






# June 15th- 18th 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
<b>Social - Emotional</b>	<p style="text-align: center;"><b><u>Water bombs</u></b></p> <p>Follow the tutorial on how to make water bombs. Fill 2 buckets with water. Whoever tosses the most sponges in the other person's bucket wins.  <a href="https://youtu.be/xmrp0BZzvSM">https://youtu.be/xmrp0BZzvSM</a></p> 	<p style="text-align: center;"><b><u>Water bombs</u></b></p> <p>This is a great activity to practice taking turns as a family. Also talk about what it means to be a winner (making the most baskets) and a loser (coming in 2nd, 3rd, or 4th place). Talk also about teamwork and making the other person successful in making a basket.</p>
<b>Speech/Language Supports:</b>	This activity supports your child's IEP speech/language goals and objectives by practicing turn taking and conversation skills and developing self-awareness and awareness of those around them.	
<b>Speech/Language Extension:</b>	Label the bucket (or buckets) with a letter that your child is practicing. Model and have your child say the letter name and corresponding sound as they toss the water bomb into the bucket. Then, have your child name items that begin or use the sound you targeted. After the activity discuss which bucket has "more" or "less" sponges in it.	

<p><b>Math</b></p>	<p style="text-align: center;"><b><u>Ice Excavating</u></b></p> <p>Fill a cake pan or container with small toys and water and then freeze. Once solid, run warm water over the pan to release the block of ice. Bring outside where your child can use small children’s tools or even turkey basters filled with water to try and free the frozen toys!</p> 	<p style="text-align: center;"><b><u>Ice Excavating</u></b></p> <p>Have your child be an explorer and count the number of items they found in the frozen ice cube. You could have 1-5 of the same items or have two different types of items such as cars and legos. Have your child sort the items into groups and then count each item they found.</p>
<p><b>Speech/Language Supports:</b></p>	<p>This activity supports your child’s IEP speech/language goals and objectives by practicing following directions and categorization skills.</p>	
<p><b>Speech/Language Extension:</b></p>	<p>As you free the frozen toys, discuss with your child the features of each item including things like color, size, shape, and use. When you have all the items sorted and counted, discuss what made each toy fit the category and which category has “more” or “less” than another one.</p>	
<p><b>Language Arts</b></p>	<p style="text-align: center;"><b><u>Water Balloon Letter Match</u></b></p> <p>Fill up balloons with water. Use a sharpie to write different letters (Uppercase first - lowercase if they know all uppercase) on each balloon. Place all balloons in a bucket. Use chalk to write letters on the sidewalk or driveway to match the balloons. Now your child can choose a letter balloon from the bucket and smash it on top of the matching letter drawn on the ground.</p>   	<p style="text-align: center;"><b><u>Water Balloon Letter Match</u></b></p> <p>Practice the letters in your child’s name or the letters in family member names! Use a sharpie to write one uppercase letter on each balloon, then place the balloons in a bucket. Use chalk to write the matching uppercase letters on the sidewalk or driveway. Then have your child select a balloon and find the matching letter on the ground.</p>

<b>Speech/Language Supports:</b>	This activity supports your child's IEP speech/language goals and objectives by training name recognition and practicing taking turns.
<b>Speech/Language Extension:</b>	When selecting balloons to smash, model and have your child imitate the letter name and sound. For example, the child's name is "Ben." He chooses the "B" balloon and says (or imitates you) "B" says /b/. He then does the same for the remaining letters in his name. At the end you could have him name other things that use the sounds in his name. For example, ball, book, and balloon all begin with the same sound as "Ben."