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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Communication** Listen to an online story & share one thing that happened in the story.Activity Completed: ☐ | **Communication** Offer choices throughout the day. “Do you want APPLE or CRACKER?”; “REDcrayon or BLUE crayon?” Activity Completed: ☐ | **Communication**Drive a toy car around on the floor, drive “fast”, “slow”, “forward”, and “backward”Activity Completed: ☐ | **Communication** Look at a Toddler book together and have your child point to identify things as you name them.Activity Completed: ☐ | **Communication** “Talk” to each other on the telephone. “Who is this?”, “What are youplaying with?” etcActivity Completed: ☐ |
| **Social Skills**Read the Social Story about why school is closed& talk about your feelings, read daily for a few days.Activity Completed: ☐ | **Social Skills** Complete a morning greeting and tell or point to how you’re feeling today.Activity Completed: ☐ | **Social Skills** Request one song that you like to sing. Participate in the music/movement activity. Repeat 3 timesActivity Completed: ☐ | **Social Skills**Dramatic-Play Dress-up and pretend to be a character i.e. chef,doctor, farmer, etc. Activity Completed: ☐ | **Social Skills**Hold a conversation on the “phone” during dramatic play.Activity Completed: ☐ |
| **Independent Functioning** Find 5 items in the house to clean up in the correct binActivity Completed: ☐ | **Independent Functioning** Wash and dry hands with minimal assistance before lunchActivity Completed: ☐ | **Independent Functioning** Pick out your clothes and dress yourself, talk about the weatherActivity Completed: ☐ | **Independent Functioning** Help set the table for one or more mealsActivity Completed: ☐ | **Independent Functioning** Help clean table after meals, help wash dishes or put in dishwasherActivity Completed: ☐ |
| **Motor Skills**Build a Lego Bridge, make a BIG house, make a LITTLE houseActivity Completed: ☐ | **Motor Skills** Complete an online” Kids Yoga” class OR put on music and dance togetherActivity Completed: ☐ | **Motor Skills**Play follow the leader” walk in different ways (like slow, fast or march), move different parts of your body (like arms up or arms out).Activity Completed: ☐ | **Motor Skills** Throw and kick a playground ball around outsideActivity Completed: ☐ | **Motor Skills**Play “Simon Says” and think of silly things to imitateActivity Completed: ☐ |
| **Pre-academic Skills** Count out 4 napkins on the table. Show that they are squares. Fold into triangles or rectangles.Activity Completed: ☐ | **Pre-academic Skills** Find the first letter of your name somewhere in the house. Repeat 3 times during the day.Activity Completed: ☐ | **Pre-academic Skills** Gather 3-5 different pairs of socks. Mix up socks and then match them. Talk about color and size.Activity Completed: ☐ | **Pre-academic Skills** Have a Shape Scavenger Hunt. Find all the CIRCLES around the house. Use tally marks to keep count.Activity Completed: ☐ | **Pre-academic Skills** Have a Shape Scavenger Hunt. Find all the SQUARESaround the house. Use tally marks to keep count. Activity Completed: ☐ |
| Parent Notes/Feedback: | Parent Notes/Feedback: | Parent Notes/Feedback: | Parent Notes/Feedback: | Parent Notes/Feedback: |

**IEP Goals – Activities Adaptation Form**

Name: Luke

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| **IEP Goal** | **Activity from District Calendar/Schedule**(\*See attached) | **Adaptations/Individualization** | **How did it go?** |
| Following one step directions independently. | Play “Simon Says” and think of silly things to imitate. | 1. Change rules to “follow all directions”.
2. Model first 3 movements paired with words “SS says touch head”, “SS says jump” – last movement just words to see if he does it.
3. Keep activity short (3-5 requests)
 | *He needed me to show him the movements at first and then he was able to do some by himself. Only 3 times and then he wanted to be in charge.* |
| Taking two turns with a peer during play activities and classroom routines. | Dramatic-Play Dress-up and pretend to be a character i.e. chef, doctor, farmer, etc. | 1. Use a visual of “your turn” then “my turn”
2. (Ex. picture of child as chef, then you as chef)
3. Let child have turn first
4. Keep your time as chef shorter/quickly get to child’s turn again.
 | *He got upset at first. He wanted a turn always. I kept showing pictures and that helped him let me have one turn.* *He wanted outfit back quickly.* |
| Completing a home routine independently. | Wash and dry hands with minimal assistance before lunch. | 1. Use visual picture sequence placed near sink.
 | *I needed me to tell what to do many times but he looked at pictures and they helped.* *I needed to stay very close by him and then he did it.* |
| Participate in an activity for 5 minutes by visually attending and/or responding to requests. | Look at a Toddler book together and have your child point to identify things as you name them. | 1. Shorten time to 2 minutes.
2. Offer reward for after you finish the book
3. Use props that go with book (Ex. actual objects)
4. Use very animated voices to keep interest
 | *He wanted to turn pages but he let me name pictures (not read).**He really wanted to go outside after so he did stay for at least 2 minutes.* |