





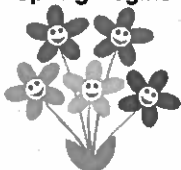

Things to do during E-learning for preschool:

- Shaving cream
- Wash plastic dishes/dolls or toys
- Write and draw outside with chalk
- Blow bubbles
- Read stories
- Color pictures
- Trace or copy your child's name
- Cut pictures out of old mail
- Count socks or snacks
- Take some time to use imagination to look at the clouds
- Sing the ABC song
- Make a paper chain of how many days until we come back to school then count down
- Visit starfall.com, abcmouse.com

Preschool Activity Calendar







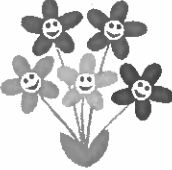



March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
On a windy day, show your child how to fly a kite at the park. (Coordination)		Make a simple windsock by stapling ribbons onto a 3" paper strip then wrap & tape into a ring. (Art / Science)	Practice blowing ping pong balls across a table or floor. (Coordination)	Hold up a ribbon. Let your child blow it fast then slow, just like the wind. (Science)		Read "Green Eggs & Ham" by Dr. Seuss to your child. (Literature)
8	9	10	11	12	13	14
Use green food coloring to make green scrambled eggs with your child. (Cooking)	Have your child make green peas from green play dough. (Sm. Muscle Development)	Give your child green crayons to write his favorite letters. (Letters)		Have your child tear green pictures out of old magazines. (Color Recognition)	Make shamrock pictures by gluing three green heart shapes together on paper. (Shapes / Art)	Hide paper shamrocks around the house for your child to find. (Problem Solving)
15	16	17	18	19	20	21
Ask your child what she would wish for if she found a real four-leaf clover. (Imagination)	Sing "Leprechaun" to the tune of "This Old Man." (Music)	St. Patrick's Day 	Play some Irish music and dance a jig with your child. (Movement)	Read your child a children's story about spring. (Science / Literature)	Spring Begins 	Take a walk and look for signs of spring. (Science)
22	23	24	25	26	27	28
Plant some spring flowers. (Science / Gardening)	Write a postcard to a friend. Have your child sign his name. (Writing)	Plan a green snack today with your child. (Nutrition / Colors)	Make the color green by mixing yellow and blue food coloring in water. (Science)	Make a guitar using an empty tissue box and rubber bands. (Music)	Make a shaker by placing dried beans in a paper sack. Twist and tape the top to make a handle. (Music)	Make a drum for your child using an empty oatmeal box and a wooden spoon. (Music)
29	30	31				
Have your child act out his favorite fairy tale. (Dramatics)	Lay plain paper on the bark of a tree and do crayon rubbings. (Art)	Look around your home for other objects you could use to make crayon rubbings. (Prob. Solving)				

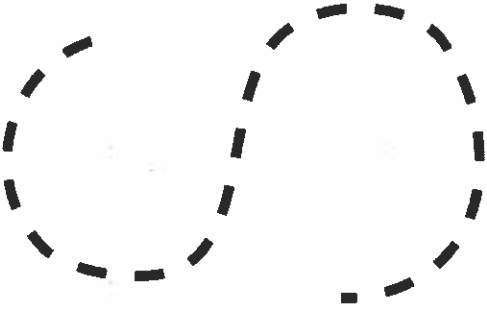

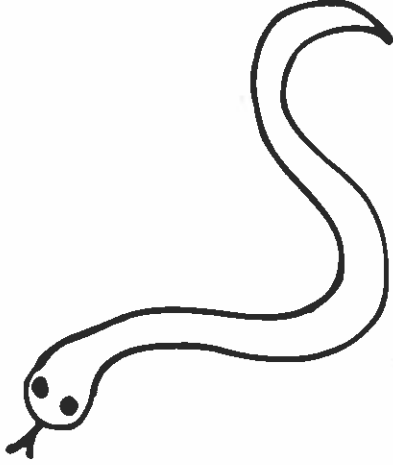
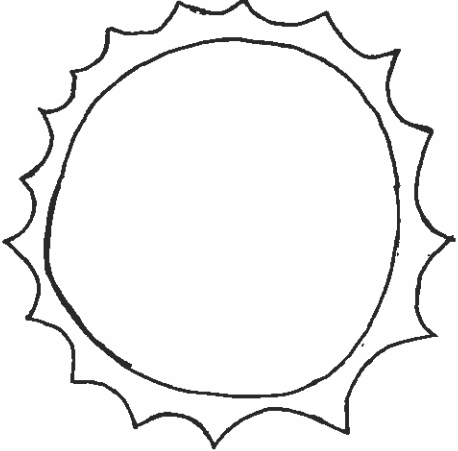
Toddler Activity Calendar



