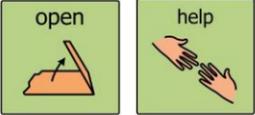
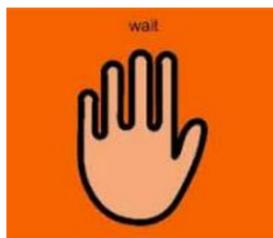
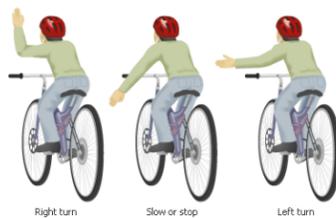


Day of the Week	Life Skills	Oral Language and Literacy	Numeracy	Fine Motor	Physical Activity	Social Skills	Communication				
Monday	<p>*Please continue to provide opportunities to practice the life skills previously posted in the Week at Glance. Plus try the following activities:</p> <p>Monday through to Friday:</p> <p>Bike Safety/Safe Walking As the weather improves, we will be able to get outside more often. Some activities that you might get to enjoy more are going for walks and bike rides. In order to do these things safely, there are a number of things that you can do. It is important that we follow rules, and know what certain signs mean. Please also review your own family rules, as well as safety rules with your child, before leaving the house. If your child(ren) is ready, teach bike signals and practice them! It can be helpful to provide additional visuals to support these rules. If possible, consider bringing a small set of signs/ symbols to reinforce safety rules (e.g., a lanyard with stop, walk, wait, etc.). Please remember to positively reinforce desired behaviour. See images below to help support these ideas.</p> 	<p>Barrier Game: Can you use words to create a clear picture in your partner's mind?</p>  <p>Materials:</p> <ul style="list-style-type: none"> - 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.) <p>How to Play:</p> <ul style="list-style-type: none"> - 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. <table border="1"> <thead> <tr> <th>Descriptive Words</th> <th>Location Words</th> </tr> </thead> <tbody> <tr> <td>colours (red, blue, etc.), size (big, small, etc.) texture (smooth, bumpy, etc.),</td> <td>on top of, bottom, beside, in between, under, above, next to, underneath, to the left of, to the right of, etc.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> - 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  <p>Reading With Your Ears: Middle Sound Identification</p> <p>Middle sound identification is the ability to hear and isolate the middle sound in a word and is an important skill for reading and spelling. Watch the video to see how we can use fun learning tools at home to pause and hear those tricky vowels in the middle.</p> <p>https://youtu.be/_TbjYvTacFg</p> <p>Talk It Up! Vocabulary Go for a walk in the neighbourhood and read the signs you see. Talk about what the signs mean.</p>	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.	<p>(Optional) Weekly Challenge: Amusement Park Project:</p> <p>Create a chart of how much you would charge for gate entrance, food, drinks, games, souvenirs, etc.</p> <p>Extension: If 100 people came into the gates and each person played 3 games, how much money would you earn in the day? What if it cost \$1000 a day to run the park? How much would you earn then?</p> <p>Warm up: (using dice): Collect 2 dice. Have your child(ren) roll the dice and ask them how many dots they see. Challenge them to tell you how many dots they see without counting one by one.</p> <p>Link to online dice: https://www.online-stopwatch.com/chance-games/roll-a-dice/</p> <p>Probability Challenge: Magic Dice</p> <p>Provide your child(ren) with dice, a ten frame and 10 coins (or buttons, rocks etc.).</p> <p>Pick a number between 1-6. This will be your magic number.</p> <p>Take turns rolling the dice with your child(ren). Each time the magic number is rolled, a coin (or other counter) is placed on the ten frame. Continue rolling the dice until the ten frame is filled only with the magic number. The person to fill their frame with their magic number the fastest wins.</p> <p>Ten Frame Template</p> <p>Extension: Use a timer to see how long it takes to fill the ten frames. Can you beat your time?</p>	<p>Make a spider using pipe cleaners (or twist ties). Tie some yarn to the spider and hold it up. Instruct your child to cut the yarn at the top. Have fun with it by being enthusiastic when the spider falls or maybe even sing <i>Itsy Bitsy Spider</i>. Have them do it over and over until they cannot cut anymore yarn.</p>  <p>Push fingers against a mattress, like a finger pushup. How many can you do?</p>	<p>Bean Bag Toss</p> <p>This super simple activity is great for kids of all different ages and abilities as you can easily make it more or less challenging. Set up two baskets, one full of beanbags or soft balls, (you could also use rolled up socks). Your child can practice throwing a beanbag from one basket to another to work on coordination. Move the baskets further apart as they get the hang of it.</p> 	<p>Theme of the Week: Colouring/Drawing</p> <p>Skill: Making a Choice</p> <p>Offer a choice of which paper, colouring book, or page in a colouring book they would like to use. You can also support your child's choice-making skills by having them choose between different colours or different writing utensils (i.e., markers vs. crayons).</p> <p>Provide some choices or ideas of different things your child could draw (i.e., fictional characters, animals, favorite items/activities, etc.)</p> <p>Tip! If your child is a reluctant artist, you may have more success introducing this leisure skill if you start with colouring pages or drawings related to items of high interest. For example, colouring Paw Patrol colouring sheets or drawing items or characters from Harry Potter.</p>	<p>Each week we are focusing on a different vocabulary word to help build your child's communication skills. This week's words are "OPEN" and "HELP".</p>  <p>Activity Ideas: Here are some ideas to use "OPEN" and "HELP" this week:</p> <p>Routines: "Open" and "help" are great words to model in a variety of daily routines! You can "open" drawers, containers, windows, refrigerators, ovens, books, bottles, etc. Create opportunities for your child to ask for "help" during morning, evening and daily routines (e.g. not providing all the tools that your child needs, using clothes with ties, zippers, buttons etc.)</p> <p>Books: Any book can be used to model the word "open"! Lift the flap books provide many opportunities for you to "open" each flap and "see" what is inside.</p> <p>Snacks/Meals: Hand your child their favorite food in a difficult-to-open container and prompt them to direct you to "open" it, or to ask you for "help". Your child can also use the words "open", "close" and "help" for the refrigerator, cupboards, pantry or dishwasher. Model the word "open" when using a can opener and "close" when sealing food items.</p> <p>Outside: Going outside to play is a great time for your child to use the word "open" (Open the door!). When you go for a ride in the car, talk about "opening" and "closing" the car doors, windows, glove compartments and even the AC vents. Your child may need "help" with their seatbelt.</p> <p>Games and Play: Have fun making silly faces by letting your child direct you to "open" and</p>
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.										

