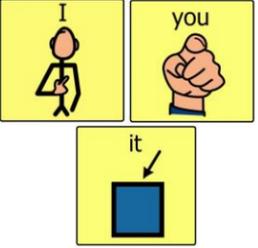


Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication
<p>Monday</p>	<p>*Please continue to provide opportunities to practice the life skills previously posted in the Week at Glance. Plus try the following activities:</p> <p>Monday through to Friday:</p> <p>Turn Taking</p> <p>Leisure skills are certainly a life skill that everyone must learn to engage in. Part of playing games (a popular leisure activity) requires being able to successfully take turns. Taking turns requires waiting and patience and this can certainly be difficult for many children. This week, we encourage you to play some games with your child(ren) and emphasize the importance of waiting their turn. It's easiest to start with playing two person games that have quick turns and then moving on to adding more players as the time required to wait will increase. Here are some strategies and visuals to support the understanding of turn taking.</p> <p>Extensions:</p> <p>Numeracy - Playing card games and board games are a great way to teach numeracy skills as well. Recognition of numbers, one-to-one correspondence and simple addition are just a few of the numeracy concepts that can be reinforced during game time.</p> <p>Social - Playing games with others can also support the acceptance of winning and losing. This is a great time to teach your child(ren) how to be a</p>	<p>Spreading Positivity: Create an inspirational poster using an ipad or computer. Be creative with colours, font, shapes, a border and other elements of text. Include an image and a positive message or quote that has meaning to you. Then, share your positivity with friends & family or keep as your homescreen.</p> <p>The poster can be modified for elementary students by</p> <ul style="list-style-type: none"> • creating the poster together on technology • creating your own image with paper and colour • print a positive quote, add images, colour and talk about what it means • put the image up in your room or share in a window <p>Reading With Your Ears: Sound Segmenting</p> <p>Say It, Chop It, Read It. Segmenting is the ability to separate a spoken word into its individual sounds and is an important skill for spelling. Watch the video to see this literacy skill in action. https://youtu.be/z5AJPhK79qk</p> <p>Talk It Up! Living Room One of the easiest ways to support language development is to infuse language concepts into everyday conversation.</p> <p>Watching TV or Reading A Story - discuss fantasy vs. reality - talk about characters' feelings - predict what might happen - retell the events of the story/show</p> <p>Labeling BASIC: door, window, curtains SPECIFIC: knob, switch, outlet, wire, shutters, alarm, charger</p> <p>I SPY Categories something round, something tall, something hard, something delicious,</p>	<p>*NEW* (Optional) Weekly Challenge: Amusement Park Project: Each week you will work towards creating your own amusement park. Additional challenges will be added weekly.</p> <p>This week: Your challenge is to research some amusement parks in your area and to make a list of all the features you would want to include in your dream amusement park (rides, games, food, etc.).</p> <p>Warm-Up (using coins): Give your child(ren) 10-20 mixed coins and ask your child(ren) to sort them.</p> <p>Extension: Ask your child(ren) to explain their sorting rule.</p> <p>Digital coins: Mathies Digital Money Tool</p> <p>Numeracy Challenge: Explore an emoji math puzzle with your child(ren) at the link below. Solve Moji Math</p> 	<p>Using any small item in your pantry (dry beans, pasta etc.), pour some onto a table and practice moving them into a cup, one by one.</p> <p>Create a drawing. Wrinkle a piece of paper, then flatten it out. Have your child see if they can find any objects in the wrinkled portion and trace over the objects that they see. Some wrinkled portions may have objects like a face, flower, boat, airplane, house and so on. They can finish off by colouring if they choose.</p>	<p>The Dice is Right</p> <p>Develop aerobic, balance, and core fitness skills through this fun game! Cut up a piece of paper into smaller pieces and write out different aerobic, balance, and core activities on the papers.</p> <p>Lay the papers on the floor or the ground and create six columns, placing 3 papers in each column. Some examples of activities are:</p> <ul style="list-style-type: none"> • Plank x 20 seconds • Pretend to jump rope x 10 • Sprint back and forth in the playing area x 2 • Wall sit x 20 seconds • Long jumps x 5 • Hop back and forth over a line x 10 • Wall push-ups x 10 • Bridge x 20 seconds • Sit down and stand up x 5 • Jumping Jacks x 10 • Tree pose x 5 seconds • High knees x 20 <p>LIMITED MOBILITY</p> <ul style="list-style-type: none"> • Uppercuts x 10 • Seated bicep curls x 10 • Heel slides x10 • Seated front shoulder raises x 10 • Seated chest press x 10 • Raise one leg at a time x 10 <p>Ensure there is enough space to do the activity away from any safety hazards. The child rolls the dice and chooses an activity from the corresponding column (e.g., a 3 is rolled, so choose a paper from the 3rd column). Perform the activity together and allow anyone who is playing to take a turn rolling the dice. Play for an allotted amount of time or until you have done most of the activities 2-3 times.</p>	<p>Theme for the week: Meal Time</p> <p>Focus: Making a choice</p> <p>Offer different choices related to meal times, such as:</p> <ul style="list-style-type: none"> -What to make for a meal by showing the items, a picture of the item or verbally asking -Where to sit at the table -What dishes to use -What to drink with the meal -Where to eat the meal <p>Take inventory of your groceries for the week, then print out/draw 3-7 different meal options that you are willing/able to make. You could also write them on Post-It notes if your child is able to read. Allow your child to choose which meals they would like each day by placing the pictures/words on a calendar for the week.</p> <p>Tip!</p> <p>If choosing the actual meal is not an option, try providing choices such as sides, drinks, or dipping sauces.</p> <p>Focus: Joint Attention</p> <p>Prepare part of the meal together by asking your child to give you an ingredient, stir in an item, or hold a bowl and ask your child to pour something into it. Use gestures, such as pointing to a spoon or modeling a pouring motion, to help focus your child's attention on the message and task.</p> <p>Tip!</p> <p>It is helpful to gather all required materials ahead of time (mixing bowls, spoons) to avoid having to leave to get</p>	<p>Each week we are focusing on a different vocabulary word to help build your child's communication skills. This week we are combining some ideas to focus on the pronouns; "I" "you" and "it".</p>  <p>Activity Ideas: Here are some ideas to use the words "I", "you" and "it" this week:</p> <p>Routines: During laundry, sort the clothes by who they belong to! If you grab your child's shirt, you might use "it" and "you" and put it in your child's pile! (e.g. "I think it is for you.")</p> <p>Books: Use books with pictures! Everything in the book can be "it". If you see a funny or interesting picture, you can use "look" and "it" together (e.g. "look at it"; "it is funny"; "Do you see it?")</p> <p>Snacks/Meals: When preparing or eating together, model some longer phrases with other core words (want, like, not, more). Think about combinations like: "I like it", "You do not want it" when you talk about food items!</p> <p>Outside: Play a "follow the leader" game. One person can copy the other in a silly dance or motion. If you want to pick the action, you can use "I". When you are done, point to "you" to ask the other person to copy what you did! During a game of tag, you can decide who is "it". Am "I" "it" or are "you" "it" ?</p> <p>Games and Play: Think about games that involve turn-taking. You can use "I" and "you" to</p>

