'").

Wednesday

**Create a Scrapbook**

Have your child cut out or draw pictures of people, places or things they like to do. Have your child write a sentence about the pictures or label the objects in the pictures. This can be done on consecutive days or over the course of a few weeks, depending on your child's engagement and interest.



**Reading With Your Ears:  
Word Deletion**



**Dog In the Doghouse.** Be silly and practice your word deletion skills at the same time with this fun early reading activity. Click here to see what's in the doghouse.  
<https://youtu.be/30GVYZk1og>

**Talk It Up! 'Appy Wednesday**



**Sock Puppets**  
**Compatible with: iPhone, iPad (free)** Create a virtual puppet show using this sock puppet app. The app allows the child to select a range of characters, props, and voices and then record a 30 second clip. The puppets' silly voices engage children and motivate them to practice their oral language skills, including telling stories and describing events.

**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.

**Link to online cards:**  
[https://www.printableboardgames.net/preview/Playing\\_Card\\_Deck](https://www.printableboardgames.net/preview/Playing_Card_Deck)

**Measurement Challenge:**

Gather empty containers of all sizes (coffee mug, glass, bowl, etc.). Have your child(ren) use one measuring cup and water in the sink to count and compare the number of scoops or cups it takes to fill each container. Ask, "Which container held the most? Which one held the least?"

**Extension:** Order the containers from least to greatest capacity.

Trace and paint activity. Create a paper grid for each letter of the alphabet. Lightly write each letter in each area of the grid and have your child trace over it with a crayon. Once done they can colour in each area of the grid with whatever colour they would like. Alternatively, you could make a grid with each letter in their name.



Practice opening and closing food containers.

**Energy Release:**

**Equipment:**

- Relaxing music and mats (optional)

**Set Up:**

-Participants quietly sit or lie down on the floor a safe distance apart from each other. Consider dimming the lights.

**Activity:**

-Direct participants to close their eyes, with their arms by their sides, palms facing forward or upward.  
-Guide participants through the following breathing meditation:  
• Think of a colour that makes you feel comfortable, peaceful, and relaxed.  
• Inhale through your nose, keeping your eyes closed, breathing in that colour.  
• As you exhale, imagine the colour moving down your throat, into your neck and chest, down to your stomach, and so on until you are filled with the beautiful, peaceful, wonderful colour, and you are relaxed and calm.  
- Have participants remain in this relaxed pose for up to five minutes (or an appropriate time).

For more information, click on the following link below:  
<https://www.ophea.net/hpe-at-home>

**Skill: Turn Taking**

Have your child take turns asking questions with the recipient.

**Tip!**

If you know who you will be calling, it would be helpful to have the recipient prepare a few open-ended questions that are of interest to your child. It is more difficult to maintain a conversation when questions are closed-ended (yes/no answers).

Using a visual aid (such as a post-it note that says "my turn" or a picture of an arrow) could be used to help your child identify when it is their turn to speak. If using a tablet/computer the arrow could be moved to point to the device. If the child is holding the phone it could simply be flipped over to demonstrate that they are waiting for their next turn.

For more information and examples explore the following:

**Video: Functions of Communication**  
<https://youtu.be/wssdCcl7YyE>

**AAC Coach Instagram "Communication Functions":**  
<https://www.instagram.com/p/B94C51vDytP/>

**Video Examples using the word "look" or "see":**

Hide and Seek book:  
[https://youtu.be/bVzu\\_DriXpA](https://youtu.be/bVzu_DriXpA)

Brown Ber, Brown Bear, What Do You See?:  
<https://youtu.be/hXX3id87uJg>

Look What I've Got book:  
<https://youtu.be/4QZ2CniWnVQ>

Sollyinfusion – "Look" song:  
[https://youtu.be/mQwbJOMg7\\_k](https://youtu.be/mQwbJOMg7_k)

