



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Rainy Days	Things We Find in Nature	Flowers All Around	What's That Flying By?	Spring Rainbows



**SPG COMMUNITY**

# Rainy Days

Spring!

<p><b>Description:</b></p> 	<p>Spring showers bring lots of flowers! What's that sprinkling on my head? If it's raining outside, put a cup outside to see how much rain you can collect. If there's no rain, then take it inside and fill up a glass of water and while only using your fingers, make it sprinkle!</p>
<p><b>Materials:</b></p>	<p>Cup, Water</p>

<p><b>Tips to Support:</b></p>	<p><b>Model the language and speech sounds for your child</b></p>
<p><b>Speech</b></p>	<p><b>Vocab:</b> rain, sun, gray, cloud, rainbow, wet, sky, umbrella, hat, fall (verb), see (verb), look (verb), wet (adjective)  <b>Artic:</b> Practice those words with the “tricky” /r/ and /s/ like rain, sun, sky, etc. Can you think of any other words that start with /r/ and /s/?  <b>Concepts:</b> wet, dry, open, close, inside, outside  <b>Categories:</b> Can you name other things that are wet or protect you from the rain?</p>
<p><b>OT</b></p>	<p><b>Fine Motor:</b> Dip your finger in the cup of water and write on various surfaces and make marks, shapes, letters, numbers.</p>
<p><b>PT</b></p>	<p><b>Movement Breaks:</b> While you wait for the cup to fill, try to wiggle your fingers like rain droplets moving through the air, clap your hands/stomp your feet like thunder, and move your arms like clouds in the wind. What other movements can you add to your rain dance?  <b>Coordination:</b> As you bring the cup back in, try walking softly or tip-toe while keeping all of the water in the cup. Try moving slowly without spilling any water!</p>
<p><b>Psych</b></p>	<p><b>Feelings:</b> Emotions can be like the weather. They change all the time. Check in with your feelings. How do rainy days make you feel? How do you feel when the sun comes back out? Use the <a href="#">feelings chart</a> to check in.</p>

# Rainy Days

Spring!

	<p><b>Goal Setting:</b> We can use rain to think of goals. Tiny drops of rain come together to make a puddle or a huge flood! The same thing with goals. Lots of little steps can come together to help us reach a big goal. Using the <a href="#">goal setting worksheet</a>, write a goal you have in the raindrop, and write down all the steps you may need to take to reach that goal!</p>
<p><b>Behavior</b></p>	<p><b>Following Visual Cues/Schedule:</b> Make a written word or picture schedule showing your child the steps. (ex: 1.Get a cup, 2.Take it outside, 3.Set it down, 4.Wait 10 minutes, 5.Get the cup)</p> <p><b>Making Choices:</b> Present 2-3 choices (vocally and/or holding up items) and ask what your child wants to use to collect rain/put water in</p> <p><b>Waiting:</b> If you collect rain outside, set a timer for when you will go back to check on it. You can help your child learn how to wait by engaging them in other activities while they wait (ex: “Let’s read a book while we wait”). If you are putting water in a cup from the sink, practice waiting by prompting them to not grab the cup or splash until you give the ok.</p>

# Things We Find in Nature

Spring!

<p><b>Description:</b></p> 	<p>Let's go outside! Go on a nature walk with your child.</p>
<p><b>Materials:</b></p>	<p>Small bucket, basket (collect small nature items)</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p>Look for 5 or more items (sticks, leaves, rocks, bugs, animals etc). Talk about how the items are <b>similar and different</b> including size, color, and weight.  <b>Vocabulary:</b> rock, leaf, stem, stick, tree, tree bark, flower, insect, garden, grass, fly (verb), fall (verb)  <b>Artic:</b> Try to find 5 items with their target sound and practice saying that word 5 times each.  <b>Concepts:</b> light vs. heavy, short vs. long and colors (talk about the different colors you see)  <b>Categories:</b> Insects and animals. Try to name 5 bugs/insects and 5 animals.</p>
<p><b>OT</b></p>	<p><b>Fine Motor/Using both sides of the body:</b> Collect nature items such as flowers, leaves, sticks by pick up items and placing into a basket.</p>
<p><b>PT</b></p>	<p><b>Motor planning:</b> Find 3 things you can go under, then 3 items you can pick up and last 3 things you go over.  <b>Strength:</b> Using a bucket or bag to collect items, how heavy is your collection, can you lift it to the side, can you lift over your head, can you swing back and forward. How many ways can you move your bucket.</p>
<p><b>Psych</b></p>	<p><b>Mindfulness:</b> Being in nature has many positive benefits for our emotional well-being. Find a quiet spot and for 10-30 minutes take time</p>

# Things We Find in Nature

Spring!