March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
Take a ride with your toddler on a windy day and look for things blowing in the wind. (Science)		Have your child make his own wind by waving a fan. (Science)	Let your toddler help you hold the string while flying a kite. (Responsibility)	Discuss how kites can fly "high" and "low." (Opposites)	Give your child a paper kite shape to decorate. (Art)	
8	9	10	11	12	13	14
Hang the decorated kite on a wall. Tape a tail to it. (Self-Esteem)	Encourage your toddler to make her hands go up high and then down low like a kite. (Movement)	Place a small mirror in a glass of water. Set the glass in the sun to see a rainbow. (Science)	Sing a song about a rainbow. (Music) 	Have your child look for something green to wear today. (Color Recognition)	Give your toddler uncooked green peas for a healthy snack. (Nutrition)	Let your child decorate a large piece of paper with a green marker to make a placemat. (Art)
15	16	17	18	19	20	21
Hide paper shamrocks for your toddler to find. (Problem Solving)	Glue three green hearts shapes on paper to make a shamrock. Have toddler add a green crayon stem. (Art)	St. Patrick's Day 	Let your toddler finger paint with blue and yellow paint. What happens? (Science)	Go for a walk and look for spring flowers. (Science)	Spring Begins 	Place a large thin paper circle on your child's head. Press down and wrap with tape to create hat. Decorate. (Art)
22	23	24	25	26	27	28
	Turn a large hat upside-down. Toss in poker chips or cardboard circles. (Coordination)	Teach your child the rhyme "The Muffin Man." (Rhymes / Language)	Say words such as "up" and "down" when giving your toddler a ride on a swing. (Opposites)	Give your child large plastic straws cut into 2" sections to string onto pipe cleaners. (Sm. Mus. Dev.)	Wrap a piece of masking tape around your toddler's finger. Draw a face for a puppet. (Language Dev.)	Go for a walk outside with your child and look for animal homes. (Science)
29	30	31				
Walk through your house with your toddler and name different rooms. (Language Dev.)	Encourage your child to build homes using blocks. (Construction)					

Letter Ss

 <p>S Street</p>	 <p>s</p>
 <p>Snake</p>	 <p>Sun</p>

Brush Brush Brush Your Teeth

Tune: Row Row Row Your Boat

Brush, brush, brush your teeth,

Brush your teeth each day.

Brushing, brushing, brushing, brushing-

That's the healthy way!

Tops and Bottoms

Tune: Are You Sleeping?

Tops and bottoms,

Tops and bottoms,

In between, in between.

