








May 4th- May 8th 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><u>Mirror, mirror...what do I see?</u></p> <p>Using a hand mirror or a mirror on the wall, play this game with your child. Look in the mirror and say "mirror, mirror, what do I see?" Then make an emotion face. Follow by naming the emotion by saying "I see a sad Mommy looking at me". Turn to your child and say "your turn". Help your child remember the phrase "mirror, mirror what do I see?" You may have to say it with your child. Then, tell your child to make a face and help them say the next sentence, "I see a happy Patrick looking at me." Don't be surprised if your child always wants to do the emotion that you just demonstrated. Play the game until your child loses interest.</p>	<p><u>Mirror, mirror...what do I see?</u></p> <p>Start by making a few simple emotion cards if needed.</p> <p>Look in the mirror and say "mirror, mirror, what do I see?" Then make an emotion face. Follow by naming the emotion by saying "I see a sad Mommy looking at me". Turn to your child and say "your turn". Help your child remember the phrase "mirror, mirror what do I see?" You may have to say it with your child. Then, tell your child to make a face and help them say the next sentence, "I see a happy Patrick looking at me." If your child needs help coming up with an emotion ask them to select an emotion card and identify which emotion it is. Then encourage them to show that expression and say, "I see a happy Patrick looking at me."</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech and language goals and objectives by practicing recognizing and naming the emotions of other people and understanding and using facial expressions to represent different emotions.</p>	
<p>Speech/Language Extension:</p>	<p>Provide your child with cues to help them remember the phrase, "Mirror, mirror what do I see?" such as gesturing to or showing the mirror. Help them increase the number of words in their answer by extending it. For example, if they respond "mad" verbally or with their talker, model, "Yes, I made a mad face." Use tag questions to encourage your child to take additional turns in the conversation. For example, "Yes, I like making a happy face. Don't you?"</p>	

<p>Math</p>	<p style="text-align: center;"><u>Create a Color Graph</u></p> <p>Find a colorful collection of materials from around your home. You can use cars, dinosaurs, Legos, cereal, or even materials collected from nature! Have your child sort the objects of their choice in a row above the corresponding color that matches. Have your child count how many objects each color has. Prompt your child to share which color has the most objects and which color has the least number of objects.</p> 	<p style="text-align: center;"><u>Create a Color Graph</u></p> <p>To work on color identification start with only 2 or 3 colors (if your child can easily sort 3 colors, add more colors). Having your child select the focus colors. Draw your graph using the 2 or 3 focus colors (You can section out each column to make it easier for your child to organize the objects as they graph). You and your child can take turns selecting the colors to focus when you repeat the activity. You can turn it into a game by taking turns sorting the items and then have your child check your work to see if you sorted correctly. If your child has difficulty with sorting into piles, have them identify the items that are different (do not belong) when all the items are together in one big pile.</p> 
<p>Speech/Language Supports:</p>	<p>This activity supports your child’s IEP speech and language goals and objectives by teaching categorization skills, color name vocabulary, and turn taking.</p>	
<p>Speech/Language Extension:</p>	<p>Support your child’s direction following skills by making a picture activity schedule with the directions drawn and written. For example, draw a picture of a hand reaching for a group of the colored toys. Label the picture, “1. Pick a color.” Continue with picture and word directions for “Place the toy on the board,” “Place the toy with the same color toys,” and “Wait for a turn.” When you play the game, if your child doesn’t move to the next direction, gesture to it on the picture activity schedule. Each time your child follows a direction, offer specific praise.</p>	

<p>Language Arts</p>	<p><u>Be the Teacher- Story retell</u></p> <p>Read a book to your child and then give them the opportunity to “be the teacher”. Ask them to “read” (retell) the story to you, while you play the part of the student. (If they miss crucial details in the story, ask the “teacher” questions to help redirect them to the story retell.)</p> 	<p><u>Be the Teacher</u></p> <p>Work on letter identification when you and your child reread your book. Let them “be the teacher” and have them look for the letters of their name throughout the pages. Write their name out on a piece of paper and place it near them so they can look at it while they are being the teacher. As you reread the story, encourage them to look at their name tag or point to a letter in their name and ask them to identify it. After they name the letter, tell them you “can’t find that letter anywhere on the page, where is it?”</p>  
<p>Speech/Language Supports:</p>	<p>This activity supports your child’s IEP speech and language goals and objectives by connecting letters and letter names and increasing print awareness.</p>	
<p>Speech/Language Extension:</p>	<p>When your child identifies a letter, model the letter name and sound by naming and/or activating the talker while pointing to the letter, and then practice the name and sound together. Ask your child to use gestures, vocalizations, words, or their talker to name an item that starts with the same sound. If they don’t say an item, indicate a nearby item that begins with the sound you’re discussing. For example, if you’re using /b/, hold up a book and say, “Book. ‘B’ says /b/ like in ‘book.’”</p>	