	<p>to focus your attention to your breathing. Touch the earth and your surroundings.</p> <p><b>Identifying Feelings:</b> Check in, how did you feel before and after the mindfulness exercise?</p> <p><b>Perspective-taking:</b> Pretend you are an explorer, a scientist, a gardener, a camper, or a cook. Imagine how you would feel in that role. Role-playing can help you build problem-solving skills, negotiation, social skills, and perspective-taking.</p> <p><b>Focus:</b> Going on a walk often helps us sort out all the thoughts going on in our heads and problem solve or come up with a fresh perspective.</p>
<p><b>Behavior</b></p>	<p><b>Following Visual Cues/Schedule:</b> Make a written word or picture schedule showing your child what you will be looking for. You can check off or cross off each item as you find it.</p> <p><b>Joint Attention:</b> When you find something on the list, point to it to see if your child will look in that direction. If not, add a sound/statement “Ah! I found something!” You can encourage your child to do the same when they find something.</p> <p><b>Following Directions:</b> On your walk, practice safety skills such as “stay with me”, “hold my hand”, “stop”, “wait”. You can also practice crossing streets safely and/or following traffic signs</p>

# Flowers All Around

Spring!

<p><b>Description:</b></p> 	<p>Flowers, flowers, everywhere! Find a picture of a flower or pick a flower from outside.</p>
<p><b>Materials:</b></p>	<p>flower or picture of a flower, feelings chart, positive self-talk flowers, positive self-talk worksheet, spoon/shovel, plants</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p><b>Identify the parts of the flower</b> you see. Can you find or see the petals, stem, leaf/leaves?</p> <p><b>Sequencing, how would we plant a flower?:</b> First, gather materials (soil, pot, water, seeds, shovel). Next, pour the soil into the pot. Then, dig a hole in the soil and put the seeds in the hole. After, cover the seeds with the soil. Finally, water the soil and place the pot near sunlight.</p> <p><b>Vocab:</b> flower, dig (verb), soil, pour (verb), stem, petals, leaf, plant (noun &amp; verb)</p> <p><b>Artic:</b> Can you say the // sound? Find all of the vocab words with // in it and say them aloud.</p> <p><b>Concepts:</b> in, out, on (top), under</p> <p><b>Categories:</b> Let's name some flowers! How many can you name?</p>
<p><b>OT</b></p>	<p><b>Fine Motor/Spatial Planning:</b> Caregiver draw a simple flower, have your child place small items inside the lines of the flower or only outside the lines of the flower.</p>
<p><b>PT</b></p>	<p><b>Balance and coordination:</b> collect pillows/cushions each one being a flower to stack together and sit atop the flower, play with balance lifting one foot up and then the other, sitting cross leg, standing.</p>

# Flowers All Around

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<p><b>Psych</b></p>	<p><b>Identifying Feelings:</b> Flowers are known to be associated with positive feelings. Use the <a href="#">feelings chart</a> to check in after smelling or picking the flowers. Tune into the sounds and smells around you.</p> <p><b>Positive Self-Talk:</b> Use the <a href="#">positive self-talk flowers</a> to identify any negative thoughts that come up in your day and then replace the negative thought with a positive one. Practice through the day or week by writing down any negative thoughts that come up with the <a href="#">positive self-talk worksheet</a>.</p>
<p><b>Behavior</b></p>	<p><b>Following Directions:</b> Use pictures, written words, and/or vocal directions to practice following directions: give me, find, sit down, come here, clean up, etc.</p> <p><b>Executive Functioning/Planning:</b> If you review the sequence to plant a flower, you can ask - “What materials would we need to do this?” or “How much time do you think it would take to do this?”</p> <p><b>Waiting:</b> Practice waiting skills (anywhere from a few seconds to a few minutes) as you gather materials and/or set up. If your child is attempting to push the sequence ahead or grab items, tell them “wait”, count to the target time in your head or use a timer, and then say “Ok, now we can start”</p> <p><b>Imitation:</b> Practice gestures by pointing to a flower outside or in a magazine and say “I see a flower!” Prompt your child to imitate your point. You can also have them imitate you picking the flower, smelling the flower, putting the flower in a cup with water, etc.</p>

# What's That Flying By?

Spring!