Rinse your hands off

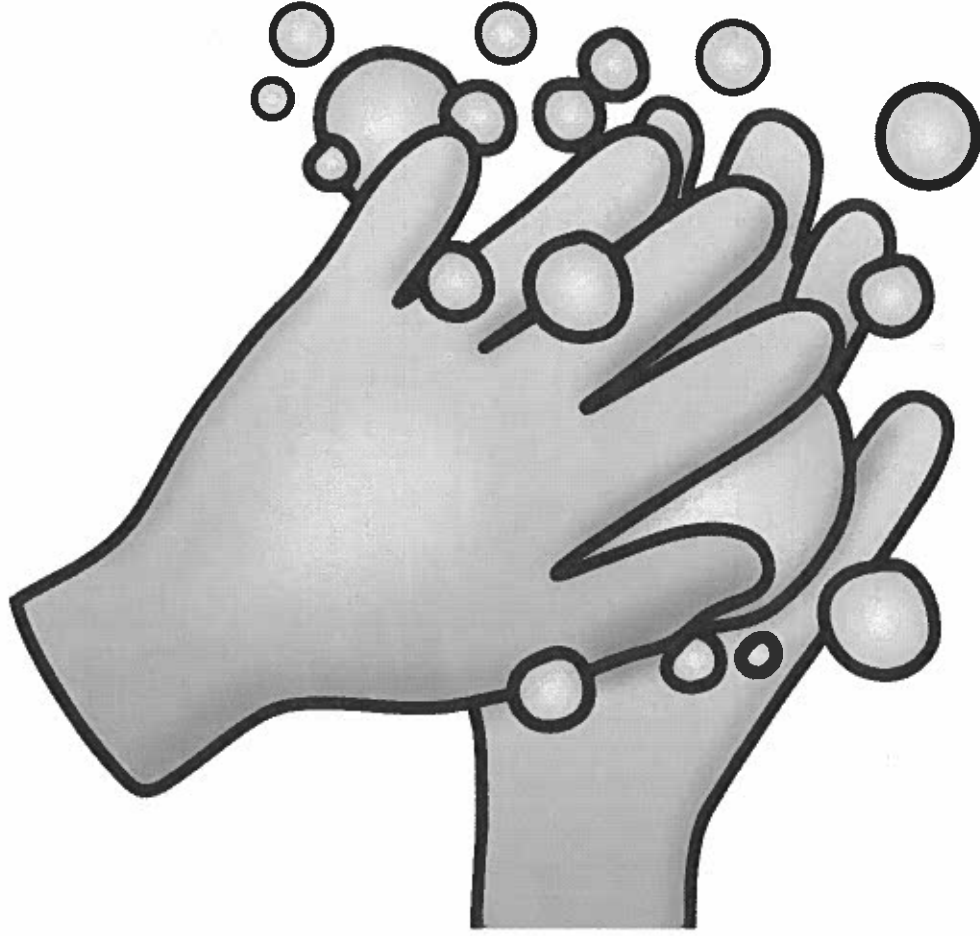
really good,

Dry them, dry them

like you should.

Clean, clean, clean.

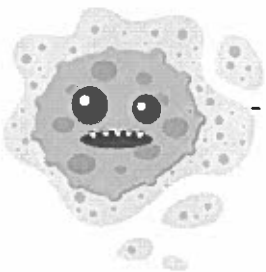
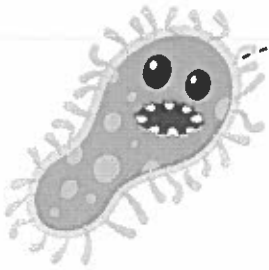
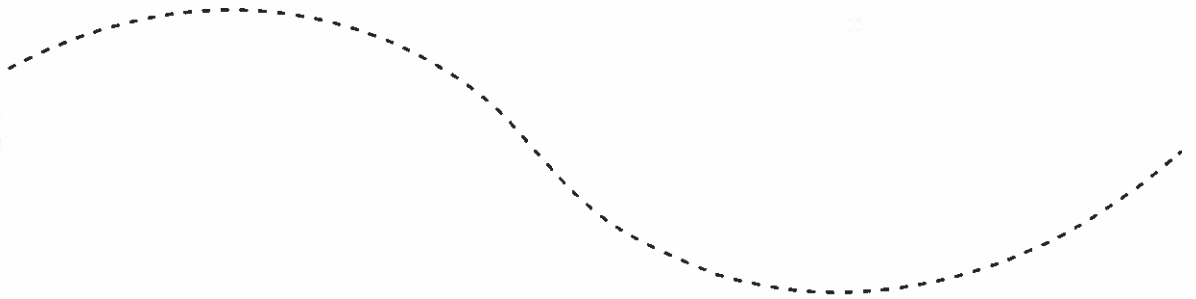
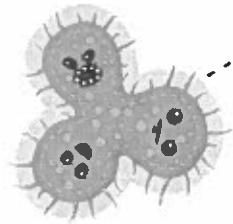
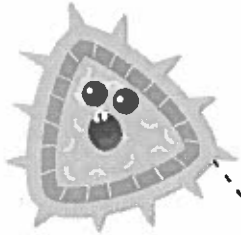
Clean, clean, clean!



Name: _____

Trace Or Cut The Lines

Trace or cut out along the dashed lines.



Videos and Books

Jack Hartman video “Learn The Letter S”

More Jack Hartman videos to review letters A-S

Video – Eating The Alphabet Fruits and Vegetables From A to Z
StoryTime With Shelby

Video – The Beastly Feast – Story Time For Kids

Go to the library and read How Does your Salad Grow?

Video – Always Be Safe – Uncle Mike Reads

Video – Please Play Safe Penguins Guide to Playground Safety by
Margery Cuyler read aloud by Elizabeth Jamo

---Make Playing at Home Count---

Strategies for Developing Speech and Language

Children develop essential skills during play and parents can play an integral part facilitating those meaningful interactions. Often times the days seem too busy to sit down and be intentional with our play but with these easy tips any parent/caretaker can be a successful play partner.

Pretend Play- Using toys and props can add meaning to your child's learning experience. Adding other contextual props (e.g. when having a tea party, grab a blanket, spoons, plates and pretend food), will better help your child to make connections and associations to the words and objects that surround them daily. When teaching words/vocabulary make sure to use them in multiple contexts and situations (e.g. "Fast"- cars drive fast, people walk fast, and we can throw the ball fast). This will promote more learning and help create a better understanding of the word(s). Don't forget to incorporate feelings, and change character roles to help your child develop the ability to consider another person's point of view.

Play Routines- Children like routines and they also need multiple exposures to words and skills before they are able to master them and use them independently. Don't be afraid if your child wants to rehearse the same play scheme that they did the day before, but encourage it, as there is a lot of value in repetition. Set up play routines for them to master and model language while they play (e.g. dress the baby, kiss the baby, and swing the baby side-to-side) and then after a few repetitions, add one more thing to the routine (e.g. now we push the baby in the stroller). It's easy to make silly songs/routines for our every day activities too, like brushing our teeth, getting dressed, washing dishes, cleaning up & getting our shoes & jackets on.