Tuesday



walk



Some rules to follow:

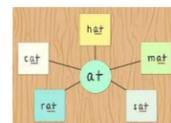
1. Always look both ways before you cross the street
2. Stop at all stop signs
3. Wait for the walk signal when crossing at a light
4. Wear a helmet when riding a bike
5. Walk your bike when crossing the street/ at an intersection



For more information on bike safety, please visit <http://www.mto.gov.on.ca/english/safety/bicycle-safety.shtml>

Word Family Game

Word families are that rhyme. Teaching word families helps students see patterns in text and encourages them to begin reading by grouping sets of letters within a word. A fun way learn this is by playing a game using a white board or scrap piece of paper Write a list of words on the left-hand side of the whiteboard or paper (i.e. hat, mat, mop, top, etc.) and then a second list of words that rhyme with them on the right-hand side (you could even try using a theme for the words). Another variation of this game could be to write 2 lists of words and have the student draw a line to link the words from the wordleft, to the rhyming word on the right-hand side. Not only is this a fun activity to help students learn about word families, it also helps develop their fine motor skills.



words

Reading With Your Ears: Middle Sound Identification



Say It, Chop It, Hear the Middle. Keep practicing your ability to hear the middle sound in words. Say a word from the list below. Ask your child to repeat the word and use learning tools (e.g., Lego, buttons) to chop up the sounds in words. Point to the middle object and say, “tell me the middle sound”. Try these words: peek (ee), bed (e), mop (o), hat (a), sun (u).

