







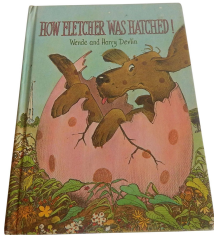



# May 11th - 15th Special Education Choice Learning Board

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>Calm Down Yoga</u></b></p> <p>Introduce the following yoga poses to your child. When you find that your child is having a big feeling, remind them to try completing each yoga pose taking a deep breath between each pose to help calm their bodies. <b>"I am strong."</b> Pretend to be a surfer. <b>"I am kind."</b> Pretend to be a tree. <b>"I am brave."</b> Pretend to be a skier. <b>"I am friendly."</b> Pretend to be a dog. <b>"I am wise."</b> Pretend to be an owl.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Surfer</p> </div> <div style="text-align: center;">  <p>Tree</p> </div> <div style="text-align: center;">  <p>Skier</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div>	<p style="text-align: center;"><b><u>Calm Down Strategies</u></b></p> <p>Additional strategies to try when your child is having a big feeling:</p> <p><b>Deep Breathing-</b></p> <p><b><u>5 Finger Breathing (from The Calming Corner)</u></b></p> <ul style="list-style-type: none"> <li>• Stretch one hand out so there are spaces between fingers.</li> <li>• With the other hand, hold up your pointer finger.</li> <li>• Starting at the bottom of your thumb, breath in through your mouth as you use your pointer finger to trace up your thumb.</li> <li>• When you get to the top of your thumb, breath out through your nose as you use your pointer and trace down the other side.</li> <li>• Trace around the rest of your fingers by breathing in through your mouth as you trace up, and breath out through your nose as you trace down.</li> </ul>  <p><b><u>Birthday Cake Breathing (from <a href="http://hes-extraordinary.com">hes-extraordinary.com</a>)</u></b></p> <ul style="list-style-type: none"> <li>• Imagine the perfect birthday cake!</li> <li>• Smell the birthday cake (inhale)</li> <li>• Blow out the candles (exhales)</li> </ul>  <p>(5 Finger Breathing, Birthday Cake Breathing and other deep breathing strategy posters are posted on the <a href="#">Weekly Resources Webpage</a>)</p>
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child's IEP speech and language goals by promoting self-awareness, teaching imitation and self-regulation skills, and training direction following abilities.</p>	

<p><b>Speech/Language Extension:</b></p>	<p>Before using the five finger breathing exercise, discuss what emotions your child is feeling using their mode of communication (gestures, pictures, signs, talker, vocalizations, and/or verbalizations.) Instruct and model how to perform the breathing exercise, encouraging your child to imitate your breathing and hand movements. After the exercise, use pictures of the emotions to discuss how you feel, how the child feels, and how differently they feel from before the exercise. Model and use their mode of communication (gestures, pictures, signs, talker, vocalizations, and/or verbalizations.)</p>	
<p><b>Math</b></p>	<p style="text-align: center;"><b>Outdoor Math Ideas</b> (Recognition of Quantity/Number Operations/ Cardinality )</p>  <p><b>Materials: Draw boxes with sidewalk chalk (1-10) on driveway, Collections (pinecones, small rocks, twigs, acorns etc)</b></p> <p>Draw up to ten boxes on your driveway using sidewalk chalk. Have your child collect a small collection of pinecones, small rocks, twigs etc. Once a collection is created, your child can place the amount of objects in the square with the corresponding number. <b>Another option is using the collection of objects to have your child retell a number story. Here is an example of a number story. I have 3 acorns (have your child push 3 acorns over) A squirrel comes by and drops one in my pile (have your child add 1 more acorn to their pile). How many acorns do I have? You may ask your child to add one more object or take one object away. Then have your child tell you how many they have.</b></p>	<p style="text-align: center;"><b>Outdoor Math Ideas</b></p> <p>To help your child identify the numerals written within each box, draw placeholder circles within each number box. As they add items to the number box encourage them to place the item on each placeholder. This will help your child keep track of how many more items might be needed, or if they already have enough items for a number. When a number has the correct amount, count the items with your child to identify the matching number.</p> <p style="text-align: center;"><b>-or-</b></p> <p>Turn it into a game. Make two sets of number boxes, one for you and one for your child with placeholder dots if needed. Have your child select a number and then you both go out and collect that number of items. Once the items have been collected see who can correctly count the total number of items within a number box.</p>
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child’s IEP speech/language goals and objectives by teaching nature and math vocabularies, sequencing events, and storytelling skills.</p>	

<p><b>Speech/Language Extension:</b></p>	<p>Model more and less by discussing with your child which box has more or less items. Using the boxes you created for this activity, practice categorizing with your child by collecting similar items in a box. For example, in one box all the items are brown, in a second all the items are green, and in a third all the items are all flowers.</p>	
<p><b>Language Arts</b></p>	<p style="text-align: center;"><b><u>Retell Familiar Stories</u></b></p> <p>Pick a favorite story. Read the story together. Take your time and look at the pictures. The pictures help tell the story. Your child can help read the story by looking at the pictures. Ask your child the following: Who are the characters in the story? Who was your favorite character? Where does the story take place(setting)? Tell me the beginning of the story, the middle of the story, the end of the story. What was your favorite part of the story?</p> <div style="text-align: center;">  </div>	<p style="text-align: center;"><b><u>Retell Familiar Stories</u></b></p> <p>To increase your child’s attention to this activity break it into parts and work on it over a few days. After reading a favorite story, talk about the characters and the events in the story (what happened at the beginning, middle and end). Work together to draw a picture of the main character (if there are multiple characters your child wants to include, draw them on separate pieces of paper). Next draw pictures of what happened at the beginning, middle and end of the story (again on different pieces of paper). Now, take a break. Either come back later in the day or the next day. When you come back to the pictures, mix them up. Talk about each of the pictures and what is in them. Next, ask your child to find the character (or characters) by using the character names. Next, ask them to show you what happened first in the story, next, and then last. If needed, talk about the pictures that are left to help figure out the order. When they are done, take the book back out, reread it and point to the pictures while reading as a way to check the order. If something needs to be moved, have your child put the picture in the correct spot.</p> <div style="text-align: right;">  </div>
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child’s IEP speech/language goals and objectives by practicing storytelling and sequencing an event, extending memory skills, and strengthening awareness of print.</p>	

**Speech/Language  
Extension:**

Do the activity again, but this time use a real-life event or create an imaginary story together. Make cards for the main character(s) and events that occurred in the story and have your child arrange them. Use your child's mode of communication (gestures, pictures, signs, talker, vocalizations, and/or verbalization) to retell the story or demonstrate the linking terms first, next, then, last, etc. as they connect the story. Mix up the cards, and have your child sequence them to complete the story.