

Self Help Skills Ideas for the week of: 4/6/20 – 4/10/20

As our children grow, they learn to do many things for themselves to develop independence. This independence helps build their self-esteem by taking pride in their accomplishments. Here are a few ideas to work on independence in their self-help skills.

Verbal Directions and Simple Errands:

Assisting in helping clean up after themselves or performing simple errands. At this time, you can also work on simple 1, 2, 3 step verbal directions.

Example:

- 1 Step Direction- Throw the paper in the trash. **
- 2 Step Direction - Throw the paper in the trash and push in your chair.
- 3 Step Direction- Throw the paper in the trash, push in your chair, and go in the living room.

Alternative Instruction Corner:

**Some students may not be ready to follow a 2 step or 3 direction, it's important to give them the time to process and follow a 1 step direction consistently before moving to 2-3 steps.

Potty Training Skills:

Potty training is an important skill in any child's life. Our preschoolers are developing at different rates and may be in any one of the "stages" of potty training:

1. To indicate they have wet or soiled their pants.
2. Starting to anticipate and communicate toileting needs.
3. Sit on potty and attempt to use it.
4. Can usually have bladder control with some occasional accidents.
5. Can flush potty on their own.
6. Wash and Dry hands.
7. Can totally care for toileting needs, including washing and drying hands without reminders.

We have provided a potty training chart to motivate you child to retain their skills in the bathroom they may have gained in the classroom.

Alternative Instruction Corner:

For students who may not have the verbal skills to indicate when they need to use the potty, it may be helpful to take them to the bathroom on a regular schedule so they can get use to the bathroom environment. You may end up having a student that doesn't indicate they need to go to the bathroom but will go during a scheduled break time.

For the Potty-Training Chart you can use stickers, stamps, draw smiley faces, or anything that would get your child excited. After they fill their chart you can celebrate their success with some type of reward or treats.

Stating Personal Information:

































Personal information is something we might take for granted our student knows automatically.

Practice these weekly if you have the time. Make it fun! Spell out their name is magnetic letters or have them practice writing their names maybe once a day.

1. Stating their first and last name.
2. Stating their age.
3. Stating their birth date: month and day.
4. Stating where they live: town and address.

*** My Potty Training Chart *****

Name: _____

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
 ty / Toilet							
 In Potty / let							
 In Potty / let							
 Hands							
Successful							

Social/Emotional

We know times are tough!

Your students are going through a huge change in routine and we understand that. We are here to support you and help guide you through this experience the best that we can. You should not feel the pressure to re-create the classroom environment for them. Instead, invest more time in playing, reading, and visiting with your student, this is the best way to continue their social emotional development.

Tips for social emotional development:

Ask questions like: How are you feeling about this?
Explain to them why there has been such a huge change in routine.
Be a playmate, they are missing their peers at school!

We are here for you and your student!

Not all of students can express how they feel about this change. One of the best ways you can help them during this time, is to interact with them as much as possible. It also may help to keep them on a routine, like having breakfast or nap at the same time every day. Even though they can't tell you how they feel, they'll benefit from all the extra time you have together.

Literacy Ideas for the week of: 4/6/20 – 4/10/20

Reading to our students is one of the most important things we can do as a teacher or parent. A fun way to involve our students in reading is by asking them questions about the pictures in a book. Below are some of the types of questions and actions you can ask from your student when you are reading together.

"Spring" Picture Vocabulary:

Spring, Kite, Bubbles, Chalk, Drawing, Birds, Sun, Girl, Boy, Tree, Flowers, Butterflies, and

Swing

Point to:

Bubbles, Kite, Chalk, Tree, Birds, Girl, Boys, Sun, Flowers, Butterflies, Swing (**You can use hand over hand guidance for students that need it**)

Point to:

The Boy that is swinging.

The girl blowing bubbles.

The boy flying a kite.

Questions:

What is this? (point to objects to have them name or label)

Who is on the tree?

Who is flying the kite?

What color is the sun?

How many birds are in the tree?

Is it day or night?

What season is it?

What are things you see during Spring?

Lesson extensions:

Describe the uses of the objects.

Using complete sentences to talk about the picture.

Just have fun and be creative!

EG – RECEPTIVE LANGUAGE PROMPTS FOR PARENTS

ing
ubbles
in

d who is blowing
ild who is swinging
one who is drawing
oy who is flying a kite

ections:

in, then the kite
d, then a boy
ubbles, then a butterfly
nalk, then a girl

thing red
thing green
ething yellow

thing that is not red
one who is not swinging

SPRING – EXPRESSIVE LANGUAGE PROMPTS FOR PARENTS

Vocabulary

Point to a picture on the scene and asked
“what is it?” or “what is this?”

Verbs

Touch different children in the picture and
“what is he/she doing?”

WH Questions

Point to a child and say, “where is this boy/
Ask, “who is on the slide”, “who is swinging”

Colors

Point to different pictures in the scene and
ask “what color is it?”