Talk It Up! Stories

Look at the cover of a book and talk about what you see. Talk about the title. Can you guess what the story is about from the cover?

Glitter Bags

Materials:

- Large or medium size freezer bags (use freezer bags, they are thicker and won't break open as easily)
- Clear hair gel
- Food coloring
- Glitter
- Clear packing tape
- Word or letter lists as desired

Directions:
Combine hair gel, food coloring and glitter in the zip-top style bag. Zip bag closed and mix well! Tape the zip top closed and get started having practicing letters, numbers, words and much more! Choose a word list or alphabet letter list. Select your favorite glitter bag! Practice writing each word or letter on the list in the bag of glitter. Tip: Use the pad of your

Warm up: (using dice): Collect 2 dice (or more dice to make activity more challenging). Have your child(ren) roll the dice and ask them which number is bigger.

Extension: If using more than two dice, have your child(ren) organize the dice from lowest to greatest number or vice versa.

Link to online dice: <https://www.online-stopwatch.com/chance-games/roll-a-dice/>

Number of the Day Challenge: Choose a single digit number (1-9) to complete the challenge attached.

Number of the Day printable

Extension: Choose a double or triple digit number (example: 62 or 387) to complete the challenge.

Make a popsicle stick puzzle. Take a picture from a magazine or print one off of the internet and glue it onto popsicle sticks. Once dry, have your child cut to separate each stick. They can mix up the sticks and put the picture puzzle together over and over again.

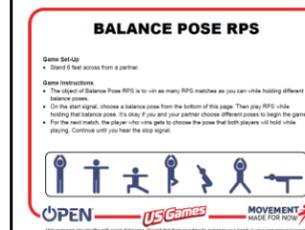


Cut through objects of different strengths such as clay, tin foil, felt, or thick paper. Make different designs such as zig zags or curly lines.

Balance Pose Rock Paper Scissors (RPS):

Rules to remember: Rock beats scissor, scissor beats paper, paper beats rock.

Play RPS while holding different balances from the poster below. Do it the traditional way if the poses are too challenging.



Cut through objects of different strengths such as clay, tin foil, felt, or thick paper. Make different designs such as zig zags or curly lines.

Skill: Joint Attention

While your child is drawing or colouring, talk about their creation. Guess what it might be or talk about the colours they chose to use.

You can also draw alongside your child and encourage them to look at what you are doing. You can point out any similarities or differences between your creations. This activity may be more successful if you draw or colour something similarly-themed to your child.

Extension activity: While outside exploring the yard or a nearby path, examine different materials that could be collected and used to draw on (Example: Rocks, leaves...). Talk about/ touch the different textures (rough/smooth) and have your child see which would be best for drawing on.

Tip!

While being creative with your child, it can help to draw their attention to specific attributes of your artwork if you use gestures alongside your verbal narrations. For example, while guessing what your child might be drawing, point to the specific part of the picture you are referring to.

“close” your eyes, nose and mouth. Play games that need things to be built or assembled as your child may need you to “help” them put the pieces together.

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

Hard to Open/Hard to Operate: Previous strategies of “wait”, “sabotage” and “bit by bit” are all examples of “communicative temptations” - ways of changing a familiar activity/routine in order to create new/different situations in which your child is tempted to communicate.

You can also “tempt” your child to communicate by giving them an item which is either unfamiliar or difficult for them to operate without help (e.g. wind-up toys, bubbles with a tightly closed lid). Model how to use the item or present the item to your child and wait - because the item is hard to operate your child will be more likely to need to communicate in order to request assistance.

Additionally, you could present a preferred item in a clear, but difficult to open container, again, providing a “temptation” for your child to communicate. A variety of responses are acceptable, including eye gaze (e.g. looking at you), gestures (e.g. pointing, reaching, taking your hand), sounds, and/or words. This gives you an opportunity to model what they “would” say if they could (e.g. “open”, “help”), and then to respond quickly to reinforce their communication attempt. If your child doesn't respond, you can try “tempting” your child again, or repeat your model and continue playing with them.