good sport in both winning and losing games.

TURN TAKING STRATEGIES

www.andnextcomes.com

USE A VISUAL CUE TO INDICATE WHOSE TURN IT IS

USE TURN TAKING LANGUAGE (MY TURN, YOUR TURN)

MODEL TURN TAKING

PLAY GAMES OF ALL KINDS

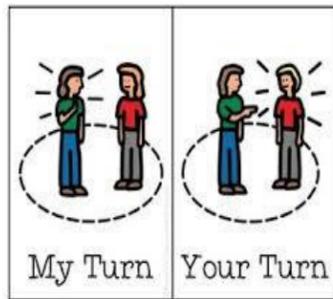
USE A SOCIAL STORY TO EXPLAIN TURN TAKING

USE A TIMER TO INDICATE HOW LONG EACH TURN WILL BE

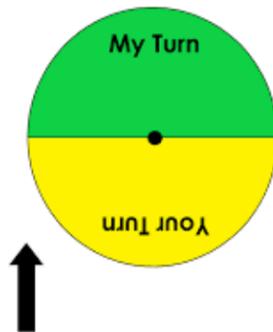
COMMUNICATE TURNS (FIRST IT'S A'S TURN, THEN IT'S YOUR TURN)

USE A FIDGET BETWEEN TURNS

© And Next Comes L - <http://www.andnextcomes.com>



Turn Taking Spinner



something loud

S Space

Increase the size of the playing area to allow for a variety of sensory objects to be spread throughout the space.

