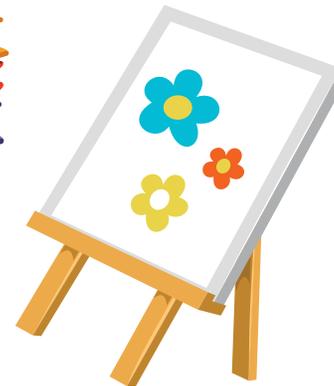
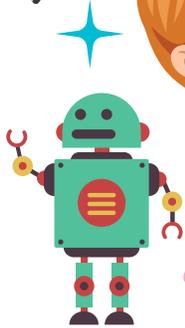


# Daily Chores

## Weekly Activity Calendar

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Bath Time	Cleaning Up!	Time for Dinner	Laundry Day	Morning Routine



**SPG COMMUNITY**

# Bath Time

## Daily Chores

<p><b>Description:</b></p> 	<p>The day is done and now it's time to get squeaky clean!</p>
<p><b>Materials:</b></p>	<p>Bathtub/shower, water, soap, washcloth, towel, bath toys, shampoo/conditioner</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p><b>Vocab:</b> Have your child label the items needed for bath time. Can they tell you each item's function?  <b>Sequencing:</b> Talk about all of the steps needed to take a bath/shower? Have your child retell you the steps using their own words. Listen closely for use of transition words such as first, next, then, last.  <b>Inferencing/Reasoning:</b> Tap into your child's critical thinking skills, ask them to tell you what would happen if he/she didn't take a bath/shower, or why it's so important to clean our bodies.</p>
<p><b>PT</b></p>	<p><b>Motor Planning:</b> As your child tells you the steps of taking a bath/shower, they should act it out and practice the movements. Reach up with your arms to grab the shampoo, stretch and touch your toes to wash your feet, and turn in a circle to rinse off the soap.</p>
<p><b>OT</b></p>	<p><b>Task Analysis:</b> Observe how many tasks your child can do independently. Are they able to tell shampoo vs. conditioner? Do they know just the right amount to use? Are they able to access the items (e.g. open bottles, squeeze or pump a bottle, use a loofah or washcloth)? Do they know when they are fully rinsed off? Can they thoroughly dry themselves with a towel?</p>
<p><b>Behavior</b></p>	<p><b>Transitioning:</b> Bath time can be really fun for some kids, making it hard to end <i>or</i> it can be something they're not a fan of, making it hard to start. Make sure to talk earlier in the day about the day's schedule and show your child when bathtime is coming (think about even putting a time on how long the bath will be) and be sure to schedule something preferred for after the bath.</p>

# Bath Time

## Daily Chores

**To transition to the bath:** You can even prepare by picking out some favorite kitchen items (sponge, strainer, turkey baster) or toys they can bring to the bath for later. Right before bathtime, make sure your child isn't engaged in a highly preferred activity and that they have a warning that bathtime is coming. Once it is time, get the fun items gathered earlier and a timer. Remind your child bath is \_\_\_ minutes long and when they're done they can do the preferred activity next on the schedule. Praise your child for following the steps to bathtime.

**To transition out of the bath:** During the bath, remind your child that bath is \_\_\_ minutes long and when they're done they can do the preferred activity next on the schedule. When the timer goes off, ask your child to place any toys they had in a basket and maybe they can even help you pull the drain. Praise each step as they follow your instructions.

# Cleaning Up!

## Daily Chores

<p><b>Description:</b></p> 	<p>It's time to clean up! Let's work together to sort and tidy a space in our home.</p>
<p><b>Materials:</b></p>	<p>Bins to sort items (optional), "Clean Up" song (optional)</p>

