


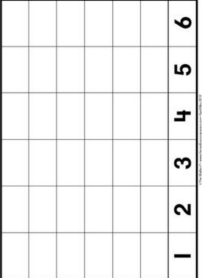




# May 18th - 22nd Special Education Choice Learning Board

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><b><u>Order up! Restaurant Dramatic Play</u></b></p> <p>What can I get for you today? Here is your menu....Together decide what type of restaurant you would like to create...Mexican, Chinese, American, etc. Create a menu using pictures and words with no more than 10 items. Be sure to include drinks, meals, and desserts! Use plastic, real, or paper food or get creative and use toys to represent what it is you would like to serve. Have your child take on a role (chef, waitress/waiter, and cashier). Practice using manners, dining etiquette, sharing, and have fun being together! Bon Appetit!</p> 	<p><b><u>Order up! Restaurant Dramatic Play</u></b></p> <p>Together pretend you are eating and have your child imitate your imaginary play skills.</p> <ul style="list-style-type: none"> <li>● Licking an ice cream cone</li> <li>● Eating a hamburger</li> <li>● Stirring a bowl of soup</li> <li>● Calling in the order on the phone</li> <li>● Reading a menu</li> <li>● Driving a car to get to the restaurant</li> <li>● Just to name a few!</li> </ul> <p>When your child imitates your play give them high 5s and lots of praise.</p> 
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child's IEP speech and language goals by teaching food, beverage, and restaurant vocabulary; practicing imitation and conversational turn taking; and training social scripts.</p>	
<p><b>Speech/Language Extension:</b></p>	<p>While doing <u>Order Up! Restaurant Dramatic Play</u> include menu items that use speech sounds your child is working on to provide articulation practice. Model the sounds for your child, and if your child produces them incorrectly, repeat back their statement using the correct production of the sound in your word. If your child uses AAC, model how to order food and respond to statements or questions using the device. For example, if your child uses the AAC to say "apple," you can model, "I want apple." The best encouragement to use the device is watching you use it.</p>	

<p><b>Math</b></p>	<p align="center"><b><u>Sunrise/ Sunset</u></b></p> <p>You will need to use number cards with numbers 0-10 for this activity. Tell your child to “Hold your arms out in a great big circle. Pretend you are the sun! It’s morning, and the sun is coming up.” Show them a number card. Have them say the number. Now count to make the sunrise! (Begin with 1 in a crouching position, and count up to the number on the number card, reaching to the sky on their tip-toes.) Now sunset, counting from the given number backwards to 1, back into a crouching position.</p>	<p align="center"><b><u>Sunrise/Sunset</u></b></p> <p>Create a real sun out of paper. Draw a graph paper like the one listed. Using number cards, starting with cards 0-5 have your child move the sun up the graph counting each space when you hold up the number card.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child’s IEP speech/language goals and objectives by teaching math vocabulary and training the concepts of up, down, high, low, more, and less.</p>	
<p><b>Speech/Language Extension:</b></p>	<p>When playing <u>Sunrise/Sunset</u> make 10-20 of the little suns on paper so you can leave them in the boxes as you display two different numbers. Label the numbers as you place the correct number of suns on the graph, and discuss more/less using statements and the sun pictures to model “3 is more than 1” or “2 is less than 5.” After the activity, continue by making two piles of the suns, and have your child say which is more or less. Help them count the shapes in each pile.</p>	
<p><b>Language Arts</b></p>	<p align="center"><b><u>Erase a Rhyme</u></b></p> <p>Draw a simple picture with chalk, dry erase markers, or a pencil</p>  <p>Say rhyme sentences and let your child fill in the missing word. Then have them erase only that part of the picture that completed the rhyme. -Let’s have fun, erase the __ (sun).</p>	<p align="center"><b><u>Erase a Rhyme</u></b></p> <p><b>Draw a simple picture with chalk, dry erase markers, or a pencil.</b> <b>Have your child point to items on the picture when you name them.</b></p> <ul style="list-style-type: none"> <li>● SUN</li> <li>● TREE</li> <li>● GATE</li> <li>● DOOR</li> <li>● HOUSE</li> <li>● FLOWER</li> </ul> <p><b>As your child points to the pictures named, model rhyming words</b> SUN - FUN - ”They Rhyme” TREE - THREE - ”They Rhyme”</p> 

	<ul style="list-style-type: none"> <li>-Count to 3, erase the __ (tree).</li> <li>-You were late, erase the __ (gate).</li> <li>-Count to 4, erase the __ (door).</li> <li>-No mouse, erase the __ (house).</li> <li>-You have the power, erase the __ (flower).</li> </ul>	<p>DOOR - FOUR - "They Rhyme"  HOUSE - MOUSE - "They Rhyme"  FLOWER - POWER - "They Rhyme"</p> <p><i>To add a level of difficulty, provide your child with two options (one that rhymes and one that does not rhyme), and see if they can identify the correct rhyming word. For example, Tree - "Dog or Flee".</i></p>
<b>Speech/Language Supports:</b>	This activity supports your child's IEP speech/language goals and objectives by practicing following directions, modeling the concept of rhyming, and increasing vocabulary.	
<b>Speech/Language Extension:</b>	Before playing <u>Erase a Rhyme</u> , discuss the picture with your child and label the parts they need to remember to finish the rhymes. If your child needs hints while playing, point to the item on the picture that completes the sentence or provide two possible words and have them choose the one that rhymes with the word in your statement.	