Expressive Language- Although your child may understand more than they are able to express, it is critical to model language at their level. If they are currently speaking at the one word level, but understand more, remember to use only one and two word phrases to help your child learn. Wherever they are currently functioning, add one more word! When you say something, make sure to wait and give your child time to respond before you try modeling it again and don't forget to emphasize the targeted words you are teaching your child by adding stress, increasing volume, and pitch.

Receptive Language- Children learn through actions and by "doing." While you are playing, narrate what you are doing and remember, multiple exposures (although annoying to us adults) is very beneficial for your child (e.g. "I'm throwing the ball. Here comes the ball. Oh, this is a big ball."). Modeling language while "doing" is critical for children and makes learning fun.

Tips and Tricks

1. **Expectant Look-** A smile on your face, raising your eyebrows and looking at your child will naturally let them know that you are interested in what they have to say.
2. **Waiting-** A lot of the time, less is more. As parents, we often talk too much and bombard our children. If we have sought out a response from our child, wait and count to three in your head before asking or requesting again. Children need time to process information.
3. **Reduce Questions-** Direct questions can put unnecessary pressure on children and cause them to not respond at all. Instead of asking, "What do you want to play?" try making comments instead..."I see blocks, baby dolls, and cars over there," and often times children will quickly share their opinion.
4. **Be Animated-** Get down on their level, sit on the floor, and be warm, inviting, and excited to play. Add color to your voice and be dramatic with your facial and body expressions. This creates an emotional connection that is required for building relationships and learning.

When to Play- Start by setting aside 30 min a day, or more, to play with your child and that will go a long ways in making a difference in their learning. You can also incorporate play into your every day routines.

- Bath time- Grab a few toys and dive in.
- Driving in the car- Sing and play silly car games to engage in talking and interacting.
- Meal times- A perfect time to talk about the day, plans, and what's on your child's mind.
- Reading books- Instead of just reading the words in the books, talk about the pictures and make comments on what you see happening or what you think may happen next.

School is not in session...

How can my child work on his/her speech & language skills?

If your child is working on **speech sounds**...

(what we usually focus on in speech-language therapy is increasing awareness of the target sound in words, and getting a high number of correct productions)



First, check your child's IEP or other paperwork to make sure you know which sounds or patterns your child is working on, and what position or level (ex: L in the beginning of words & short sentences, S at the end of words, or final consonants in words). Keep in mind that you will want to practice one sound or pattern at a time.



Pull out a board game (checkers, Sorry, etc.) or a puzzle, and have your child say a target word 5 times before taking a turn or adding a piece to the puzzle.

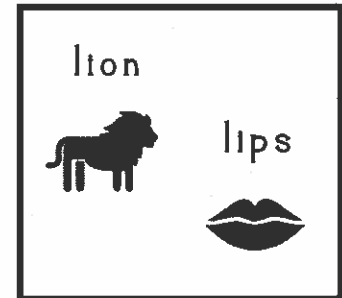
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Make (or search online) for a list of words with your child's sound(s) in the right spot. Try to find a list of at least 10-20 words that are fairly common one- or two-syllable words, and write them down. You can have your child draw a picture next to each one - you will use this list to practice later! (You can also use index cards to create your own flashcards.)

Helpful websites for lists:

<https://www.home-speech-home.com/speech-therapy-word-lists.html>

http://mommyspeechtherapy.com/?page_id=55



Spending 5 minutes a day (or every other day) practicing your child's sounds can be very effective! You can have your child say each word on your list 5 times each correctly, make up a simple or silly sentence for each word, or incorporate some of the following activities to make it more fun!



Read a book together, and listen for words with your child's target sounds. Practice the words on each page.

You may need to remind your child how to make the sound; say, "Look at my mouth! See how I do X to make this sound? Let's look in a mirror together. Now you try!"



Find some dice, and take turns saying a target word the number of times that comes up on the dice. Each person then receives that many "points" - keep a tally and declare a winner at the end!

School is not in session...

How can my child work on his/her speech & language skills?

If your child is working on **language skills**...

(Exact language skills targeted in your child's IEP will vary, but may include things like increasing overall understanding & use of vocabulary words, answering & asking WH questions, understanding how items go together in categories, understanding how two things are similar and different, using correct verb tenses, expanding the length of sentences, describing, and more.)



PLAY

Many language skills can be targeted through playing together with an adult! Choose an activity such as Lego blocks, Play-doh, catch, dinosaurs, or action figures, and follow your child's lead. Have your characters interact & talk with each other, narrate aloud what you are doing or creating, or sort things into groups that are alike (ex: all the big dinosaurs, or all the red pieces).



