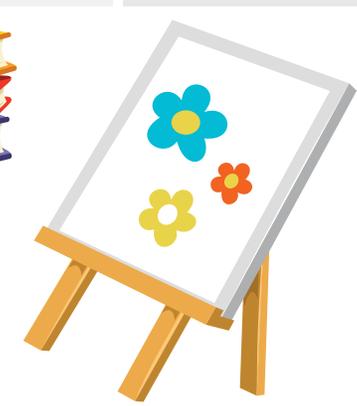
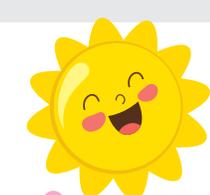


Heads Up!

Weekly Activity Calendar



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Fly a Kite	It's a Bird, It's a Plane!	Clouds	Stargazing	Hot Air Balloon



SPG COMMUNITY

Let's Go Fly a Kite

Heads Up!

<p>Description:</p> 	<p>Make your own kite and get ready for a nice spring breeze to blow through. When the time is right, fly the kite and watch it soar.</p> <p>Using tape or glue, make a “t” out of the dowels or sticks. Cut the paper into a diamond shape and glue/tape it to the end of each dowel. Fasten the string to the middle of the “t” and wrap it around the paper towel roll so it doesn’t get tangled.</p> <p>Decorate your kite as much as you would like!</p>
<p>Materials:</p>	<p>Wooden dowels, tape or glue, string, paper towel roll, and tissue paper or other lightweight paper</p>

<p style="text-align: center;">Tips to Support:</p>	
<p style="text-align: center;">Speech</p>	<p>Sequencing: Discuss with your child what you will need to do first, next and last. Have them list the correct order of the task and encourage them to use the words first, next and last.</p> <p>Categorization: Create a list of the items needed for the task. Review each word/item and ask your child where they think the item might be found in the house. Then work together to find the item and check it off the list.</p> <p>Vocabulary: Kite, flying, wind, windy, high, low, falling, yarn, string, grass, sky, clouds</p>
<p style="text-align: center;">PT</p>	<p>Lower extremity coordination: While you’re waiting for the wind to pick up, practice running with your kite. Move as quickly as you can, then stop moving. Try to stop on a dime and pretend to fly the kite.</p> <p>Upper extremity strength: When you’re finished making your kite, have fun ripping up the extra paper! Can you still tear it if you fold it in half? What about if you fold it again? See how thick you can make your paper and still tear it.</p>
<p style="text-align: center;">OT</p>	<p>Gross Motor: If there isn’t enough wind to fly the kite, try taping the kite to the end of a long stick. Your child can make it fly that way!</p>
<p style="text-align: center;">Behavior</p>	<p>Tolerance: Does your child have a hard time tolerating certain situations: being told no/wait, something breaking, doing something incorrectly, taking turns/sharing, etc? Make sure to practice and support your child through one tolerance skill during this activity. First, choose which skill you’d like to target, for example: something not being perfect. Then prime them by</p>

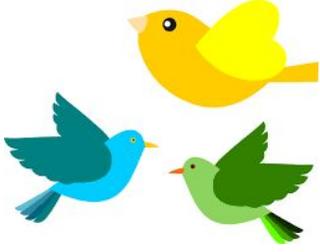
Let's Go Fly a Kite

Heads Up!

talking about what to do if that happens (ex: "We're going to build a kite! Remember that if it doesn't look exactly like the picture, it's ok! Lots of kites look differently and it's actually way more fun if ours looks a bit different". Next, support your child throughout the activity by offering lots of praise and step in when you start to see the first signs of frustration (ex: "I see you're getting frustrated because the rods are a little crooked). Then you'll want to offer a prompt or choices (ex: "We can either re-do the rods or just tell ourselves 'It's ok if it's crooked!' Which would you like to do?"). If they can continue back on task, offer lots of praise. If they continue to escalate, suggest a break and come back to it later. Make sure to not offer to fix it for them if they are engaging in problem behavior, but you definitely can if they can ask nicely.

It's a Bird, It's a Plane!

Heads Up!

<p>Description:</p> 	<p>Let's go bird watching! Get your binoculars, or make pretend ones by taping together 2 TP tubes. Sit in the backyard or bring a comfortable chair to the window and see what flies by.</p>
<p>Materials:</p>	<p>Binoculars or TP rolls</p>

<p>Tips to Support:</p>	
<p>Speech</p>	<p>Attributes: Once you have found a bird, model descriptive language (ex: "I see a bird with blue feathers and a yellow beak"). Then ask your child what they see. Encourage them to use descriptors (color, size, texture, age, etc.) when explaining what they see. This will increase your child's sentence length and increase their vocabulary.</p> <p>Categories: Look up different kinds of birds on the internet and discuss their names and where they live (zoo, farm, jungle, forest, pets etc). This will help build your child's vocabulary and understanding of categorization.</p> <p>Articulation: 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>PT</p>	<p>Imitation: Imitate the birds that you see outside, do they flap their wings fast like a hummingbird? Do they glide like a hawk? Do they run fast like a sandpiper? Do they shake their head like a woodpecker? See how many different types of birds you can imitate.</p>
<p>OT</p>	<p>Auditory/Sensory: Have your child listen for the different sounds a bird makes, whether it's chirping, rustling through leaves, or flapping their wings. Try having your child close their eyes, and see if they can identify where birds are just by the sounds.</p>
<p>Behavior</p>	<p>Attention: Support your child's attention to this activity by using gestures and/or words to orient them to the birds. You can point to increase joint attention or give hints such as "it's by a tall tree." Play "I Spy" with the birds, or just let your child know how many birds you will spot before taking a break (ex: "Let's find 3 birds then we can get up and play ball")</p>

Clouds

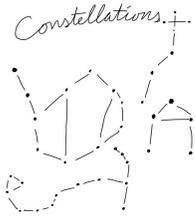
Heads Up!