T Task

Cover the die with small pieces of paper with different actions written on them reflecting the child's ability (e.g., twist, bend, arms up, etc.).

E Equipment

Remove the die and the child moves to collect sensory items spread throughout the playing area before performing the actions.

P People

The child follows the movements of another individual.

For further information, please click on the link below:

<https://phecanada.ca/activate/phe-home-learning-centre/physical-education-activities>

these items mid-task. This will also help maintain momentum, and avoid distraction, if your child is still working on attending to tasks for longer periods of time.

Focus: Turn Taking

To encourage turn taking and waiting, set up a "family style" meal (each part of the meal is served in a large bowl or plate, and passed around for everyone to serve themselves). Once your child has taken what they want, have them pass the bowl or plate to the person beside them, instead of simply placing the bowl down on the table.

Tip!

When preparing a meal with your child, premeasure/chop seasonings and other ingredients into small bowls or cups so that you and your child can quickly take turns pouring them into a larger mixing bowl.

Focus: Communication

Have your child invite others to the table for the meal using gestures, their communication device, or by verbally asking.

Give a small amount of food at first to encourage your child to ask for more using gestures, their device, or words.

Ask your child a question related to their meal. They can respond to a question

direct the turns in any game! This works well with games and activities that have parts or equipment (e.g. dice, spinner, ball). Model the word "I" when you are taking a turn, and "you" as you hand off the piece of equipment to your child; repeat to extend the conversation.

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

Expand Your Child's Message/ Combining Words:

When modelling, you can expand on your child's message to show them how to create longer phrases, or to show them how to use words in different ways. For example, "want" could be expanded to model "want-it", "not-want", or "I-want".

Try to expand one step/word ahead of what your child is already doing to build on their current communication.

Expanding messages using pronouns can encourage more social communication functions such as commenting (e.g. "you want", "like go"), asking questions (e.g. "you like it?"), and taking turns (e.g. "I go").

For more information and examples explore the following:

Explanation of Strategy:

<https://youtu.be/OQBvGzVX7U>

https://youtu.be/3VA_5S8ExsU

<https://www.instagram.com/p/CAKqVQOAa4D/>

Rules for Board Games

	Touch only your game piece.
	Hands away from the board unless it is your turn.
	Wait patiently for your turn.
	Win politely - "Good game, thanks for playing with me."
	Lose politely - "Good game, thanks for playing with."
	Have fun with your friends.

Word Cloud

Free online word cloud generator and tag cloud creator



Create your own word cloud. Choose the shape, colours, size, theme and paste in words all about you! What you love, who you are, words that describe and celebrate you! You can even print it and put it up on the fridge or your bedroom!

Reading With Your Ears: Sound Segmenting

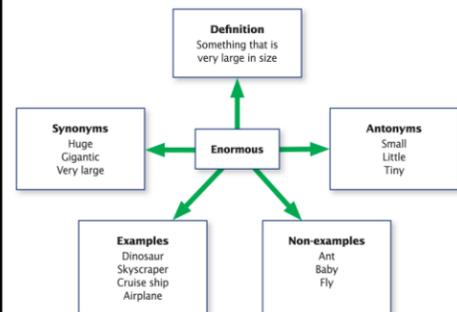


Tap Out The Sounds Like A Woodpecker.

Today we will practice our sound segmenting skills by using our fingers to tap out the sounds in words. Tune in to see the 'say it, tap it, read it' learning routine.