TIP: Sometimes we might use "communication temptations" in therapy - where we might deliberately leave a tight lid on a container or put something out of reach on purpose - so the child will need to request help.



If you need online book options, try getepic.com (free 30 day trial) or storylineonline.com (Free).

When interacting with each other, model full sentences and expand on what your child says (add 1-2 words).

Child: "Her can fly."

Adult: "Yes, she can fly fast!"

Child: "Here a cookie."

Adult: "That is a big cookie! Can you make a small cookie too?"

Child: "Here!"

Adult: "Thank you! I love chocolate cookies."

Child: "Uh oh! Tower all gone."

Adult: "Oh, the tower fell down! How can we fix it?"



GAMES



Playing simple games such as Sneaky Snacky Squirrel, Memory, Hi Ho Cherry-o, Go Fish, & Uno can provide great opportunities to practice turn taking skills, following directions, asking and answering questions, using full sentences, understanding concepts such as more/less and next/first/last, and many more skills!

Reading books together is one of the best ways to build language skills!

BOOKS



Choose a picture book to read together. Read the words, but also talk about the pictures; read books more than once!

- Point out details you notice, and try to guess together what might happen next (ex: "Look, she has a raincoat and rain boots. What kind of weather do you think it is outside? What season is it?").
- Connect details from the book to your life (ex: "Look, they are going to the petting zoo! Remember when we went? What were your favorite animals?").
- Talk about how the characters might be feeling (ex: "Oh, she lost her favorite toy! How would that make you feel?) in the different situations in the story.

10 Strategies to Help Children Learn to Talk

Emily Ferjencik, MS, CCC-SLP

Some children seem to talk without any help at all. For others, we need to help a bit more. Here are some of my favorite strategies for helping children learn to talk (in no particular order):

SAY THEIR WORDS

Talking about your child's interests will make much more of an impact than talking about what we are thinking. Use short phrases, single words, and even just meaningful sounds to say HIS ideas and give verbal/vocal meaning to his thoughts. Just because he is playing with a shape sorter does not mean he wants to name shapes and colors. So if we are spending more time asking "what's that?" and "where's the circle?" then we are not giving voice to HIS ideas. He may be more interested in stacking the shapes, so say "up, up, up"; he may think it's fun to tap the shapes together, so try "bang, bang, bang"; he may just want to toss the shapes into a bucket, so then you could say "whee" or "uhoh" or "ready, set, GO". Follow HIS ideas, give words to HIS play. Say HIS words.

MAKE THE MOMENTS COUNT

The moments that your child initiates communication (showing you something, reaching for something, pointing to something) happen throughout the day and should not be missed. When your child points, be sure to name the object before you ask a question. When your child is struggling to make a decision, offer two choices. When your child grabs your hand and wants you to follow, say the word they should use to ask you to stand "up" or "come" here or "help". Children may not be interested in repeating the same task or playing with the same toy for too long so make sure you those "moments" count.

MAKE IT ACTIVE

Children learn to imitate and move before they learn to talk. If words are a challenge, use what they CAN do – imitate and move. Using gestures and motions with sounds allows a child to imitate the motion if the sound isn't ready yet. When we greet people we say "hi" and wave. Most of the time, children will imitate the waving before they say the word "hi". That's perfect. Let's do more of that. Pair the sound with an action. When you say "dinosaur", try stomping your feet with the syllables "di-no-saur". Your child may stomp back. When you say "GO...", try patting your mouth as you hold that "oh" sound. Your child may vocalize "oh" when he imitates the motion of smacking his own mouth – ha!

BETTER TOGETHER – SING AND CHANT

Doing things with others is often less intimidating than being expected to put on a solo performance. When we sing and chant and complete familiar phrases at the SAME time as our children, we give them opportunities to see our mouths move in the same way that their mouths should be moving. It's so powerful. It's also fun! Songs provide predictable and repetitive patterns to our words and pair those words with melody and intonation. Using familiar songs, making up your own with functional phrases, or just chanting and completing phrases together e.g. "turn the... (page)" allows the child to practice words in the same way over and over again in a FUN way because you say them together!

THIS OR THAT

When the activity options are endless or the snack pantry is a free-for-all then making a choice can be super challenging – for anyone. Offering your child a choice of ONLY TWO options can help to limit the words needed. When you know what your child wants, offer it as the 2nd option. For example, your child loves goldfish crackers

and you're pretty sure that's what she wants. Offer an obvious non-preferred choice first then the most obvious preferred choice 2nd, as in "broccoli or goldfish". By offering the most preferred option 2nd, you've really just created an opportunity for your child to repeat the last word they heard rather than ALSO having to make a definite choice AND come up with the right word. That's hard. We don't want to make it hard. We want success!

