
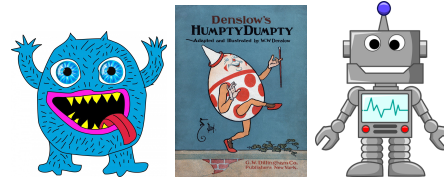

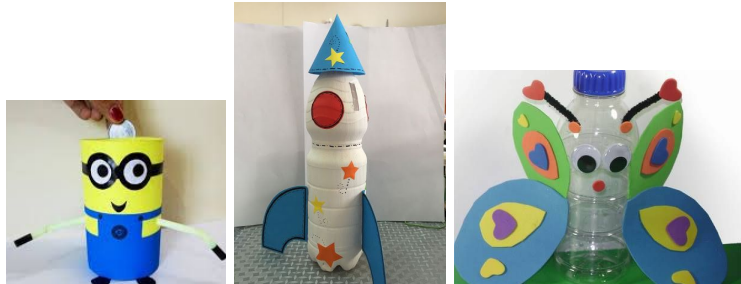





May 26th - 29th Special Education Choice Learning Board

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
Social - Emotional	<p>Twist on the Traditional Nursery Rhymes (Phonemic Awareness/Rhyming)</p> <p>Choose some of your favorite nursery rhymes to recite! Here are just a few~ Humpty, Dumpty, Jack and Jill, Itsy Bitsy Spider, etc. The twist is to have your child get creative and experiment with character voices and say them using a variety of voices: Monster voice, Mouse voice, Alien voice, Cowboy voice, whisper voice, baby voice, or a robot voice.</p> 	<p>Twist on the Traditional Nursery Rhymes</p> <p>Practice turn-taking with character voices. On post-it-notes or small pieces of paper draws picture cues for different types of voices to use (monster for monster voice, robot for robot voice). Choose a nursery rhyme to say with your child. Tell your child you will be taking turns picking different voices to say the nursery rhyme. Start by selecting a voice and say the first line of the nursery rhyme in that voice. Ask your child to select the next voice for the next line. Continue taking turns until the nursery rhyme is complete, reselecting voices if needed.</p> 
Speech/Language Supports:	This activity supports your child's IEP speech/language goals and objectives by teaching rhyming skills, practicing turn taking, and training use of visual supports.	
Speech/Language Extension:	While you are working on the nursery rhymes, model using a voice connected to an emotion. For example, use a "sad" or "excited" voice to perform the nursery rhyme. Discuss with your child what the voice you used told them about how you were pretending to feel. Show a picture or use a mirror to provide a visual support. Give examples of situations when someone might use a voice tied to an emotion.	

<p>Math</p>	<p><u>Create Your Own Piggy Bank</u></p> <p>Use various home materials to create a piggy bank. You could use recycled food containers such as pringles can, food box, water/soda bottles, etc. Cut a hole in the top to stick coins through. You can tape the lid down or leave it so your child can open it. Now your child can decorate the outside! Talk with your child about why we save money. Talk to them about how they can save their money to buy a special toy, treat, book, etc.</p> 	<p><u>Create Your Own Piggy Bank</u></p> <p>Work on identifying shapes, colors, sizes, and counting while creating your piggy bank! Before cutting and gluing the materials together to create the bank, help your child draw a picture of the type of bank they want to make. Do they want to make their favorite character or insect? What shape and size should the body be? How many eyes? How big or small will the be eyes and what color?</p> 
<p>Speech/Language Supports:</p>	<p>This activity supports your child’s IEP speech/language goals and objectives by training to plan and complete an activity in a series of steps, teaching shape and color vocabulary, and practicing making and expressing a decision.</p>	
<p>Speech/Language Extension:</p>	<p>While discussing the bank you will build in the beginning of this project, make a visual “activity schedule,” a list of the steps to be done one after the other to create the bank. Use pictures and words, and number the activities in order in a vertical list. This teaches your child to follow directions and complete steps in order.</p>	

<p>Language Arts</p>	<p><u>Label your house</u> (Vocabulary)</p> <p>Have your child help you label words around your home. These words could include refrigerator, door, sink, bathtub, oven, laundry basket etc. Your child can help you identify the beginning sounds. As your child sees these words around your house they will become more familiar with them. It will help prepare your child for reading.</p> 	<p><u>Label your house</u></p> <p>After identifying the items in your home a few times and what the beginning letters are, try and have your child find items that begin with the same letters. Write the beginning letters of the items on post-it-notes. Have your child select a letter and then find the item with the matching beginning letter and put the post-it next to or under the item name.</p>  
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech/language goals and objectives by making connections between a letters, letter names and letter sounds and increasing vocabulary.</p>	
<p>Speech/Language Extension:</p>	<p>As your child finds items to label, model the connection they are making. For example, "Yes! You put the letter "f" on the fireplace. Fireplace starts with the /f/ sound." OR "Hmmm. What can we see that starts with the /t/ sound? Here are "chairs" and a "table." Which has /t/ at the beginning?" You may need to make suggestions if your child has difficulty finding an item.</p>	