

Weekday Ideas

Quick List of Activities

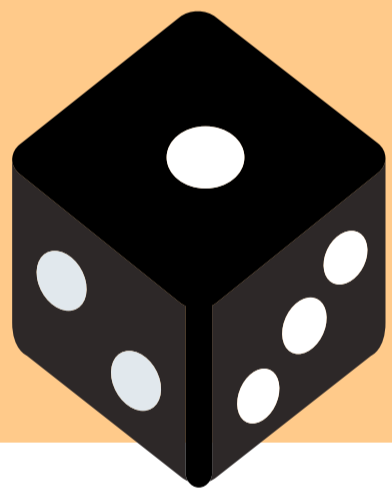
View this Quick List! Read the following pages for more in-depth descriptions.



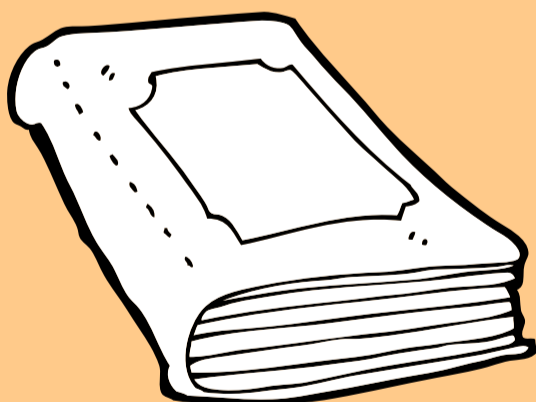
**Monday -
Sing a Song, Make a Rhyme**



**Tuesday -
#DailyLifeSkillsChallenge**



**Wednesday -
Game Day**



**Thursday -
Books! Books! Books!**



**Friday -
Family Dinner Night**

Share with us! Send your photos to brooke@creativedevelopmentct.com
or tag us on Facebook and Instagram!

Weekday Ideas

Monday - Sing a Song or a Rhyme

Sing a Song, Make a Rhyme!

For Younger Kids: Sing "Head, Shoulders, Knees, and Toes." Take it further and identify where Mr. Potato Head's head, shoulder, knees, and toes are!

For Older Kids: Create your own song or rhyme. Take it further and find objects in your house that can be used in the song or rhyme.

FROM OUR SLPs

- Can build in targeting prepositions while following directions (e.g., Find Mr. Potato Head's eyes that are in something _____.)
- Can expressively have the child state where they found the item. (e.g., Where did you find Mr. Potato Head's eyes...child responds: [preposition])
- This activity can be utilized with children who communicate utilizing an AAC device!
 - **Core words to target include:**
 - Verbs: want, go, help, need, put, take, look, see, get
 - Describe: all done, different, fun, happy
 - Quantity: more, some
 - Prepositions: on, in, behind, under
 - Questions: what, where, who
 - Pronouns: I, you, it



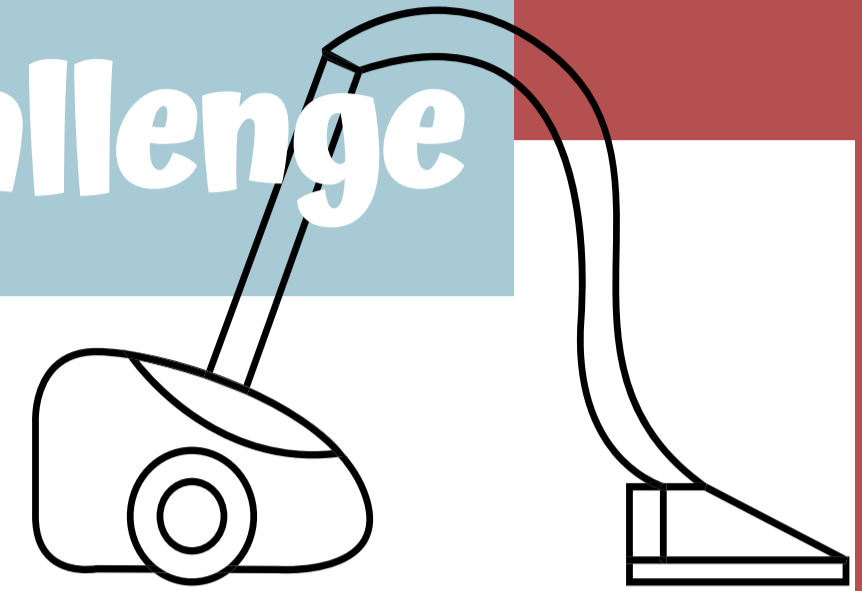
FROM OUR OTs

- Hide Mr. Potato Head pieces around the room, which will improve visual scanning skills!
- Add movement into the activity (e.g., Bear walk to get the objects)
 - **Types of Movement:**
 - Bear Walks
 - Wheel Barrow Walks
 - Snake Slithers
 - Bunny Hops
- You can have your child reach across their body to get the item from your hand, which will work on crossing midline!
- You can also have your child lay on their belly, which will improve their core strength!

Weekday Ideas

Tuesday - Daily Life Skills Challenge

#DailyLifeSkillsChallenge



Choose a chore or activity of daily living skill to work on! You can share it with us, be sure to send it to us or tag us on Instagram/Facebook with the above hashtag!