WATCH ME

Children are busy. Super busy. They don't always want to interrupt their activities in order to look at us, so we have to make it interesting and purposeful to watch our mouths move. Drawing attention to our mouth when we say single words or sounds helps her watch the movement of speech. Can't find something? Call out to the missing object while cupping your hands around your mouth... "Daddy, where are you?" Can't find a ball? Search for it (with purpose) "Ball?" "Ba-aaalll, where are you". Watching how the mouth moves can also help when your preschooler needs to learn how to say specific sounds correctly.

BREAK IT DOWN AND BUILD IT UP

When words aren't easy, try sounds. Sometimes you may need to simplify a word down to its smallest part in order for your child to attempt it. For example, he loves dinosaurs but he never says "dinosaur". Break it down. "Dinosaur. Dino. Di. Duh. Roar." Offer any or all of these simplified versions of the word to see when your child is willing and able to attempt an imitation of whatever you said. Sometimes we need to go all the way down to a meaningful sound "ROAR!" No matter what level we model, we then need to help build the word back up so that, over time, your child learns to say the whole word. How about "milk"? Try "milk, mi, mmmm" or the sign for milk. Playing with sounds will ultimately help encourage a vocal child.

FORGET EVERYTHING

Creating opportunities to talk is one of my favorite ways of talking with children. These early "conversations" open the door for little ones to participate, but they don't have to. When we pretend that we don't know where things are, or can't remember something, then this gives children their big chance to help US! For example, give a child his yogurt but forget to give the spoon. Give the child just ONE cracker but forget to give more. The idea is that we want to talk WITH our children, not just AT them. Asking them about their ideas or where things are or how to solve a problem, gives them opportunities to communicate. Sometimes, the LESS you know, the more they can help!

TAKE THE PRESSURE OFF

Taking the pressure off may be one of the most effective strategies we can use to open the doors of communication. I've already mentioned the strategies of singing, offering choices, and being forgetful which are great pressure-reducers. However, one of my favorite pressure-reducing strategies is to start with two little words: "I wonder". Rather than ask your child "what's this", try wondering aloud while YOU look at the picture of the ball: "I wonder what this is." Sounds simple and maybe you're thinking that won't work. Try it. Just "wonder and wait".

LEAVE THEM WANTING MORE

Your child thinks it's HILARIOUS to pop bubbles or play "peek-a-boo" or "tickle me" or "throw me in the air". Whatever gets his interest, give that game a name! Then wait. Wait until HE gives you some indication that he wants it to continue. He may smile, he may search, he may reach, he may look at you... whatever it is – WAIT for it. When he indicates the game needs to go on – NAME it or say "more" or "again"! The more we continuously entertain our children without waiting for their requests, the more we have missed opportunities to help them communicate!