<p>Description:</p> 	<p>Bring the sky inside by making a cloud in a jar!</p> <ol style="list-style-type: none"> 1. Pour $\frac{1}{3}$ cup hot water in the jar and carefully swirl it around the sides (you may want to use an oven mitt because the jar will be hot). 2. Turn the lid upside down and place it on top of the jar 3. Put a few ice cubes on top of the lid 4. Quickly lift the lid, spray some hairspray inside the jar, and put the lid back down. 5. Watch your jar and wait for clouds to form!
<p>Materials:</p>	<p>A jar with a lid, hot water, ice, and hairspray</p>

<p style="text-align: center;">Tips to Support:</p>	
<p>Speech</p>	<p>Sequencing: Discuss the order of the activity by using the words <i>first</i>, <i>next/then</i> and <i>last</i>. Then have your child retell the order by asking them “What do we need to do first?” etc. This will work on their auditory memory and sequencing of a story/directions.</p> <p>Vocabulary: swirl, spin, oven mitt, jar, glass, ice cubes, hair spray, clouds, rain, sky, table, look, watch, wait</p> <p>Concepts: Talk about upside down vs. right side up. Then see if they can show you or explain what it means back to you.</p> <p>Articulation: 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>PT</p>	<p>Coordination: After you’ve watched the clouds form, make your own cloud city by putting blankets or couch cushions on the floor. Walk, crawl, and roll through the clouds! Moving through an unstable surface challenges balance and coordination.</p>
<p>OT</p>	<p>Sensory/Visual Attention: Add a drop or two of food coloring, and/or essential/fragrance oils to the hot water.</p>
<p>Behavior</p>	<p>Following Directions: Work on one to multi-step directions with your child during this task. This can focus on basic instruction following (ex: sit down, give me, wait, etc.) or more complex steps (ex: fill the pot up with water, put it on the stove, then tell me when you’re done so I can turn it on). Provide lots of praise and support when your child listens.</p>

Stargazing

Heads Up!

<p>Description:</p> 	<p>Lay out a towel/blanket in the yard or look out the window tonight to see some stars. Do you see any constellations? Can you find the north star?</p> <p>Follow this link to see a list of the constellations. Try to find them in the sky, or make up your own!</p>
<p>Materials:</p>	<p>Optional: blanket or towel</p>

<p style="text-align: center;">Tips to Support:</p>	
<p>Speech</p>	<p>Vocabulary and Categories: Ask your child about what kinds of things they might want to bring outside or to the window to stargaze. If they have never done it before, give them some hints. Maybe hot chocolate, blankets, a favorite toy, a story to share, a sweater (if going outside) could be included. Then talk about where you might find these things around your home Gather the items together in a bag to prepare for the special evening event.</p> <p>Concepts: Talk about the different shapes that you see in the stars and ask what your child sees. Talk about the moon and its shape. Maybe repeat the activity many nights in a row to see how the moon changes shape.</p>
<p>PT</p>	<p>Endurance: Move like you're a star in the sky. Run like a shooting star across the sky; crawl on all fours like Ursa minor, the little bear,; wave your arms like you're playing Lyra, the harp,; or gallop like pegasus the winged horse.</p>
<p>OT</p>	<p>Sensory/Visual: Turn off as many lights as you can, so that you will be able to view the sky more clearly. Have a flashlight on hand if you need to navigate darker areas outside. If you have an empty kiddie pool, you can have your child lie in it, and look up at the sky. Blankets and pillows will make it cozy.</p>
<p>Behavior</p>	<p>Visual Supports: Provide your child a visual of what the constellation looks like to see if they can find it in the sky.</p> <p>Break It Down: If finding the entire constellation is challenging, you can break it down by asking your child to find part of what the constellation has (ex: three stars in a line or stars that make a square)</p>

Hot Air Balloon

Heads Up!

<p>Description:</p> 	<p>Build a hot air balloon!</p> <p>Instructions found here from NASA:</p>
<p>Materials:</p>	<p>Plastic bag, paper clips, string, hair dryer, balloon</p>

<p>Tips to Support:</p>	
<p>Speech</p>	<p>Inferring and Making Predictions: Has your child ever seen a hot air balloon? Discuss: Why might it be called a hot air balloon? What do you think it might look like? As you work on this activity, keep your child guessing: What do you think will happen when we turn on the hair dryer? What will happen when we turn it off? What if we poked a hole in the bag?</p>
<p>PT</p>	<p>Heavy work: See how many other ways you can fill the bag with air. Hold it open and move your arms from side to side, hold it over your head and run/walk quickly, or hold it open in front of you and jump up and down. Coordination/fine motor: Rotate your hand from side to side while you hold the hair dryer to move the balloon sideways.</p>
<p>OT</p>	<p>Safety/Visual Scanning/Attention: Be sure to review safety procedures with your child when engaging in this activity (e.g. no liquids near the hairdryer, do not touch the end of the hairdryer once heated, be mindful of things in your surroundings such as ceiling fans).</p>
<p>Behavior</p>	<p>Taking Turns: Practice taking turns by switching off who can turn the blow dryer on to make their hot air balloon rise. You can support your child with words (“We’re going to take turns. First you, then sister, then me. Then you can go again, then sister, then me again”), pictures (setting out pictures of people who will be taking turns and in what order - remove each picture as the person takes a turn), or a colored card (use a post it or colored paper that will be held by whomever’s turn it is, then they will pass it to the person who has the next turn).</p>