<https://youtu.be/aquV4nF2Ht0>

Talk It Up! Vocabulary



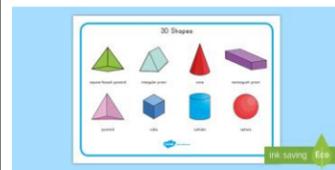
Word Map. Complete a word map for the word 'enormous' to deepen word knowledge. Read the definition and then work together to fill in one or two words for each of the remaining boxes. Antonyms (if it is not large, then it is _____, the opposite of enormous) non-examples (tell me things that are small or little), examples (tell me things that are large or enormous), synonyms (what is another word for enormous or large). Continue the word learning by drawing a picture of something ENORMOUS.

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.

Extension: Have your child(ren) identify \$5, \$10, \$20, \$50, \$100 bills and their value.

Geometry Challenge: Find 3D shapes around the house or use the links below to create your own. With your child(ren), discuss the different attributes of each shape. Eg. how many edges, vertices (corners), faces/sides, does it roll or slide? etc.



Cube:

<https://www.math-salamanders.com/image-files/3d-geometric-shapes-cube-net-tabs.gif>

Square-based pyramid

<https://www.math-salamanders.com/image-files/geometry-printables-square-based-pyramid-net-1-tabs.gif>

Cone:

<https://www.math-salamanders.com/image-files/nets-of-3d-shapes-cone-net-tabs.gif>

Finger isolation is being able to move just one finger at a time, perhaps to point or scratch an itch. Try the following activity to strengthen finger isolation:

- Shoot marbles into a box
- Move only one finger, even if just a twitch at a time



Play a 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.



Dance in Space at Your Place

Material: Music

Learning Outcome: Discuss the element of space in dance and create a dance sequence that contains the components of space.

Description: Dance has various elements to consider. One of these elements is space. Space can be described by:

- Shape:** circles, squares, triangles, etc. made with parts of the body, the whole body, or with groups of people
- Level:** distance from the floor (high, medium, low)
- Direction:** where the body moves (forward, backward, up, down, diagonally)
- Pathways:** patterns taken as we move (straight, curved, zig-zag)
- Focus:** where the eyes look while dancing
- Size:** how large or small the movements are

Share these components of space with your child/ren and challenge them to create a dance sequence that contains each component (e.g., sequence contains a few shapes, at a few levels, in changing directions, taking a few pathways, with large and small movements, and eyes focused on particular points). Encourage your child/ren to choose a song they like and provide them with time to create the sequence. Support them as needed and also consider creating your own sequence. Get the whole family involved and share your sequences with each other!



For more information, please click on the link below:
<https://phecanada.ca/activate/phe-home-learning-centre/physical-education-activities>

such as "Do you like this meal?" orally, by giving a thumbs up or down, or by imitating you shaking or nodding your head.



Build communication temptations into meal time by offering preferred foods without necessary tools (such as pasta with no fork) or ingredients (such as fries, but no ketchup). If your child doesn't initiate asking for the missing item, prompt them to request it.

Focus: Leaving an Activity

To indicate that the meal is finished, practice using social skills like asking to leave the table, wiping mouths with a napkin, clearing some of the dishes, or washing hands.



It is always best to end an activity on a positive note! If your child is done eating, but others are not, and you notice your child is beginning to show signs that they want to leave the table, prompt them to request to leave (orally, or using signs, gestures, or a communication device) and then let them know they can get up and move away from the table.

If you want to work on having your child sit for longer before leaving the table, you could use a visual timer. Slowly increase the length of time your child is expected to sit as they show success!

Videos:

Read Alouds:

I Have Feelings:
<https://youtu.be/WxKdYKjgt8>

It Looked Like Spilt Milk
https://youtu.be/KxwydtV_d2E

Songs

- Skinamarink:
<https://youtu.be/ug1pl-Ephns>
- Sight Word Song "I":
<https://youtu.be/2NWSMCP1xk8>
- The Walking Chicken:
<https://youtu.be/9NXTVeVV1DA>
- I'm Hungry:
<https://youtu.be/CCke0NvGy70>
- Sight Word Song "you":
<https://youtu.be/uvxrXx2SrsY>
- Happy Sam English – Hello, How Are You?:
<https://youtu.be/vQrsrE87aHU>
- If You're Happy and You Know It
<https://youtu.be/71hqRT9U0wg>
- Sight Word "It"
<https://youtu.be/PqeOqtgkC-Q>