<p><b>Description:</b></p> 	<p>Spring is in the air with lots of things flying in the air! Play a game of “I Spy” while enjoying the outdoors or even while inside playing with toys.</p>
<p><b>Materials:</b></p>	<p>None</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p><b>Identify all of the things that fly in the air</b> whether it be alive or an object. You can choose the “Spying” difficulty level by “Spying” items by name, function, parts, etc.  <b>Vocab:</b> bug, bird, bee, butterfly, kite, airplane, helicopter, balloon, wings, fly (verb), float (verb)  <b>Artic:</b> Can you “Spy” items with your target sound?  <b>Concepts:</b> up, down, above, below, next to, fast, slow  <b>Categories:</b> animal, insect, transportation, toy <b>How many can you name from each?</b></p>
<p><b>OT</b></p>	<p><b>Motor Imitation/Pretend Play:</b> Have your child try and copy your body movements by pretending you are a bug. Flap your arms in the air, run around and make a buzzing sound.</p>
<p><b>PT</b></p>	<p><b>Bilateral coordination:</b> Lying down or standing up, spread your arms out and make the movements of what is flying by, spread your legs and make the movements. Can you fly with your legs not touching the ground?  <b>Core strength:</b> Lie on your stomach with arms out to the side and lift them off the ground in flying motion. Lie on your back, Lift Legs off the surface as straight as you can. Can do this on the floor, off a bed/sofa/cushions</p>
<p><b>Psych</b></p>	<p><b>Working Memory:</b> We can strengthen our working memory with repetition and practice. Try to remember the objects you spy in the air.  <b>Social skills:</b> Develop social skills by playing I-spy with someone else. Take turns with your partner and learn how to cooperate by making it a</p>

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Spring!

	<p>game. Silently select your object that you and your partner can see and see if you can guess what your partner has chosen.</p> <p><b>Self-confidence:</b> For every object you identify flying in the air, think of one of your strengths that starts with that letter.</p>
<p><b>Behavior</b></p>	<p><b>Turn Taking:</b> Practice turn taking by alternating who is “spying” and who is guessing. You can also use a checklist with your child to show how many turns you will each get.</p> <p><b>Following Directions:</b> Use words or pictures if needed to show rules of the “I Spy” game (ex: 1. Find an object, 2. Say “I spy a...”, 3. Let the other person guess)</p> <p><b>Joint Attention:</b> If your child is having a hard time guessing your object, attending to your clue, or maybe they just aren’t ready for complex verbal cues, use a gesture (point, look in the direction of, etc.) to indicate the item you’re thinking of</p> <p><b>Problem Solving:</b> If your child can’t guess your object, help them problem solve by prompting them to ask for help or to ask for extra clues to narrow it down (ex: “Is it on the grass or in the tree?”)</p>

# Spring Rainbows

Spring!

<p><b>Description:</b></p> 	<p>Spring showers bring us pretty rainbows in the sky. Lets have fun with rainbows! Go on a color scavenger hunt in your house. Find 5 items that are green, blue, yellow, etc. You can do this by looking through old magazines. Then, cut out and glue to make a rainbow collage with your pictures with all the colors of the rainbow. Or If it's sunny, go outside and try to make a rainbow with your garden hose. Spray the hose, turning it slowly. Watch for a rainbow to appear above the water.</p>
<p><b>Materials:</b></p>	<p>Magazines, glue, paper, scissors, garden hose, chalk</p>

<p><b>Tips to Support:</b></p>	
<p><b>Speech</b></p>	<p><b>Vocab:</b> Rain, clouds, colors of the rainbow (green, blue, red, orange, yellow, purple), sky, sun, pot of gold.  <b>Artic:</b> Practice the /R/ sound in rainbow. Practice saying all the beginning sounds of the colors of the rainbow.  <b>Concepts:</b> before/after “Do we see rainbows before/after the rain?”  <b>Songs:</b> YouTube: “Rainbow Colors Songs,” “Color Songs for Kids,” “The Singing Walrus.”</p>
<p><b>OT</b></p>	<p><b>Fine Motor/Bilateral coordination:</b> Caregiver, draw an outline of a rainbow, cut strips of color paper, paint strips samples, magazine etc. Have your child rip pieces of paper and glue onto the rainbow.</p>
<p><b>PT</b></p>	<p><b>Motor planning:</b> Draw rainbow lines on the sidewalk and walk on them, jump to each color, over the rainbow.  <b>Stretching:</b> Reach for the rainbow in the sky with arms stretching over your head, reaching back to the ground, calling out the colors you see.</p>
<p><b>Psych</b></p>	<p><b>Mindfulness:</b> Use the rainbow to increase confidence and concentration through a mindfulness activity. Youtube: <a href="#">Rainbow meditation for kids and adults (Fablefy)</a>  <b>Feelings:</b> Check in with your feelings. How did you feel prior to the mindfulness activity? How did you feel after?  <b>Expressing/Identifying Emotions:</b> Use the colors of the rainbow to help your child express and identify their emotions. Once you find</p>