<p style="text-align: center;"><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p>Cleaning up can provide many language opportunities for your child.</p> <p><b>Sorting/Categories:</b> Sort items into categories(e.g. toys, books, clothes); the room they belong (e.g. bedroom, kitchen, laundry); and/or possession (i.e. mom's / dad's / sister's / brother's).</p> <p><b>Prepositions:</b> Talk to your child about where the item was found highlighting the location word (eg under, next to, above, below, behind). "I found a train <u>next to</u> the table."</p> <p><b>Attributes:</b> Have your child find items based on attributes (eg. color, size, weight, texture, sound it makes) until they find the thing you are describing. "Find the toy that has four wheels, is red, makes a loud sound, and firefighters drive it." If this is too easy, provide fewer clues.</p> <p><b>Articulation:</b> Find a couple of items that have your child's sound(s) and practice saying the word together 10 times and then try saying it in a sentence.</p>
<p><b>PT</b></p>	<p><b>Coordination:</b> Toss balled-up socks or scarves into the laundry basket or precisely put toys into small cubbies. These activities require hand-eye coordination and precise movement.</p> <p><b>Imitation:</b> Have your child imitate their toys as they put them away. Roll like the wheels of a truck, jump/bounce like a ball, or stand as still as a doll.</p>
<p><b>OT</b></p>	<p><b>Visual/Attention:</b> Use a checklist in order to organize what needs to be sorted and/or cleaned. It can include words and pictures to make it easier for your child to see what needs to be done</p>
<p><b>Behavior</b></p>	<p><b>Providing Choices:</b> Give your child choices on which room or items they would like to clean. You can also provide a choice of whether they would like some preferred music on while they clean.</p>

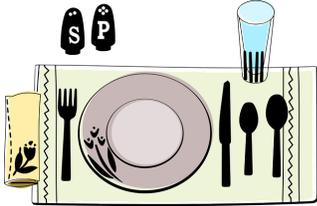
# Cleaning Up!

## Daily Chores

	<p><b>Re-directing:</b> If your child is cleaning up their toys, they may get distracted and begin playing with them. Help re-direct their attention by telling them they choose a toy to play with after and model cleaning up the toys appropriately. Remember to praise your child for following directions and cleaning up!</p>
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# Time for Dinner

## Daily Chores

<p><b>Description:</b></p> 	<p>It's dinner time! But before dinner is served, the table needs to be set. Make setting the table a family affair and get everyone involved.</p>
<p><b>Materials:</b></p>	<p>Plates, bowls, cups, forks, knives, spoons, napkins</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p><b>Sequencing:</b> Go over the steps needed to set the table. Have your child describe each step while he/she is completing the task.  <b>Concepts:</b> Left/Right, Next to, Top/Bottom, On, Before/After  <b>Following Directions:</b> Give your child 1 or 2 step directions to follow while setting the table. Or better yet, have your child give you the directions to follow! Keep an ear out to make sure he/she is using descriptive language and staying away from phrases like “over there” “here” “stuff” “thing”</p>
<p><b>PT</b></p>	<p><b>Speed and Control:</b> When you give your child directions, ask them to move at different speeds to practice controlling their movements. “Quickly flick the napkin”, “Carry the silverware slowly”, or “After you put the plate down, stop”.</p>
<p><b>OT</b></p>	<p><b>Scaffolding:</b> Have your child practice with paper plates, plastic cups, and plastic utensils to start. It may be easier than using your regular china, especially if it is heavy or difficult for your child to access.</p>
<p><b>Behavior</b></p>	<p><b>Tell, Show, Do:</b> Tell your child that before you eat dinner, they need to help set the table. Then, show them how to do it either one step at a time and have them follow (ex: you put the plate down, they put the plate down) or show them how to do the entire sequence and then have them do it. You can even leave out a model of a finished place setting for them to follow. Remember to praise their efforts and make it fun!  <b>First/Then:</b> If your child is continuously asking for dinner, use a first/then statement “First we set the table, then we eat”</p>