Ideas

- Ideas for "I"
<https://youtu.be/jhSfnlKAU4k>
- Ideas for "you"
<https://youtu.be/wKwjIVaJkS8>
- Ideas for "it"
<https://youtu.be/DFIMrtedplg>

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

You can also visit our website:

bit.ly/TVDSB_SLP
(ideas are under the heading "Complex Communication")

Or follow us on Instagram:
[@tvdsb.slp](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!

Wednesday

Memory Game:

1. Collect objects from around the house (5-10 items) such as ruler, pen, comb, etc.
2. Place the objects on a table and cover with a scarf or something similar. Tell your child/teen they have 4 minutes (vary the time depending on your child) to look carefully at the objects and remember them. After 4 minutes cover the objects again. The child must write down what they saw.
3. Talk with your child about while they remembered some items and not others.
4. Repeat with different items

**Reading With Your Ears:
Sound Segmenting**

Knock, Knock. Have fun practising your sound segmenting skills with the 'knock it, chop it, read it' learning routine. See this reading and spelling skill in action. <https://youtu.be/XcZ7I3ETQFs>



Talk It Up! 'Appy Wednesday

World's Worst Pet



Compatible with: iPad (free)

A vocabulary building app for older elementary students (Grades 4+). Deepens their understanding of new, more sophisticated words with the help of student-friendly word definitions and exposure to antonyms (opposites) and synonyms (words that mean the same thing).

Warm-Up (using coins):

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.

Extension: Have your child(ren) order money from least to greatest value using \$5, \$10, \$20, \$50, \$100 bills.

Digital coins:

[Mathies Digital Money Tool](#)

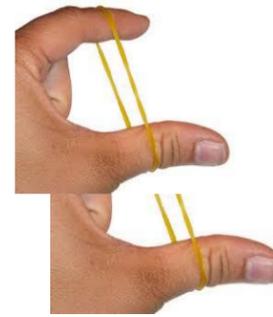
Probability Challenge: Have your child(ren) draw pictures of or talk about things your family does always, often, sometimes and some things your family never does. Ask your child(ren) what other everyday events he or she could talk about by using this kind of language.

Use this link to print and help organize your ideas:

https://docs.google.com/document/d/1lzasEhxv6_7Rtd1MjCFrn0qL3bYBTStgXaroy5UTdk/edit?usp=sharing

Practicing beauty routines: Putting on makeup and creating complex hairstyles require a surprising amount of fine motor skill.

Rubber bands make great "resistance training" for your fingers. Simply place the bands around your thumb and index finger and try to push the band apart. You can do this with all 4 of your fingers.



This Or That Tabata

Materials: Find some space which gives enough room to fully stretch out. Use either a yoga mat, floor mat, or a towel for any floor exercises you complete

Description: Tabata is a High Intensity Interval Training where you work out for 20 seconds and rest for 10 seconds. In the video below, there are 8 rounds of heart beating fun. Follow along to the instructions.

<https://peuniverse.com/video/this-or-that-tabata-style-2/>

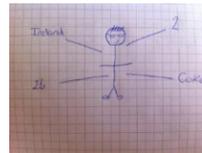
Thursday

Question Me:

1) On a piece of paper, both you and your child/teen (and any other family members who would like to join) draw a stick person to represent yourself (Those who are more artistically gifted can of course make a more interesting creation!)

2) Draw lines coming from your figure. At the ends of these lines, write numbers, nouns, adjectives or any words that have significance to you

3) When complete, take turns asking questions that these words and numbers may be the answer to. i.e *Child/teen:* "Have you two brothers or sisters?"
Parent: "Yes, I have two brothers."



**Reading With Your Ears:
Sound Segmenting**



Chop It Up A Home.

Use the 'say it, chop it, read it' learning routine to segment the sounds in words from around the house. Pull down a learning tool (e.g., bingo chips) while you say each sound in the word.

