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| **HCPS eLearning Pre-K: Week 2, Day 2** |
| Good Morning! Remember, we are working on learning how to have a calm body! Let’s practice another way to breathe! Watch this video and practice a new way to [Butterly Breathe](https://www.youtube.com/watch?v=1VXknVjy1T0)! Today we will learn all about using kind words! |
| **Read**Read “Monster Knows Please and Thank You” on **MyOn.com**. How do you ask for a drink? What do say when you want to play?How would you say, “I need help, please?” |  **Play**Have a pretend tea party outside! Bring your stuffed animals! Pretend to squish and slosh all around with your monster friends! Trade animals! Practice asking, “Can I have a turn please?”Use these [visuals](http://prekese.dadeschools.net/docs/Boardmaker%20PDFs/Behavior%20and%20Social/Social%20Skills%20Symbols.pdf) to help. What other kind words could you say?  |
| **A picture containing table, sitting, different, skiing  Description automatically generated Create**Make a thumbprint counting book! Use 2 sheets of any paper of any size. You can use markers, watercolors or  any fun way to color  your thumb!  Draw arms and legs  for your monster! | **A picture containing room  Description automatically generated Move**Move like a monster! Stomp your feet loudly! Stomp your feet softly! Stomp to the right! Stomp to the left! How else could you move like a monster? What other animals stomp?  |
| **A picture containing drawing, box, bedroom, room  Description automatically generated Sing**Watch and sing along:[Five Little Monsters Jumping on the Bed](https://supersimple.com/song/five-little-monsters-jumping-on-the-bed/)Five little monsters jumping on the bed!One fell off and bumped her head!Mama called the doctor and the doctor said, “No more monsters jumping on the bed!”  | **A picture containing food  Description automatically generated Connect**Use kind words to give a compliment! Here are some ideas: “**I like your smile**!” and “**Thank you!**” Don’t forget to say, “**I love you**!”Try this I Love You Ritual:**Peter, Peter Pumpkin Eater,** (wiggle hips, move arms)**Had a friend he loved to greet!** (wave hello to each other)**Treated her with kind respect,** (touch gently)**And in the morning, hugged her neck!** (gentle hug).  |
| **Optional activities**: Read YOUR favorite monster book(s) you have at home! **Keeping Track of your learning**: Share the counting book with your teacher! Take a picture of it! Take a picture of you stomping like a monster! |
| **For children who need additional supports:****Play:** Use visuals during Play activity to ask for a turn. **Make**: Make monsters with playdoh and count the monsters! |

**IEP Goals – Activities Adaptation Form**

Name: Sara

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| **IEP Goal** | **Activity from District Calendar/Schedule**(\*See attached) | **Adaptations/Individualization** | **How did it go?** |
| Grasping objects while participating in classroom routines and activities. | Make a thumbprint counting book! Use 2 sheets of any paper of any size. You can use markers, watercolors or any fun way to color your thumb! Draw arms and legs for your monster! | 1. Change the activity level to scribbling up and down.
2. Hold the paper down for your child so it doesn’t move when they are scribbling.
3. Use the crayon that has been adapted so it is easier to hold.
4. If she doesn’t pick up the crayon place it in her hand.
5. If she doesn’t begin to color help her by putting your hand over hers and coloring together.
 | *She didn’t want to pick the crayon up but when I put it in her hand she moved her hand back and forth. I needed to hold paper and guide her hand.* *She liked it once she got used to it.* |
| Attending to an activity for 1 minute given verbal prompts. | Have a pretend tea party outside! Bring your stuffed animals! Pretend to squish and slosh all around with your monster friends! Trade animals! Practice asking, “Can I have a turn please?”Use these [visuals](http://prekese.dadeschools.net/docs/Boardmaker%20PDFs/Behavior%20and%20Social/Social%20Skills%20Symbols.pdf) to help.What other kind words could you say? | 1. Focus on the first part of the activity.
2. Use favorite animals/dolls that are easy to grasp.
3. Model having fun doing the activity so she sees you are enjoying it.
4. Continue to play with her for at least 1 minute
5. If she plays for 1-minute praise her.
6. Keep play going if you can.
 | *She loved it. Stayed longer than 1 minute.**Liked her dolls and liked that I was pretending too.* |
| Following a simple command given gestural prompts. | Move like a monster! Stomp your feet loudly! Stomp your feet softly! Stomp to the right! Stomp to the left! Stomp like an angry monster! Stomp like a happy monster! How is it different? How is it the same? How many different ways can you stomp to show how you feel? | 1. Change the activity to work on the simple commands “stop” and go”.
2. Model “stomping”.
3. Model “Stop- stomping”
4. Model “Go – stomping”
5. See if she will follow “stop” “go” while stomping.
 | *In the beginning she didn’t understand “stop” with just gestures. I had to put my hand on her leg to show her “stop” after a few times she got it and had fun with the routine.* |