For more information and examples explore the following:

Explanation of Strategy: https://youtu.be/XSAxjq_6mQA

Video Examples using the words “open” and “help”:

Books:
Dear Zoo:

Wednesday

Warm up: (using dice): Collect 2 dice.(or more dice to make activity more challenging). Have your child(ren) roll the dice and ask them how many dots they see all together (5 dots plus 3 dots equals 8 dots)

Link to online dice: <https://www.online-stopwatch.com/chance-games/roll-a-dice/>

Geometry Challenge: Build it with Sticks

You can use two short sticks and two long sticks to build a rectangle. You can use sticks that you find in the yard or while out on a walk with your

Cut things up in the kitchen, depending on age and ability have your child cut vegetables, or cut a sandwich in half. Try cutting a pancake using a fork and knife.



Make a geoboard using a piece of flat board and nails. Space the nails along the

Lesson: In, Out, On

View this video from the OPEHA website for a lesson on moving safely in a variety of ways while using different speeds, pathways, directions, and levels.

<https://youtu.be/G4uJaRxgMp8>

Skill: Turn Taking

If you have more than one child you could have them practice taking turns while colouring by having them work collaboratively on one colouring page or poster. Have them take turns colouring a section or part of the project.

You could also have your children brainstorm ideas for a mural or large poster based on a story you've read or activity you've done together and then have them take turns contributing to the masterpiece!

finger. not your nail it will slice holes in the bag!



Reading With Your Ears: Middle Sound Identification



Middle Macaroni. Today we will use 3 pieces of macaroni (or other small objects) to practice identifying the middle sound in a word. Choose a word from the list below and say it. Ask your child to say the word and use the macaroni to chop up the sounds. Point to the middle piece of macaroni and say, "tell me the middle sound". Try these words: rat (a), duck (u), ship (i), cap (a), kid (i), boat (oa).



Talk It Up! 'Appy Wednesday!

Story Creator

Compatible with: iPhone, iPad (Free)



A story creation app where children can make their own story books using photos, videos, text, and audio. This app is easy to use and allows children to turn their personal adventures (e.g., a walk through the woods or a tea party with stuffed animals) into a story. Parents can model story making by first telling the story to their child and then encouraging their child to tell the same story using the pictures as a guide. Encourage them to use detail in their descriptions! Promote learning of new daily living skills by taking pictures of the steps needed to complete a sequential task (e.g., making a sandwich, completing a tidy up routine). Then, have your child put the pictures in the correct order. Text can be added and the sequence can be narrated aloud and recorded. Share your stories with family members, friends, or educators!

child(ren) to complete this activity.

What other shapes can you make from these four sticks? Give each of your shapes a name.



Extension: Challenge your child(ren) to build a 3D shape using sticks. What materials could they use to hold the sticks together?

board at equal distances apart. Once done, use elastics to make shapes. An older student could create it themselves and even make a maze using the geoboard.



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Subscribe to us on YouTube at Youtube.com/OpheaCanada

Tip!

You can further promote turn-taking by setting up the environment to only have one of each colour. This should naturally encourage waiting and turn-taking skills as your children share colouring utensils.

The above suggestions can also be practiced with a parent/guardian if siblings are not available!

<https://youtu.be/ZnHh8Dj6P-M>
Where's Spot?:
https://youtu.be/vaUBhayM_bA
Rachel Sauve – The Little Red Hen:
<https://youtu.be/3JAXum1mIQI>
Runkle SLP, using Tobii Dynavox Book "Dinner":
<https://youtu.be/F8ezefvdDog>

Songs:

Open Them Shut Them:
<https://youtu.be/DzA1VQL1oME>
Sight Word Song:
<https://youtu.be/UurqMrCD28k>
Speech and Language Songs: "I Need Help"
<https://youtu.be/Wcv6VpWleWg>
Little People Songs – The Help Song:
<https://youtu.be/cWV3B4DxOy8>

Ideas:

I am Boundless (Open and Close):
<https://youtu.be/Ewmoh1H6BNM>
That Speech Lady (Open):
<https://youtu.be/nOpW7t1H-P8>
WingsWorks (Help):
<https://youtu.be/H65k43cC8Zg>
Explore AAC /Saltillo (Help):
<https://youtu.be/urvpbfQM4Q>

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!