Bag (b-a-g), Comb (c-o-mb), Toe (t-oe), Cup (c-u-p), rice (r-i-ce), phone (ph-o-ne), shoe (sh-oe), chip (ch-i-p)

Talk It Up! Vocabulary

Play Categories. One player selects a "category" and the other players take turns naming items that belong in that group. The category can be as broad as "animals," or as narrow as "types of dogs." The category chosen determines how difficult or easy the game is. Players can not repeat an item that has already been said. The game continues until players run out of ideas for the category.

Category Suggestions: Easier; Animals, clothing, food. Challenge: Animals that hop or jump, farm animals, fast animals, pets, things we wear on our feet, winter clothes, vegetables, candy, breakfast food, desserts.

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).

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

Digital coins:

[Mathies Digital Money Tool](#)

Measurement Challenge: Using a tape measure, ruler, and/or non-standard units (multiples of the same sized item, eg. paper clips, nickels, goldfish crackers), with your child(ren) measure various objects or spaces around your home or outside.

Extension: Put the objects in order from smallest to biggest OR try using a tape measure to measure the height of each member of your household.

Play Card Games – It takes some pretty solid fine motor skills to hold a fan of cards or pick one up from a table. Try simple card games like Uno, Go Fish and War.

Make an Origami- Fold a piece of paper in half by bringing the bottom half towards the top. Fold in half again by bringing the right side towards the left side. Fold in half again by bringing the left side towards the right side. It will look like a triangle with the bottom layers extending beyond the top layers. Cut the folded paper into the shape of one petal. It will look like an ice cream cone. Unfold this paper and you will get a beautiful flower.



Fan Favourite - Challenge

Description: How many times can you fan your bag back and forth between the paper balls using the book in one minute. Your paper balls should be ten feet apart.

Materials: A book, a plastic bag and two paper balls.

See the video for the challenge in action:

<https://www.youtube.com/watch?v=TJuYFFKyoew&feature=youtu.be>

You can challenge another person in the family or beat your score each time. Another option is to extend the distance by placing the paper balls farther apart.

Friday

Listen to Reading:

Click on the link below to listen to the book:

[Hug Machine by Scott Campbell](#)

Click on the link below to listen to a song inspired by the book:

[Hug Machine Song by Emily Arrow, book by Scott Campbell](#)

Extension Activities:

1. Talk about all the things the "Hug Machine" hugs in the story. What are some funny things you could think of to hug? How do the "Hug Machine's" hugs make people feel?
2. Make your own silly hug checklist like the one found in the book. Use pictures and/or words.



3. Draw a picture of ANYTHING you want to hug. Write a sentence to tell about your picture. Be Creative!

4. Click on the link to access free printables created by the author.
<https://t.co/RR4Dd4R2FR>

Reading With Your Ears: Sound Segmenting



Chop It Up Outside.

Keep practicing your early spelling skills by chopping up the

sounds in words from the outdoors.
Rain (r-ai-n), sun (s-u-n), rock (r-o-ck),
bike (b-i-ke), bee (b-ee), hat (h-a-t).
Visit the SLP website for more sound segmenting activities
[Segmenting Sounds](#)

Fun Friday (Coding): Explore one of these coding websites with your child(ren):

Hour of code:

<https://hourofcode.com/ca>

Erase all kittens:

<https://eraseallkittens.com/>

Tynker: <https://www.tynker.com/>

Scratch Studio:

<https://scratch.mit.edu/studios/894964>

/

Practice using scissors. You could cut out a design you created, cut out people and objects from a magazine to create a collage, or cut out food items from grocery store flyers to make a grocery list.



Play with playdough. Roll into small balls, push beads into play dough, pretend you're making cookies and the beads are chocolate chips, or hide the beads in the play dough and search for hidden treasure as you exercise those finger muscles!



Drumfit: Castle in the Sky

Use accessories/tools you find in your home to participate in a drumfit exercise video. You could use wooden spoons for example and a pillow or ball if you have one. Sit or stand based on your ability.

<https://youtu.be/yCYmR1xUasQ>