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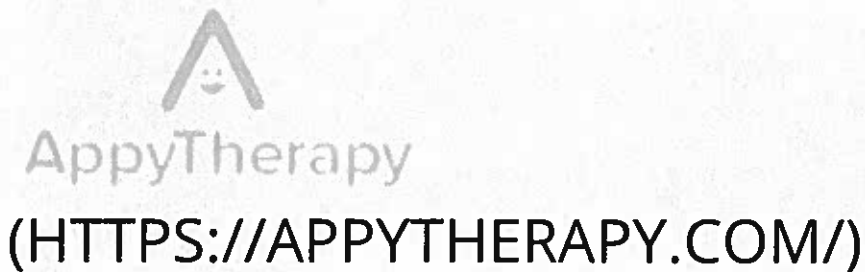
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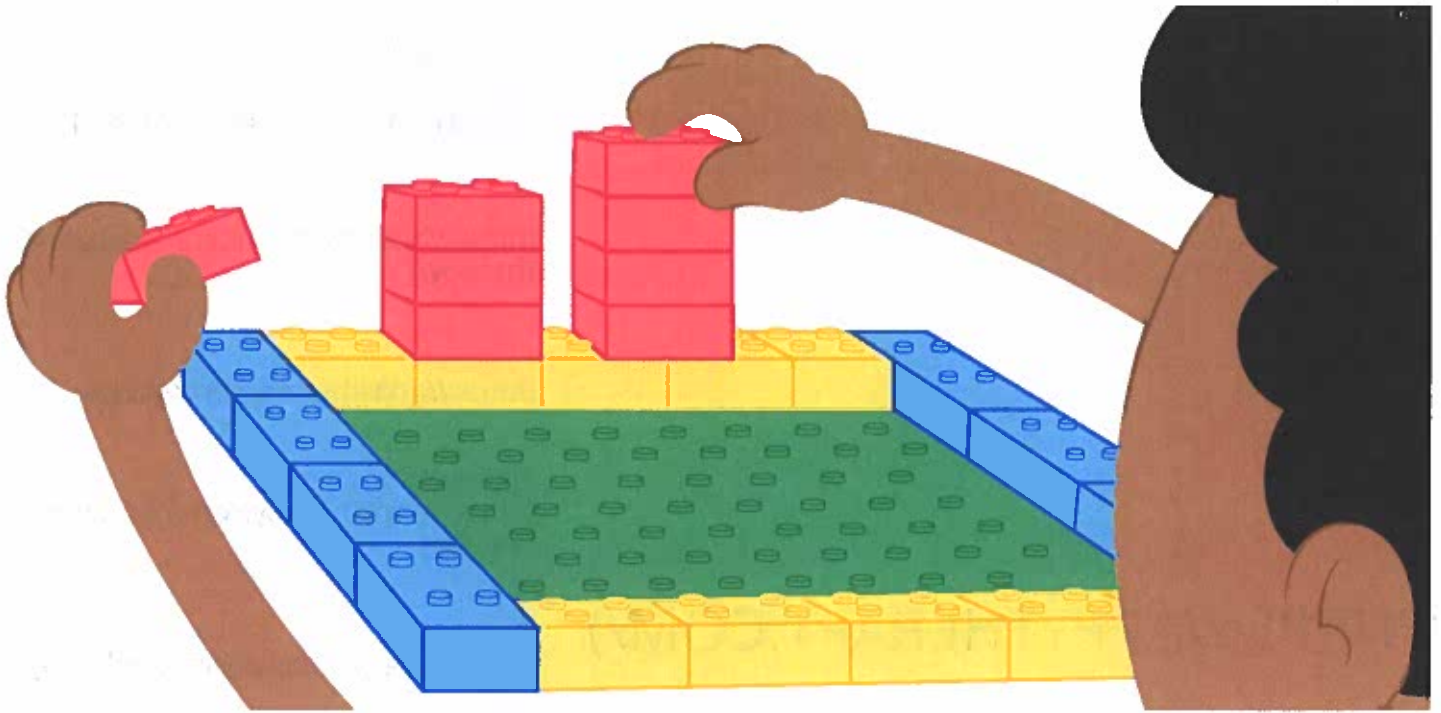
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Practical OT Activities for Home – Part 1





Therapy is **significantly** more effective when parents work alongside the therapist – since motor learning requires lots of practice and repetition!

In part one of this new three-part series, I discuss practical ways to help your child work on:

- Postural Control
- Low Muscle Tone
- Fine Motor Coordination
- Bilateral Integration
- Motor Planning

Postural Control

In Plain English



Postural control is the ability to hold your body up in an upright position, relative to gravity. Kids need this skill for stability in sitting for writing tasks.

Helpful Strategies

- Ensure that your child is for writing: Feet flat on the floor
 - Knees and hips at 90⁰
 - Back supported against the chair
 - Shoulders relaxed with arms resting on the desk
- Try different positions for writing:
 - Standing
 - Kneeling
 - Lying on stomach, propped up on elbows



Beneficial Activities

- Animal walks – crab walks, frog jumps, bunny hops, bear walks
- Wheelbarrow walks
- Play games:
 - Twister
 - Hopscotch
 - Tug of War
- Bicycle movement with legs while lying on one's back



Low Muscle Tone

What Is It?

Low muscle tone is “floppy” or flaccid tension/resistance in muscles. Common features of low muscle tone are decreased strength, decreased endurance, hyper-flexibility of joints. Kids with low muscle tone might have decreased stamina or endurance for sitting/writing activities.

Strategies to Help

- Build strength and endurance through gross motor play
- Be supportive if your child appears tired
- Add anti-gravity positions for fine motor tasks: *i.e.*, writing on a vertical surface or while lying on one's back



Activities to Try

- Wheelbarrow walks

- Monkey bars
- Sit-ups
- Push-ups
- Pushing/pulling against another person
- Working on a vertical surface (i.e., blackboard, easel)
- Working above the shoulder level
 - Putting away things in cupboards
 - Hanging clothes
 - Washing windows
 - Wiping whiteboards, blackboards
- For hand strengthening:
 - Playdoh/theraputty
 - Clothes pegs
 - Opening and closing lids on jars
 - Squeezing/wringing water out of a sponge
 - Use a spray bottle



AppyTherapy

Fine Motor Coordination

What Is It?

Fine motor coordination is the ability to use the small muscles in your fingers, hands, and wrists for activities. At school, kids need fine motor coordination skills to use blocks, scissors or rulers, to draw and to write.

