
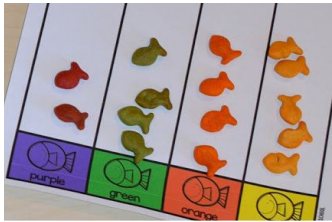
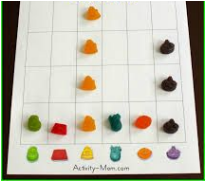


June 8th - 12th Special Education Choice Learning Board

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 style="text-align: center;"><u>Strike Up the Band</u></p> <p>Gather up all the music-making “instruments” you can find. Pull out pots, pans, bowls, empty milk cartons (whatever you have on hand) and let your child drum on them with a wooden or plastic spoon. They can also fill closed containers with rice, buttons, sand or pebbles to make shakers.</p> <div data-bbox="575 797 909 1019" data-label="Image"> </div>	<p style="text-align: center;"><u>Strike Up the Band</u></p> <p>Encourage discussion and labeling of emotions while you play music! Once you get your instruments ready, ask your child to play music that might show them being sad. Ask them what happy or mad music would sounds like. Talk about how the different emotion music sounds. Which one is fast or slow, loud or soft. Turn on some music and encourage your child to play along. Then after listening and playing along to the music for a few minutes ask your child what emotion the music makes them think of.</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech/language goals and objectives by identifying and labeling emotions; teaching concepts of “fast,” “slow,” “loud,” and “soft;” and practicing turn taking and forming/expressing an opinion.</p>	
<p>Speech/Language Extension:</p>	<p>Play in the band with your child and have them imitate you in a simple pattern. Tap a pan three times with a spoon, and say, “Now it's your turn to tap; one, two, three.” Take turns being the one to determine the pattern, and give clues if needed for them to remember the pattern. Cheer on your child's successful attempts, and help them imitate if needed.</p>	

<p style="text-align: center;">Math</p>	<p style="text-align: center;">INVENTOR SCAVENGER HUNT</p> <p style="text-align: center;"><small>primary playground</small></p> <ul style="list-style-type: none"> • Find something that you can turn. • Find something that is bumpy. • Find something that is metal. • Find something you put together. • Find 3 things that are round. • Find something you twist. • Find something shiny. • Find something you can roll. • Find a tube. • Find 3 things that are squishy. • Find something clear. • Find something that can bounce. 	<p style="text-align: center;"><u>Inventor Scavenger Hunt</u></p> <p>Reinforce counting, colors and shapes while going on your Inventor Scavenger Hunt! As you look for items from the list, incorporate counting, colors or shapes. For example, “Find 2 things that are bumpy,” or “Find something blue you can roll.”</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child’s IEP speech/language goals and objectives by teaching descriptive word and math vocabulary; and following 1-step directions.</p>	
<p>Speech/Language Extension:</p>	<p>Use the “Scavenger Hunting in Nature” hunt and directions on Mrs. Laflamme’s speech/language page of the KPS website to do another hunt. Categorize the items you find in a variety of ways; by making piles by color, size, texture, and use. If your child is handling the 1-step directions well, move to a 2-step related directions such as, “Find something that bounces and put it in the bag.”</p>	
<p style="text-align: center;">Language Arts</p>	<p style="text-align: center;"><u>Fruit Snack Graphing</u> (Data)</p> <p>Materials: One package of any type of fruit snacks, One piece of paper, and pencil/marker</p> <p>Create a grid of boxes for the amount of colored fruit snacks found in the package. (For example, if there are four colored fruit snacks make four boxes across and if there are six fruit snacks in total make six boxes vertically). Have your child place each color fruit snack at the bottom of the grid. Continue to match the fruit snacks by color and place them on top of the same color fruit snack. Once all the fruit snacks are placed on the grid ask your child these questions:</p>	<p style="text-align: center;"><u>Fruit Snack Graphing</u></p> <p>Create your grid for sorting colored fruit snacks. At the bottom of the grid, write the beginning letter of the color name next to the color. As your child sorts the fruit snacks, ask them to identify the color and point out what letter that color begins with. After all the fruit snacks have been sorted, compare the</p> 

	<p>Which color has more? Which color has the least? A challenge question: How many more would we need of ____ color to be the same as ____ color? Then your child can count the pieces and enjoy the snack!</p> 	<p>columns and identify which letter/color has the most or least.</p> <p>If you don't have fruit snacks, other types of foods you could sort are: Lucky Charms, Fruit Loops, gold fish, different types of pretzels, assortment of pastas.</p>
<p>Speech/Language Supports:</p>	<p>This activity supports your child's IEP speech/language goals and objectives by teaching color and math vocabulary; training categorization and comparison skills; and displaying concepts like "more," and "less."</p>	
<p>Speech/Language Extension:</p>	<p>In addition to identifying the letter name, model or have your child identify the sound that corresponds with the letter name. Model the beginning sounds in the words, and ask them to imitate you or tell you a sound they hear in one of the color names. For example, say "Red starts with 'r' and sounds like /r/. Let's make the /r/ sound together. Give your child more examples of words that start with /r/." Model terms and gestures for "one more" and "all gone," as your child eats the snacks.</p>	