Thursday

Letter Writing:



Using a device or pencil and paper, write a friendly letter to a family member or friend. It can be someone that your child is missing. Include a greeting, body and closing. See the video below to review the basics. You can send it through technology or in the mail. Include colour, images or drawings. This activity can be done at varying levels with an adult scribing or the participant writing a letter with several paragraphs.

How To Write a Friendly Letter

**Reading With Your Ears:
Middle Sound Identification**



Hop the Middle Sound. Hop each sound in a word from the list below with your child and then work together to hear the middle sound in the word. You may need to hop the word a few times, prolong and/or pause on the middle sound (e.g., “b-aaaaa-t”). Hop these words: net (e), lock (o), chain (ai), tooth (oo), rake (a). Find more middle sound identification activities on the SLP website [Identifying Middle Sounds](#).

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; Television shows, sports, flowers. Challenge: Comedy shows, cooking shows, cartoon characters, Basketball teams, sports played inside/outside, Sports at Summer Olympics, types of trees.

Warm up: (using dice): Collect 2 dice (or more dice to make activity more challenging). Have your child(ren) roll the dice and ask them to identify which number is bigger. Then have them subtract the smaller number from the bigger number. (example: 5 dots take away 2 dots equals 3 dots)

Link to online dice:
<https://www.online-stopwatch.com/chance-games/roll-a-dice/>

Numeracy Challenge: Grocery List

Use an online grocery flyer and ask your child(ren) to help create a grocery list of items they would like to purchase. Add the cost of each item beside and have your child(ren) estimate the total cost. Using a calculator or other math tool, have your child(ren) calculate the total cost.

Extension: Provide your child(ren) with a budget (eg. \$50.00) for their grocery shopping list and have them create another list while staying within budget.

<https://www.yourindependentgrocer.ca/print-flyer?navid=flyer-deal>

<https://www.foodbasics.ca/flyer.en.html>

<https://www.walmart.ca/flyer>

<https://www.nofrills.ca/>

Stick pieces of masking tape onto a container lid or other surface and have your child peel them off.



Use masking tape to make your child's name on a blank piece of paper. Once their name is taped on they can colour over the whole paper with whatever design they would like. Allow it to dry, then carefully peel the masking tape off of the paper.



Has Spring Sprung?

With an adult, take a walk around your neighbourhood and look for signs of spring. See if you can find everything on this checklist.

- Green leaf
- Bird
- Caterpillar
- Nest
- Squirrel
- Flower bud
- Tree blossoms
- Puddle
- Green grass
- Animal tracks

Hope you enjoyed the fresh air!

Skill: Communication

Requesting: You can encourage requesting by holding up two different colours and having your child ask for one. You can use the same strategy for different colouring books or art paper. Depending on your child's communication abilities, you may also be able to ask them, “What colours would you like me to get out?” as a prompt for them to request desired colours/items.

Labeling: While your child is drawing, point out parts of their creation and ask them, “Hey cool, what's that?” You can push them even further by having them label aspects of your own creation which might be more novel.

Conversation: While colouring or drawing with your child, ask them specific questions about their creation. You could also practice reciprocating asking and answering questions with your child by setting a goal at the onset of the activity. For example, try to each ask 3 questions about each other's work. You can use small counters or tally marks on a paper to identify each time one of you asks a question.

Tip!

Please keep in mind that the way your child asks for, labels or talks about items may be done using gestures, picture symbols, sign language, a communication device or vocally.