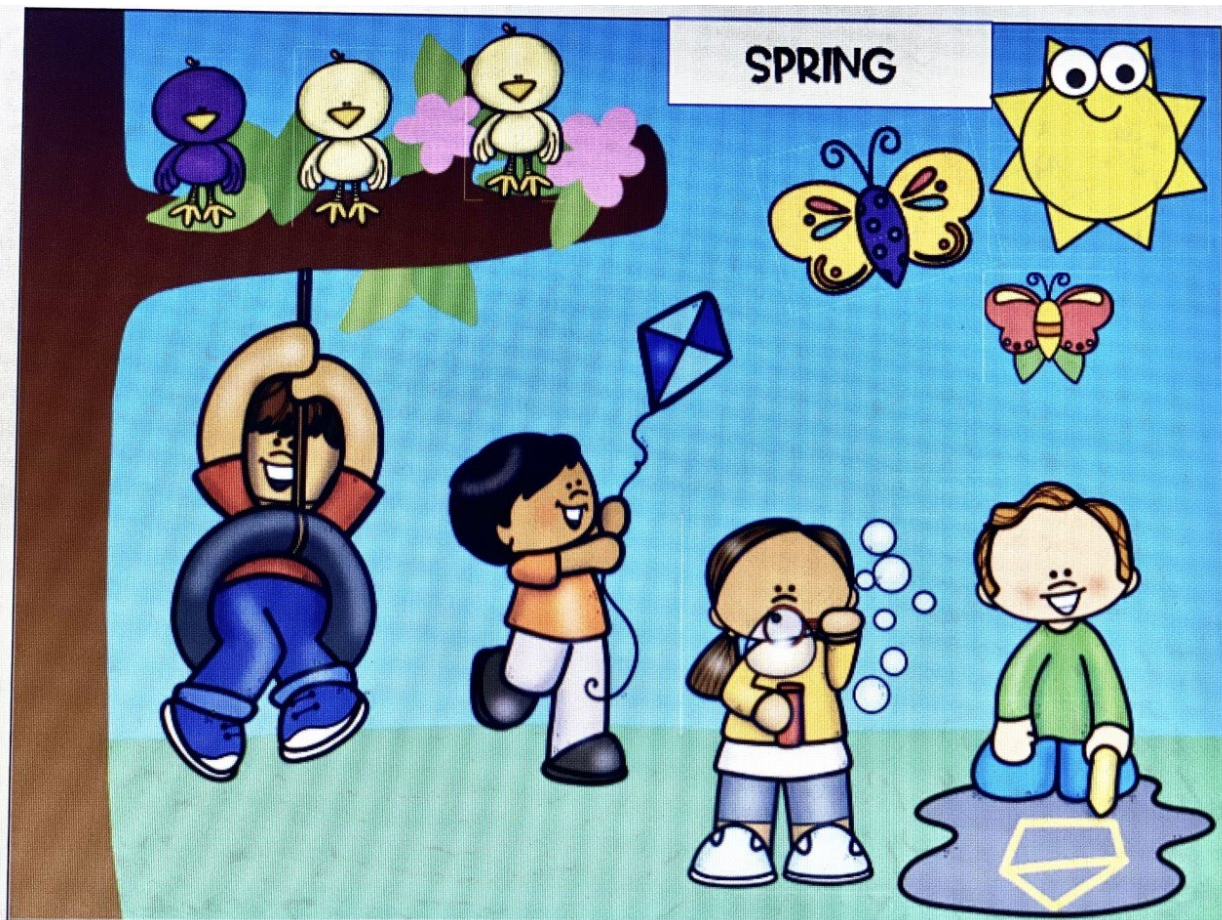
Increasing sentence length:

Ask your child to tell you about what is
happening in the picture. You can encourage
putting two words together (yellow sun), then
words (he is drawing) etc. Model it and see
they will repeat you

Yes/No Questions

Touch a picture in the scene and ask a yes/
no question, such as “is he jumping?”

SPRING



Animal Find Activity

Review the flashcards with your students and talk/learn about the animal.

- What is this animal?
- What color is it?
- Is the animal big or small?
- What sound does the make?
- What does it look like?
- What does the animal eat?
- Where does the animal live?

Before you ask your child questions talk to them about the animal what they are (naming animal), what they look like, are they big/small, talk about the sounds they make, what they eat, where they live, etc...)

For children who are non-verbal

- Have them point to animal as you model name.
- Have them imitate animal sound.

For Students with limited language skills.

- Have them name animal.
- Have them say animal sound.
- Let them use one-word responses.
- Model correct answers and have them repeat.

For Students with increased language skills.

- Have them respond in a complete sentence. For example, "This is a tiger". "The tiger has stripes". "The tiger is big". "The tiger is fast". Etc.
- Model complete sentences and have your child repeat the sentence.



Fine Motor Ideas for the weeks of: 4/6/20 – 4/10/20

Fine motor skills are the skills your student uses when they engage their smaller muscles, such as in their fingers, in everyday activities. In preschool, fine motor skills are important because eventually they will help your students with things like everyday tasks: pointing, pinching, writing, crafting, and so much more! Here are some ways you can help your students improve their fine motor skills at home.

Fine Motor Activity Ideas:

Coloring
Painting
Sidewalk Chalk

Bubbles

Noodle Necklaces- String Noodles onto yarn or string

Sensory Tubs: Use a large bowl place; water, sand, or dry pinto beans ex.(hide toys or small objects in the beans use tweezers to remove the objects. If tweezers are too difficult just let them find and remove the object with their fingers. Talk about the object, "what is it", "what did you find" etc... Still too hard just let them play in the beans and find the objects together (hand over hand).

Playdough: This can be a fun cooking activity. building vocabulary and working those little fingers. Encourage your child to participate and help make the dough. Go over the ingredients introducing vocabulary. Allow them to place the items in the bowl and knead the dough. They may need your help to do this, but just feeling of the dough will give them a new sensory experience!

Playdough Recipe:

1 cup flour

1/2 cup salt

1/2 cup water gradually stirring into the flour and salt
food coloring or washable paint (optional)

If your dough is too dry add a little more water, too sticky add a little more flour. Store in a plastic bag and refrigerate. It will last up to about 4 weeks.

These are a few ideas you can do for fine motor activities. If you would like more ideas you can google free fine motor activities online.

Most importantly stay safe and have FUN!!!