Strategies to Help

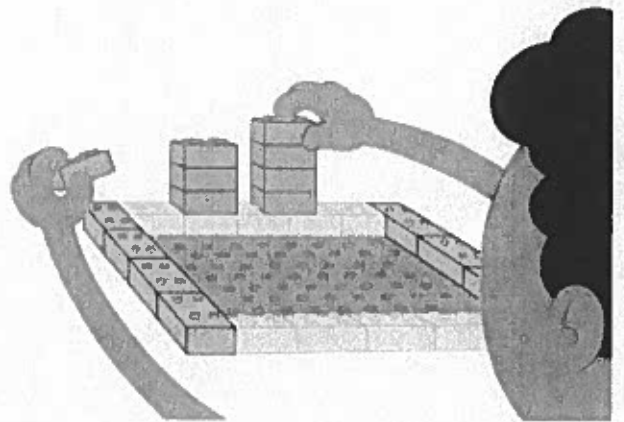
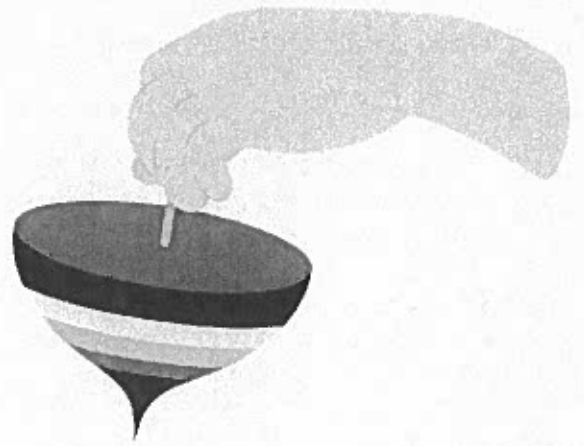
- Avoid light toys; provide toys that are solid and have some weight to them to provide more fine motor control
- Provide activities that will allow your child to persevere and not get frustrated
- Provide opportunities for fine motor practice in daily life: zippers, buttons, opening/closing ziplock bags, opening jars
- Give verbal reminders for which fingers to use
- Help stabilize an object while they are working on it if needed



Activities to Try

- Threading activities onto a string or pipe cleaner: beads, straws, macaroni, Cheerios

- Tearing paper
- Crafts:
 - cutting
 - gluing
 - knitting
 - crochet
 - origami
- Coloring
- Jigsaw puzzles
- Playdoh/theraputty exercises
- Spinning tops
- Wind-up toys
- Turning coins over, putting coins in a coin slot
- Using tweezers or tongs to put objects from one container into another
- Cat's cradle
- Games:
 - Pick up Sticks
 - Card games
 - Mancala
- Rolling marbles
- Mazes
- Using eye droppers
- Snapping fingers
- Blocks, Legos



Bilateral Integration

What Is It?

Bilateral integration is the ability to use both sides of your body (arms, legs), in a coordinated fashion in an activity. This is an important skill at school for tasks such as catching/throwing a ball, cutting, drawing, or writing.

Strategies to Help

- Make sure your child is using the “helper hand” to stabilize the paper for writing
- Gradually add complexity to movements:
 - Start with the same movement using both hands together i.e. placing pegs in a pegboard
 - Then add activities where one hand is doing one thing, and the other hand is doing another i.e., cutting, gluing, using a ruler
- Place objects on your child's non-dominant side and encourage them to cross their body midline (with their dominant hand) to reach them



Activities to Try

- Catching/throwing: various sized balls, beanbags
- Tearing paper
- Playdoh
- Threading activities
- Blocks, Legos
- Using stencils for tracing
- Household chores:
 - Sweeping
 - Vacuuming
 - Wiping tables
- Marching, cross crawling (hand touches knee on same side and opposite side)
 - Drying dishes
- Tummy taps (tapping tummy with one hand, moving in circles on head with the other hand)
- Games/Toys that use 2 hands in a controlled manner
- Jump-rope
- Jumping jacks
 - Jenga
 - Mr. Potato Head
 - Pick up sticks



Motor Planning

What Is It?

Motor planning is the ability to understand a task (called ideation), plan an action for the task (called organization), and carry out the action (called execution). Many things that kids do at school require motor planning skills: cutting, drawing, handwriting.

Strategies to Help

- Break down tasks into smaller steps; practice these steps
- Repetition is helpful
- Hands-on help might be necessary at first
- Provide feedback on the task, such as what went well and what they could do to improve

Activities to Try

- Obstacle courses
- Animal walks: crab walk, bear walk, bunny hops, frog jumps
- Skipping
- Game: Twister
- Jumping jacks
- Catching/throwing: various sized balls, beanbags
- Fine Motor planning:
 - Cut and paste activities
 - Using scotch tape
 - Tying knots, shoelaces
 - Origami
 - Dot to dot
 - Mazes
 - Block construction
 - Jigsaw puzzles



Ready set start practicing!



Note: In the next two blog posts, we will talk about: home activities for sensory skills, and for visual-motor skills.

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