# Spring Rainbows

Spring!

	<p>your 5 items in the colors of the rainbow, use them to play a game. For example, 1) Red: share something that makes you happy; 2) Orange: Share a good choice you made today; 3) Yellow: Share something you're excited about; 4) Green: Share something that makes you worried; 5) Blue: Share something that makes you sad. This can be done with skittles or M&amp;Ms as well and presents an opportunity for your child to talk about their emotions and process them.</p>
<p><b>Behavior</b></p>	<p><b>Transitioning:</b> With use of visual, vocal, and/or gesture cues, tell your child where to go in the home to find necessary materials  <b>Making Choices:</b> Present 2-3 choices (vocally and/or holding up items) and ask what your child wants to do first (ex: "Do you want to find green or blue first?")  <b>Problem Solving:</b> Practice what to do if something goes wrong. "Uh oh the paper ripped - what do we need?" or "The water isn't coming out of the hose - what should we do?"  <b>Attending:</b> Use items/objects that are naturally motivating for your child to increase attending (ex: if your child loves to eat strawberries, find pictures of strawberries in magazines and then maybe eat one after you find it or you can gather strawberries from the refrigerator as your red color and then eat them at the end. You could even gather rainbow colored foods and have a picnic! Or if you child loves Legos, gather rainbow colored Legos to build a rainbow)</p>

# How are you feeling?



Happy



Joyful



Content



Silly



Sad



Angry



Scared



Worried



Confused



Surprised



Hurt



Embarrassed



# Raindrop Goals



Goal:

Steps:

Goal:

Steps:



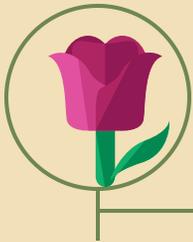
Goal:

Steps:



# Positive Self Talk

## Flowers



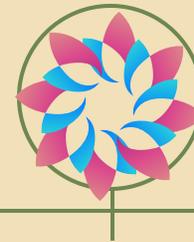
Negative Thought:  
I can't do this



Negative Thought:  
Other kids don't  
like me



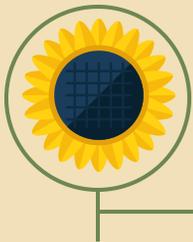
Negative Thought:  
This isn't going to  
work



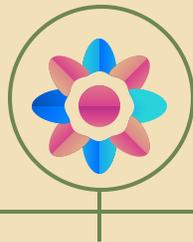
Negative Thought:  
This is too hard



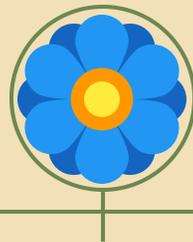
Negative thought:  
I'm not smart



Positive Thought: I  
can do this with a  
little practice



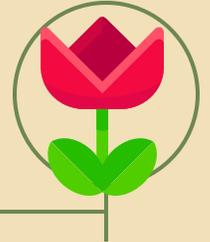
Positive thought: I  
have many good  
qualities & lots to  
share with others



Positive thought:  
I'll come up with  
the answer



Positive Thought:  
I'll try it a different  
way



Positive thought: I  
can learn how to  
do this

*Benefits: Builds confidence, encourages motivation, decreases stress, promotes self-care, and increases well-being*

*Tips and Tricks: Identify the problem and recognize the negative thoughts. Use the thought tracker to rehearse and practice replacing them with the positive thought, and practice practice identifying your strengths!*



# Positive Self-talk Worksheet

Write the negative thought in the box on the left. Reframe the negative thought into a positive thought on the right. Practice through the day as soon as a negative thought pops up!

Negative Thought

Positive Thought

