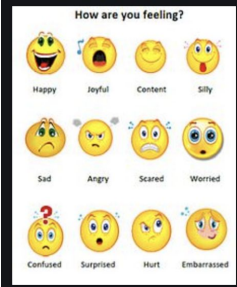





April 20- April 24th Special Education Choice Learning Board

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 style="text-align: center;"><u>Color My Feelings</u></p> <p>Start by helping your child draw a large round circle for a face. Above the head write "The color _____ makes me feel" and have your child draw how the corresponding color makes them feel. Draw additional circles for other colors. Discuss why your child has chosen the color for that particular emotion.</p>	<p>Have pictures of feelings (For example, happy, mad, sad, excited, frustrated, and tired) placed in an area where your child likes to be. Throughout the day, point to the pictures and say "You are sad because you have tears." "You are smiling, you are happy!" You can also use the pictures to identify how you are feeling and explain your feelings as well.</p> 
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech and language goals by teaching them to read the emotions of other people and consider why they feel a specific emotion. It also allows your child to assess their own feelings and emotions, label them, and express them in productive ways.</p>	
<p>Speech/Language Extension:</p>	<p>As you talk about the feelings on the poster, help your child connect the images/labels of emotions to their own experiences by sharing a situation when you have felt one of the emotions. Encourage your child to do the same by asking them how they feel as different situations occur in their daily routine. Encourage and/or model how to express themselves using their mode of communication (gestures, pictures, signs, talker, vocalizations, and/or verbalizations.) This supports their understanding of how they can productively identify and express different emotions, and then, recognize and respond to them in others.</p>	

<p style="text-align: center;">Math</p>	<p style="text-align: center;"><u>Coin Math</u></p> <p>Materials: An assortment of coins, A piece of paper to divide into 4 sections (a section for each coin), and a Pencil/crayon</p>  <p>Gather an assortment of coins from an adult or from your piggy bank. Sort all the coins onto the divided paper. Next, count the coins in each box. If you would like you can write the number to help you remember how many you counted. Which coin did you have the most of? Least of? Any have the same amount? Also while the coins are sorted take a look at their attributes. What makes them similar? Different? Which one is your favorite and why? Challenge: Can you arrange the coins from smallest to biggest and/or biggest to smallest?</p>	<p>Sorting: Have only pennies and quarters for your child to sort by color into bowls. Demonstrate and have a model in each bowl to start. Have number cards (# 1-5 or up to 10 if your child is ready) for your child to point to the number if they are unable to verbalize.</p>  <p>If you are concerned with your child placing items in their mouth, choose an item for your child to sort and count that sparks their interest. For example, if your child loves cars have 2 separate color cars (red and blue). Create a garage labeled red garage and blue Garage. Through naturalistic play experiences say, “Oh look, Red Garage needs to wash the cars, move the red cars into the garage.” Also have students point to the number cards to identify the quantity of cars in each garage. Make it fun!</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child’s IEP speech/language goals and objectives by demonstrating the process of categorizing by different attributes and using visual supports and gestures to communicate.</p>	
<p>Speech/Language Extension:</p>	<ul style="list-style-type: none"> ● During play with the sorted items make the sounds of the toys, such as a motor sound for a car; roars, tweets, purrs and others for animals; and mechanical noises to represent the car wash or “splash” noises for a bath. Environmental sounds can become your child’s tools to retell a story or create a narrative of their own. ● As you look at the sorts that you and your child created together, reinforce the concept by labeling the groups they made. For example, “ Wow! Red cars.” “Look! More blue cars than green cars.” This supports descriptive vocabulary development, understanding of comparison concepts, and the use of exclamations. ● After the activity, select your child’s most preferred item, and place it in view but out of reach to tempt them to request it via gestures, pictures, signs, talker, vocalizations, and/or verbalizations. 	

<p>Language Arts</p>	<p style="text-align: center;">Cool Crazy Cones</p> <p>Draw an ice cream cone with four scoops of ice cream. Have your child think of a letter. Write the letter on the cone. Then have your child think of four foods that begin with that letter sound. Have them draw the food on each ice cream scoop. Once they are finished, see what crazy new ice cream flavor they created!</p> 	<p>Parent draws a picture (You can even cut out coupons or grocery flyers to find food items). Have your child identify the name of the food. If you have the food item in your home, together talk about their favorite food item. Use your five senses to describe the food. For example, Lemon (L-L-L) Sight: It is yellow and round; Touch: It is bumpy on the outside and wet inside; Taste: Sour, makes my mouth feel funny; Smell: Fresh smell.</p> <p>Create 2 cones to sort two letters. Provide your child with one picture at a time to increase their success to match letter sounds.</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child’s IEP speech/language goals and objectives by labeling nouns, connecting letter names and letter sounds, teaching descriptive words, and growing conversation skills.</p>	
<p>Speech/Language Extension:</p>	<p>When doing the sorting activity, model the names of the items with your child’s mode of communication (gestures, pictures, signs, talker, vocalizations, and/or verbalization) and ask them to find the item you named. If your child is working on a specific speech sound, emphasize that sound and model it. Say, “This is ‘P’ like in “potato.” Point to the potato and pause, allowing time for your child to imitate your use of the sound and word.</p>	