- For example, have your children clean and organize a messy room #DailyLifeSkillsChallenge

FROM OUR SLPs

- **Minimal Language:** Gather 4-5 household objects that your child uses in his/her daily routine (e.g., toothpaste, toothbrush, a toy, fork, pillow, etc.). Label each object and have your child imitate. Then have him/her put the objects away with you. This helps with building vocabulary and can be used with children who have minimal to no language. It can also be used with children who are learning vocabulary on their AAC devices! You can take this activity one step further by describing the item or modeling language (e.g., The toothbrush is in the bathroom - targets labeling, preposition use, as well as WH-questions)!
- **More Developed Language:** Choose a chore or activity of daily living task! Have your child help you with the chore (e.g., washing dishes, laundry) or task (e.g., brushing teeth, making a sandwich). Walk through the steps of completing the task with your child. (e.g., when washing dishes - first, turn on water and wet the sponge; next put soap on the sponge; then scrub the dish with the sponge; after wash the soap off the dish; last put the dish in the drying rack). This activity is a great way to target sequencing, vocabulary, labeling, following directions, and wh-questions while working on ADLs!

FROM OUR OTs

- Encourage your child to help with their daily activities (e.g., getting dressed, brushing their teeth) or with household chores (e.g., cooking or cleaning) as these are skills that will help them **be more independent!** It may be hard as a parent because it is easier and faster for you to do it, however remind yourself to slow down and let your child try.
 - Use a visual schedule to help with sequencing and organization!
 - These can be found on our website, social media accounts, or by contacting us.
 - Anything that includes heavy work and use of the full body great to help with regulation.
 - **Types of Heavy Work Chores:**
 - Wiping tables
 - Taking out the trash
 - Vacuuming



Weekday Ideas

Wednesday - Game Time!

Play Uno, Trouble, Twister, Sorry, or Memory!

GAME TIME! Games are great ways to build language and executive functioning skills!

- **Play a game with your child (e.g., Uno, Trouble, Sorry, Chutes & Ladders, Memory, etc.)**

FROM OUR SLPs

- Practice taking turns between all the players playing in the game. Make sure your child is attending to whose turn it is (e.g., It's mom's turn) and making appropriate eye contact or comments throughout the game! It is a wonderful way to model language for your child (e.g., Mom rolled a 5, Dad put the blue card down, etc.).
 - Core words to target for all communicators, including those who may use an AAC device to communicate include:
 - Verbs: want, go, help, need, stop, play, give, have, can, put, take, look, see, get
 - Describe: all done, different, fun, happy, good, bad, same, favorite
 - Quantity: more, some, all, numbers
 - Prepositions: on, here
 - Questions: what, who
 - Pronouns: I, you
 - Social Interaction Phrases to practice!
 - Let's play again!
 - It's my turn!
 - Who's next?
 - Good job!



FROM OUR OTs

- Practice executive functioning skills and motor movements while having fun!
 - The following games are great for executive functioning:
 - Scrabble, Pictionary, Freeze or Red Light, Green Light, Jenga, Scategories, Simon Says, Sorry, Chutes & Ladders, Trouble, Uno, Memory, Go Fish
 - The following games are great for movement:
 - Twister, Animal Charades, Feed the Woozle

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Weekday Ideas

Thursday - Books! Books! Books!

Who doesn't love a good story time?

Read a book with your child!

- **Read a good book**

FROM OUR SLPs

- Have him/her point with you to objects in the book as you label them!
- You can have your child label items as well by both pointing or saying the word!
- Ask him/her questions about the story as well, including who, what, and where questions!
- If it is a book that repeats (e.g., brown bear, brown bear) work on having your child imitate some of these phrases!

FROM OUR OTs

- Have your child point and follow along with you when reading using their finger to work on visual scanning skills
- Have your child lay on their belly! You can also put something heavy, like a pillow, on them for regulation if needed, or put a pillow in their lap.
- While reading, if you notice your child needs a break, add in some movement! If the character in the book is jumping, have your child jump. If the character in the book is skipping, have your child skip!
- You can create and use sock puppets to help tell the story of your favorite book.
- Following reading you can have your child draw a picture of their favorite part in the story!
- **Some of our favorite books:**
 - Brown Bear, Brown Bear by Bill Martin, Jr.
 - Where's Spot? by Eric Hill
 - The Very Hungry Caterpillar by Eric Carle
 - If I Ran the Zoo by Dr. Seus
 - Charlotte's Web by E B White
 - Mr. Magnolia by Quentin Blake
 - Matilda by Roald Dahl
 - The Lion, The Witch, and the Wardrobe by C S Lewis



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Weekday Ideas

Friday - Family Dinner Night

#FamilyDinnerNight



Because here at Creative Development we work together as a family and are all here to support you and your family during this time of uncertainty!

- **This is a great task from start to finish as it targets all of the following skills: sequencing, following directions, responding to questions, feeding, and social interaction!**

FROM OUR SLPs and OTs

- From start to finish this is what this activity can look like:
 - First plan a menu with your child (have them pick one new food to try if available!)
 - Our Favorite Family Dinner Nights include: pizza, pasta, tacos, breakfast for dinner!
 - Next discuss the sequence of how to make the food and set the table!
 - Then have your child help with these sequences, including making dinner. We attached a visual for setting the table for reference!
 - After sit around the table as a family to eat the delicious meal you and your child made! This is a great way to target social interactions and reciprocal conversations!
 - Modifications to meet your needs include modeling language and teaching your child phrases such as "This is yummy!", "I want more", "I'm all done", "Can I have _____", etc.).
 - In addition, if your child is a picky eater let them play with the food before or after dinner. You can also work your way up to trying new foods by first working on smelling or licking new food choices!
 - To help kids regulate before dinner can have kids do heavy work or exercises such as wheel barrow walks.
 - Questions to ask may include:
 - What was your favorite part about dinner?
 - Tell me one thing you did today?
- Finally, when dinner is completed have your child help clear the table and even work on washing dishes!

Share with us! Send your photos to

brooke@creativedevelopmentct.com or tag us on Facebook and

Instagram! We would love to see their hard work!