

April 6 - April 9 Special Education Choice Learning Board

Make sure to check out our [Weekly Resources Webpage](#) for additional learning activities!

	Regular Education Activity	Modifications based on Your Child's IEP to Activities
<p>Social - Emotional</p>	<p>Lego Stack - 2-way Conversation Game To play this two-player game, you need only a set of stackable tokens -- like Legos or checkers.</p> <p>The game begins when Player One sets down a Lego and says something to initiate a conversation. Next, Player Two responds with an appropriate utterance and places another Lego on top of the first one.</p> <p>The players keep taking turns to advance the conversation. How long can they sustain it? How tall can their stack become?</p> <p>When a player says something irrelevant or off-topic, the conversational flow is broken and the game is over.</p>	<p>Instead of going back and forth with sentences take turns with the Legos to create a sentence. For example, you start the sentence with one LEGO for the word "The," your child adds the next LEGO for "kitchen," you add the next LEGO for "smells," and your child adds the last LEGO for "good."</p> <p>You can also practice turn-taking just to build a simple block tower, how high can you make it before it falls. Mom then child and then back to child. Make it a fun game!</p> <div data-bbox="1377 773 1646 1073" data-label="Image"> </div> <p>Use this visual, to give your child the cue that you are taking turns. (If you don't have a card, use a simple small stuffed animal, whoever has the lovey is their turn.) Place the visual card in front of the speaker and when it is a new person's turn you place the card in front of them. Model my pointing to the card and say "My turn" (tapping your chest).</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech/language goals and objectives by teaching turn-taking, and encourages joint attention and conversation with the play partner.</p>	

Speech/Language Extension:

Tempt your child to communicate (gestures, picture, sign, talker, vocalization, or words) by holding all of the blocks, and wait for your child to indicate desire for a turn. If they don't communicate a desire for a turn, hold up a block for them to see, tempting them to request it.

Counting (with One-to-One Correspondence)



Give your child a pile of small objects. (This could be gems, rocks, candy, cereal, Legos, etc.). Ask them to “touch and count” each item, or drag it out of the pile, one at a time, while they count. Once they have counted all of the items, ask “What is the total?”

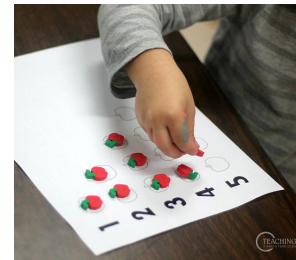
* Take note of the highest number your child is able to accurately count up to (before missing any numbers or saying an inaccurate number) and have them count one higher the next time.



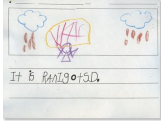
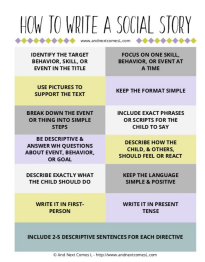
Provide up to 5 small objects and place them in a line. Ask your child to “touch and count” or pull an object down as they count (provide hand-over-hand help if your child has trouble pointing to each individual item as they count). Once they have counted all of the items, ask “What is the total?” or “How many?”

If your child is able to easily count all 5 objects without miscounting, add 2 more objects. (Let your child take their time. Repeat this activity throughout the week to help them increase the number they can count up to. It might take a few days or weeks for them to count with one-to-one correspondence up to 10).

- If counting objects in a line is too easy, put the items in a group or space them out over a larger area.
- If counting objects in a line is difficult, provide a counting board for them by drawing small circles on a paper next to the number and have them place the object on the dot as they count.

Math



<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech/language goals and objectives by connecting the written number, number name, and total quantity concept.</p>	
<p>Speech/Language Extension:</p>	<p>Point to the written number, model the spoken number name as you touch the item, and ask your child to communicate (show or say) "five" with words, holding up fingers, pictures, or their talker.</p>	
<p>Language Arts</p>	<p style="text-align: center;">Drawing and Writing</p> <div style="display: flex; justify-content: space-around;">   </div> <p>Create a How-To Book - Think of something you know how to do. Draw and write a book giving step by step directions. (How to Brush Your Teeth, How To Make a Sandwich, How to wash the Dog). Read your story with someone in the house.</p> 	<p>Create a Social Story by taking pictures of your child completing a routine in simple steps from start to finish (only take 5 simple pictures of each activity). Then once you have the sequence of pictures, talk with your child about each step prior to completing the routine. Use simple language, 1-2 word phrases like "first turn on the water then soap on." If you have a printer, make a simple book and keep it near the location where each routine takes place for easy reference. For example in the bathroom (handwashing, baths, or toileting) or in the kitchen (sitting at a table to eat, asking for a drink or something to eat). Your child loves to see themselves in action and it helps them make connections. You can also make a book of yourself completing the routine. Attached, in our additional resources are simple instructions.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">("How to Write a Social Story" resource located on Weekly Resources Webpage)</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech/language goals and objectives by teaching them to follow one or two-step directions, sequence events in order, and label the items or actions they use in the activity.</p>	

**Speech/Language
Extension:**

Gesture to and model the names of items and activities in your sequence. Model for your child how to use their pictures, words, gestures, vocalizations, or talker to label the items in the activity.