

HAVERHILL PUBLIC SCHOOLS- Special Education Department

Occupational, Physical and Speech Therapy

Grade Level- Kindergarten-2nd

The staff in the OT, PT and Speech Therapy Departments have compiled a list of therapeutic activities for you to do with your child while they are home.

Sensory	<ul style="list-style-type: none"> • Use shaving cream on mirror or counter • Have rice/pasta/bean bins with objects hidden • Make fort out of couch cushions or pillows • Pillow fights • Wrap child up in comforter or blanket as a “taco” • Yoga poses • Animal walks, such as crab, frog, inchworm, bear • Set up obstacle courses with things to crawl through, under and over (couch cushions, chairs, old boxes) • Playing on swing sets • Marching with follow the leader • Jump rope • “Snow angels” on the floor • Use rocking chair • Lying on stomach while putting stuffed animals/objects into a pail or container • Throwing a ball at targets. <p>Oral: -Crunchy, chewy or spicy snacks -Using a straw -Blowing pieces of paper with a straw -Bubbles</p>
Life Skills	<p>Cooking activities: Choose something to cook or bake with your child, have them suggest what you may need for the activity (e.g. spoon, bowl, water, etc.). Sequence the recipe throughout the activity (e.g. “first we need to find a big bowl, then we need to add water, etc.) Label specific cooking/baking vocabulary.</p> <p>Have the child practice zippers, large buttons, and shoe tying, and opening/closing containers.</p>
Communication	<p>Model target sounds, model target grammar, build following directions and sequencing into daily activities and games, answering “who, what, where, when and why” questions while reading at looking at books, label vocabulary while reading books and during activities, to help with categories- talk about different items in the house (food, clothing, toys, vehicles, cleaning items, things you find in the kitchen, bedroom, bathroom, etc)</p>

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For **access to books**, Scholastic will be uploading four new books/videos a day that can be read online for all grade levels: <https://classroommagazines.scholastic.com/support/learnathome.html>
Utilize these books to read and ask a variety of questions.

Play guessing/describing games! This is great both for receptive language (e.g. understanding language) as well as expressive language (using language). Take turns with your child to hide an object and have the other person guess what your object is by asking questions (e.g. “is it an animal? Is it a food?”). Or, have the person who is hiding the object give clues to the other person (e.g. “it’s red! It’s longer than my arm! You can find it outside! You can drive it to get places!” etc).

Social Skills: work on turn taking and staying on topic during activities and conversations, problem solving can be embedded throughout the day or when conflicts arise (ask your child “How can we solve this problem together”)

Highlight Kids: <https://www.highlightskids.com/activities> this website has a variety of crafts and recipes that can be completed at home. It outlines the materials needed for the task and the sequence of each craft/recipe.

For articulation (speech sound production practice):

There are many word, phrase and sentence lists to use for home practice: [Mommy speech Therapy \(word lists\)](#) has worksheets for every speech sound. Spend a few minutes each day modeling the words that contain the speech sounds your child is working on.

If your child says a speech sound incorrectly, repeat what the child said with an appropriate model. (e.g., if he/she says ‘nak’ for snake, you would say, “Oh, you want the **s**nake”). This way you are not focusing on the error or calling negative attention to your child, but providing an appropriate model.

If your child is saying a sound incorrectly, give them options contrasting what they said to the correct production, e.g. “Oh, did you want the cawit or the **c**arrot?”)

Look for things in your house/outside/etc, or in books you’re reading together,” that contain your “target sound”. For example, if your child is working on “**s**”, you can look for things that have the “s” sound in them. To add **bonus phonology practice** (which will be helpful for developing reading skills, as well!), you can group the things you find into those that have the sound in the beginning, middle, or end of the word (e.g. “sink, salt, soap”, “basket, pasta, pencil,” “knives, chairs,

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	toys"). For extra language practice , you can make up sentences using the words you found. Then, draw a picture of one or a few of your sentences!
Gross Motor	<ul style="list-style-type: none"> • Animal walks • Play catch • Yoga
Fine Motor	<ul style="list-style-type: none"> • Color, cut, and glue activities • Finger paints- bonus points if you work at a vertical surface (wall) • Use small crayons (less than 1 inch in length) • Peel off the paper from small crayons and create art by rubbing the crayon over a leaf or wikki sticks or coins • Play-Doh, Clay or Silly Putty- hide coins or beads • Use a toothpick to make designs in Play-doh, Clay or Silly Putty • Use hole puncher • Squirt bottles • Thread beads or macaroni on string • Penny slots or piggy bank, pick up with one hand and feed into slot • Finger songs • Practice shoe tying, zippers, buttons and snaps • Card games such as Go Fish, Uno • Practice cutting with a fork and knife, you can use play doh or food
Visual-Motor	<ul style="list-style-type: none"> • Tracing or copying lines, shapes and letters • Coloring pictures of favorite characters • Mazes • Word searches • Dot-to-Dots • Sidewalk chalk outside • Making letters/shapes from playdough
Visual Perceptual	<ul style="list-style-type: none"> • Word search • Color by numbers • Mazes • Hidden pictures