If your child sometimes struggles to use their specific communication system to ask for things, you can prompt them to do so and then praise them for asking you nicely.

Remember to be aware of what communication skills your child can do independently and which ones are still emerging. If you are asking them to label items or

						<p>answer questions and you are unsure whether or not they know how to answer, provide them with a prompt/help to avoid frustration. This may involve simply modeling the response for them.</p>	
<p>Friday</p>		<div data-bbox="606 409 873 612" data-label="Image"> </div> <p>Cookie Tray Writing: You will need a cookie tray and your choice of item to fill the tray with. You can use rice, sand, sugar, sprinkles, fruit drink powder, gel, shaving cream, pudding etc. If you are concerned your child may eat the writing medium - use something safe for eating. Your child can practice printing letters and sounds, their name, words and even cursive. You can include cards with the tray. This activity can be modified to a variety of learning levels.</p> <p>Reading With Your Ears: Middle Sound Identification</p> <div data-bbox="975 963 1115 1104" data-label="Image"> </div> <p>What Pet Should I Get? by Dr. Seuss. Tell your child you are going to listen to the story by Dr. Seuss pausing the story every few pages (or at the end of the book) to hear the middle sound for some of the words in the story. Continue to use learning tools to help your child if needed. Here are some words from the story to get you started; pet(e), get(e), shop(o), took(oo), shook(oo), cat(a), pat(a), pick(i), home(o), pup(u), soon(oo), noon(oo), fish(i), head(ea), fun(u), not(o), big(i), full(u), mad(a). https://www.youtube.com/watch?v=psCzO1TIJU</p> <p>Talk It Up! Vocabulary: Our Neighbour's Car</p> <div data-bbox="658 1576 1075 1770" data-label="Image"> </div> <p>Each person takes a turn adding a new word to describe 'the neighbour's car' using a describing word/adjective. Keep going until someone has a hard time thinking of a new word to add or remembering the list of words.</p>	<p>Fun Friday!</p> <p>Play a game as a family.</p> <p>Link to Board Game Suggestions</p>	<p>Bake with your child. Have them knead the bread, stir the cake batter, or spoon out the cookie dough onto the baking sheet.</p> <p>Play with playdough, roll playdough into balls and snakes. Once done rolling they could decorate the snake or just have fun with the playdough.</p>	<p>Pump It Up!</p> <p>If you're ready to get your heart pumping, follow along to this workout video.</p> <p>https://www.youtubekids.com/watch?v=etYhiq9hM8A</p> <p>Stretch It Out!</p> <p>If you are ready to relax and stretch out your body, follow along to this seated yoga video.</p> <p>https://www.youtubekids.com/watch?v=dnwHDN6Dw7Q</p>	<p>Skill: Leaving an Activity</p> <p>If colouring/drawing is a highly preferred activity for your child, leaving them to move on with your daily routine may be challenging. Here are a few strategies to promote successful transitions away from colouring and hopefully end the activity on a positive note:</p> <ul style="list-style-type: none"> -Use a visual timer to help your child see how long they have to colour/draw -Set out a specific number of colouring sheets so they can see how many they get to do before moving on with the schedule -Only put out the exact materials required to complete the colouring/drawing projects you have time for -Prime/remind your child often as to when the activity will be coming to an end -Try to arrange your daily schedule so that your children are not going from their most favorite activity to their least favorite. You can do this by tossing a "buffer" in between to help ease the stress of the transition. For example, if colouring is a favorite and eating a meal is not, have them do something neutral in between such as, washing their hands. <p>Tip!</p> <p>Remember, if your child does leave colouring/drawing or ANY activity with ease, provide ample praise and encouragement!</p>	

		<p>If your child gets stuck coming up with a describing word, use one of these prompts to give them an idea (e.g. What does it do?, What size, shape, or color is it?, What parts does it have?, Where do you find it?).</p> <p>My neighbour's car is shiny. My neighbour's car is shiny and has 4 wheels. My neighbour's car is shiny, has 4 wheels, and is red.</p>					
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