Wingsworks - "Look" ideas:  
<https://youtu.be/z1XbWlbZUq8>

KJ Speech – Core Word of the Week "See" ideas:  
<https://youtu.be/L-QKNeee-pM>

Anna Manda Word of the Week:  
<https://youtu.be/IOoEsG2zk90>

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

<p><b>Thursday</b></p>		<p><b>Matching Letters and Sounds:</b> Give your child a letter of the alphabet (written on a post-it) and have them place it on something they can see that begins with that letter. For example the Letter C could be placed on a cup or couch. You can do several post-its with the same letter and/or do several different letters. Challenge: Can you find an object for any of the blends (e.g., Ch could be placed on a chair, Sh could be placed on a shoe, etc.)?</p> <p><b>Reading With Your Ears: Word Deletion</b></p>  <p><b>Muncha, Muncha!</b> Play the Snip It Off Game with words from the kitchen. For example, “say ‘popcorn’, say it again but don’t say ‘pop’” = corn. Try these words; jellybean, pancake, hamburger, watermelon, pineapple.</p>  <p><b>Talk It Up! Social Language</b> When reading or listening to a story together, name some of the characters’ emotions and act out their facial expressions! For example; excited, worried, frustrated, disappointed.</p>	<p><b>Warm up (with playing cards): <a href="#">Play Crazy Eights</a></b></p> <p><b>Link to printable cards:</b> <a href="https://www.printableboardgames.net/preview/Playing_Card_Deck">https://www.printableboardgames.net/preview/Playing_Card_Deck</a></p> <p><b>Elapsed Time Challenge:</b> Use the clock you created last week, or use your clock app on your phone or computer to solve these problems:</p> <ol style="list-style-type: none"> <li>1. If you started playing outside at 2:00 pm and came in at 4:00 pm, how many hours did you play outside?</li> <li>2. If you went to bed at 8:00pm and woke up at 6:00am, how many hours did you sleep for?</li> </ol> <p><b>Extension:</b> Use half hour increments. Example: If you started dinner at 5:30pm and finished at 7:00pm how long did you sit at the dinner table for?</p>	<p>Design butterfly wings. Cut out butterfly wings with construction paper and create any design using craft materials you may have around the house.</p>  <p>Tweezers can be used to help with fine motor skills and hand-eye coordination. Pick up different objects with tweezers and place them into a container.</p>	<p><b>Indoor Bowling:</b></p> <p>Create a tower with plastic cups. Using a ball, attempt to bowl the tower over. Rebuild the tower and try it again! Challenge yourself by standing/sitting further away from the tower, or balance on one foot, or even switch your throwing hand.</p> 	<p><b>Skill: Communication</b></p> <p>Phone calls and video chats are a good opportunity to practice asking and answering questions.</p> <p>A written or picture-based script may be a useful tool to help remind your child what questions they can ask based on the interests of the person they are talking to.</p> <p><b>Tip!</b> If your child communicates using an iPad or other device, it might help the flow of the call if you use some questions that are programmed and ready to go ahead of time! Try looking in the “Chat” or “Social” sections of your child’s device.</p> <p>It can never hurt to role play a few examples of phone conversations with your child ahead of time to get them more comfortable with the back and forth aspects of conversation.</p> <p><b>Skill: Leaving an Activity</b></p>	
<p><b>Friday</b></p>		<p><b>Play with Literacy:</b> Literacy activities should be fun! Set up a Shop, Café, Doctor’s Office, Postal Office or a Vet Clinic, (the ideas are endless) and have your child serve you. They can make signs, forms, lists, menus and have fun while playing with literacy. Here are a few pictures for inspiration, don’t forget that you can use everyday items from around your house (e.g., cracker box, grocery store flyer, etc.):</p>  <p><b>Add PROPS With environmental print</b></p>	<p><b>Fun Friday!</b></p> <p>Try playing an online Math game or app!</p> <p><a href="#">ABC YA</a></p> <p><a href="https://www.prodigygame.com/">https://www.prodigygame.com/</a></p> <p><a href="https://pbskids.org/games/match/">https://pbskids.org/games/match/</a></p>	<p>Build shapes (towers, bridges, pyramids, etc) with blocks.</p> <p>Have fun to end off the week and draw a bit using</p> <p><a href="https://www.autodraw.com/">https://www.autodraw.com/</a></p>	<p><b>Dance Party:</b></p> <p>Join Jack Hartman for a Dance Party! Follow along with these videos and learn some new dance moves!</p> <p><a href="https://youtu.be/3F1JLzBdIKs">https://youtu.be/3F1JLzBdIKs</a></p> <p><a href="https://www.youtube.com/watch?v=ea4TVg0_8Dk">https://www.youtube.com/watch?v=ea4TVg0_8Dk</a></p> <p>For more advanced dancers, please check out the following video: <a href="https://www.youtube.com/watch?v=KUmKKPcf71Q">https://www.youtube.com/watch?v=KUmKKPcf71Q</a></p> <p>For seated dancing, check out this video: <a href="https://www.youtubekids.com/watch?v=bbpHiyw3dd4">https://www.youtubekids.com/watch?v=bbpHiyw3dd4</a></p>	<p>Encourage your child to indicate that the conversation is done before they walk away/hang up. This can be done verbally (saying goodbye) or using signs/gestures (signing all done or waving goodbye) if using video chat.</p> <p>If your child is still learning to politely leave a phone conversation you can plan a “cover story” ahead of time if they are feeling like they want the call to end. This could include something like, “I have to go for supper,” or “My mom needs me, can we chat later?”</p> <p><b>Tip!</b> If your child has difficulty letting go of technology at the end of an activity, consider having them place the device</p>	



**Extension for Older Grades:**

- Consider setting up real world scenarios. Search for restaurant menus on the internet. Read the headings and practice ordering from each section.
- Find a recipe you and your child can make. Review the ingredients. Do you have everything needed? Have your child make a list of anything you may need. Have fun following the instructions and enjoying the final outcome!
- Make a list of places in the city your child may want to go. Problem Solve together: How would they get there? Is there a bus route? How much money would they need? Practice a likely interaction they may have when they arrive at their destination.

**Reading With Your Ears:  
Word Deletion**



**Snip It Off Outside!** Play the Snip It Off game with words from the outdoors (sunshine, mailbox, butterfly, raindrop, grasshopper, ladybug, birdhouse). For example, "Say 'sunshine', say it again but don't say 'sun'" = shine. Visit the TVDSB SLP website for even more fun ideas.  
[Phonological Awareness](#)

**Talk It Up! Narrative Language**

Read a story and talk about the problem in the story. How did the problem happen? How was the problem solved?

in a neutral area (such as the kitchen counter) instead of asking them to give it to you.