# Laundry Day

## Daily Chores

<p><b>Description:</b></p> 	<p>It's laundry day! Let's grab our dirty clothes, sort them into piles and prepare them to be washed.</p>
<p><b>Materials:</b></p>	<p>Basket(s) (optional); clothes; laundry detergent (optional)</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p>Laundry day can provide tons of language opportunities for your child.  <b>Sorting/Categories:</b> Sort clothes into piles by colors (e.g. dark, lights/whites), type (e.g. shirts, pants, underwear) and/or possession (i.e. mom's / dad's / sister's / brother's)  <b>ID Body Parts:</b> Talk to your child about <i>where</i> we wear our clothes (e.g. socks on our <i>feet</i>; pants/shorts on our <i>legs</i> etc.)  <b>Concepts to target:</b> wet/dry; dark/light; on/off; over/under; dirty/clean; in/out (of washer or dryer)  <b>Sequencing:</b> Talk to your child about the steps necessary to actually do a load of laundry. <i>First</i>, we sort the clothes into piles. <i>Next</i>, we put one pile into the washing machine. <i>Then</i>, we add in the laundry detergent (soap). <i>Finally</i>, when the laundry is finished, we take it out of the washing machine and put it in the dryer to dry.</p>
<p><b>PT</b></p>	<p><b>Movement breaks:</b> If your child is getting distracted during laundry time, let them take a break to jump in piles of clothing, "race" you to push a laundry basket down the hall, or wiggle and shake like clothes on a clothesline. Short breaks for movement will help them focus when it's time to go back to the activity.  <b>Reciprocal movement:</b> While you sort clothes, use your right hand to put a piece of clothing, then your left. Switch back and forth to improve rhythmic and alternating movement.</p>
<p><b>OT</b></p>	<p><b>Visual Motor/Sequencing:</b> Folding laundry is a complex activity that involves a lot of planning. Depending on your child's developmental level, folding small towels is an easy place to start before moving on to other pieces of laundry. Another easy task is to have your child help you put</p>

# Laundry Day

## Daily Chores

	garments on hangers
<b>Behavior</b>	<b>Functional Communication:</b> Support your child in communicating needs/wants during this activity using their mode of communication. They can ask for help if: they can't find all of their dirty clothes, they can't hold and carry all of their clothes, they're not sure how to sort them, etc. They can ask for a break if: they get frustrated, their attention starts to wander, etc. They can ask to do a certain step, such as: pushing the laundry basket down the hall, pouring the detergent in, etc.

# Morning Routine

## Daily Chores

<p><b>Description:</b></p> 	<p>Good Morning, it's time to rise and shine! Every family has their own unique morning routine. Help your child to identify and describe your family's routine. What's your favorite part of the morning?</p>
<p><b>Materials:</b></p>	<p>May vary depending upon routine: bed, blanket, pillow, pajamas, clothes, toothbrush, toothpaste, toilet, soap, washcloth, towel</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p><b>Sequencing:</b> Have your child tell you all of the parts of his/her morning routine using his/her own words. Keep an ear out for grammar- are they using the correct verb forms? Do you hear any adjectives being used?  <b>Concepts:</b> First/Last, Before/After, Dirty/Clean, Messy/Tidy, On/Off            While completing the morning routine, see if you can use these concepts to describe what and/or how you complete the tasks. Ask your child to follow a direction related to the morning routine that targets a concept.</p>
<p><b>PT</b></p>	<p><b>Stretching:</b> Start your routine with a warm-up routine. Reach your arms up above your head, bend forward and touch your toes, spread your feet wide and stretch the inside of your legs, and bring your shoulders back to feel a stretch through your chest.</p>
<p><b>OT</b></p>	<p><b>Planning/Attention:</b> Identify which tasks are easier for your child to complete, and which are harder. Ask your child why: Is it fun? Is it easy to remember? Can you do it by yourself? Do you know what you need to complete the task? Figuring out how to get through more challenging tasks can make the morning routine go more smoothly.</p>
<p><b>Behavior</b></p>	<p><b>Following a Schedule:</b> Help create a schedule for your child based on the routine. This can be a visual schedule with pictures and words or just a written schedule; you can include times if you prefer (ex: breakfast 8am, brush teeth 8:30am) Have your child assist in creating the schedule with you and help decide where it should be located. Review the schedule first thing in the morning and provide praise for following the schedule. Additional supports, if needed, include a timer and checking off items as you go.</p>