
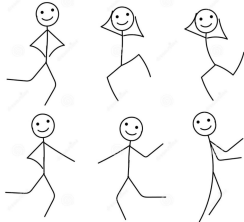






# April 27- May 1 Special Education Choice Learning Board

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><b>Social - Emotional</b></p>	<p style="text-align: center;"><b><u>Musical Statues</u></b> <b>Improve Listening Skills</b></p> <p>Play music - Invite your child to move around (dancing, hopping, skipping, running) while the music is playing and to freeze into a statue when the music stops. 2. Tell him to remain like a statue until the music starts again. 3. Randomly stop and start the music by pressing and releasing the pause button on your CD player. Surprise your child by varying the amount of time you play and pause the music. 4. You can also give your child a streamer, scarf, or hoop to manipulate as the music is playing!</p> 	<p style="text-align: center;"><b><u>Musical Statues</u></b></p> <p>To increase your child's attention to this task, talk with your child first about the different poses that you will do before <i>Musical Statues</i> begins. Create a <b>GOAL</b> of 5 poses so that your child knows the beginning and end of the activity. To make it easy draw stick figures of the poses for your child to copy with their own bodies. This will help your child to increase their time to this activity.</p> 
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child's IEP speech and language goals by encouraging motor imitation, following directions, understanding the concept of tempo, choice making, and labeling verbs and body parts.</p>	
<p><b>Speech/Language Extension:</b></p>	<p>Encourage and/or model how to make choices using their mode of communication (gestures, pictures, signs, talker, vocalizations, and/or verbalizations.) For example, show two music CD's and ask, "Which one do you want to hear?" or show two scarves and ask, "Which color scarf would you like to wave?" Emphasize "on," "off," "stop," "start," "dance," "jump," "wave," "freeze," "fast," and "slow." Have your child follow one direction to identify a body part, and if possible, have them attempt following two directions at a time. For example, "Touch your belly, and then wave your hand."</p>	

<p style="text-align: center;"><b>Math</b></p>	<p style="text-align: center;"><b><u>Plant A Number Line</u></b></p> <p>Materials: *cupcake papers or flowers cut from paper (can color before assembling the flowers) *popsicle sticks or sticks from the yard. *Egg carton *marker</p> <ol style="list-style-type: none"> <li>1. Make flowers from cupcake papers and sticks.</li> <li>2. Number the flowers 1-10; Mix up the flowers.</li> <li>3. Plant flowers in egg carton in the correct order.</li> </ol> <div style="display: flex; justify-content: space-around;">   </div>	<p style="text-align: center;"><b><u>Plant A Number Line</u></b></p> <p>Materials: Cupcake papers or flowers cut from paper, popsicle sticks or sticks from the yard. Egg carton, paper towel tube, or paper and marker</p> <ol style="list-style-type: none"> <li>1. Make flowers from papers and sticks</li> <li>2. Number the flowers. Either             <ol style="list-style-type: none"> <li>a. Number flowers 1-10</li> <li>b. Number flowers 1-10 and add matching counting dots on the back if your child is not able to identify the numbers.</li> <li>c. Make number matches. Create 2 sets of each number for your child to match (start with numbers 1-5 and increase to 10 if needed)</li> </ol> </li> <li>3. Draw a simple garden or grass for numbers to be placed on if you do not have an egg carton or paper towel tube.</li> </ol> <p>Planting flowers:</p> <ul style="list-style-type: none"> <li>-Numbers 1-10: Mix up the numbers 1-10 and have your child place them in order. If you are playing with numbered flowers with counting dots, encourage your child to count the dots to identify the number.</li> <li>-Matching Numbers: Take turns planting flowers. Start by selecting a number and identifying it as you plant it. Ask your child to find the flower that matches, identify the number and plant it next to yours. Then select another flower, identify the number and ask them to find the match, identify the number and plant it next to yours. Continue with remaining numbers.</li> </ul>
	<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child’s IEP speech/language goals and objectives by demonstrating connections between “counting dots,” labeling numbers, and sequential counting.</p>
<p><b>Speech/Language Extension:</b></p>	<p>To teach the concept of “one” item, model holding one flower and saying, “I have one flower.” Next, ask your child to show you “one” in the same manner. Reinforce a correct display by saying, “Yes! You have one flower.” If your child does not display “one,” hand them a flower, and say, “You have one flower.” Then, have your child plant the flower in the garden you created.</p>	

<p><b>Language Arts</b></p>	<p style="text-align: center;"><b><u>Do You Remember?</u></b></p> <p>Print Concepts  <b>Materials:</b> empty cereal (or any other food) boxes in the same size, scissors  *Cut the front and backs off the boxes. Mix up the pieces, lay them out on the floor, have your child match the ones that belong together.  *Next, place the pieces on the floor facedown. Play memory. Turn over two pieces at a time. If they match, the player may keep them. If they don't match, the player turns them over and the next player has a turn to match a pair.   *Continue until all the boxes are matched.</p> 	<p style="text-align: center;"><b><u>Do You Remember?</u></b></p> <p>Practice taking turns using "Your Turn" card. If you do not have a "Your Turn" card you can draw one or use a small game piece to pass to the next person. While you are completing your turn, encourage your child to wait by counting to 3 for their next turn. Use a timer (i.e. on your phone or a kitchen timer for them to wait).</p> <p>Start with the box puzzle already completed and talk about the complete pictures so they create a picture already in their head. Then together turn the pieces over and begin to memory.</p> 
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child's IEP speech/language goals and objectives by strengthening memory skills; labeling nouns and descriptive words; taking turns; and understanding matching items, "wait time," and concepts of print.</p>	
<p><b>Speech/Language Extension:</b></p>	<p>Model the concept of taking turns by communicating (gestures, pictures, signs, talker, vocalizations, and/or verbalization), "It's my turn," while picking up the item. Then communicate, "Now, it's your turn," as you hand them the item. Model using your child's mode of communication at every opportunity. Eventually, they may begin to communicate "your turn" and "my turn" with their preferred mode of communication. Continue, and when two pieces match, discuss why they match, for example, "They are both yellow and have pictures of wheat thins." If the two pieces don't match, discuss what makes them different.</p>	