

EXPERTS IN AUTISM & ABA THERAPYSM

Summer Curriculum Sample



Summer Camp
at The Behavior Exchange



The
Behavior Exchange[®]
What could be, can be.



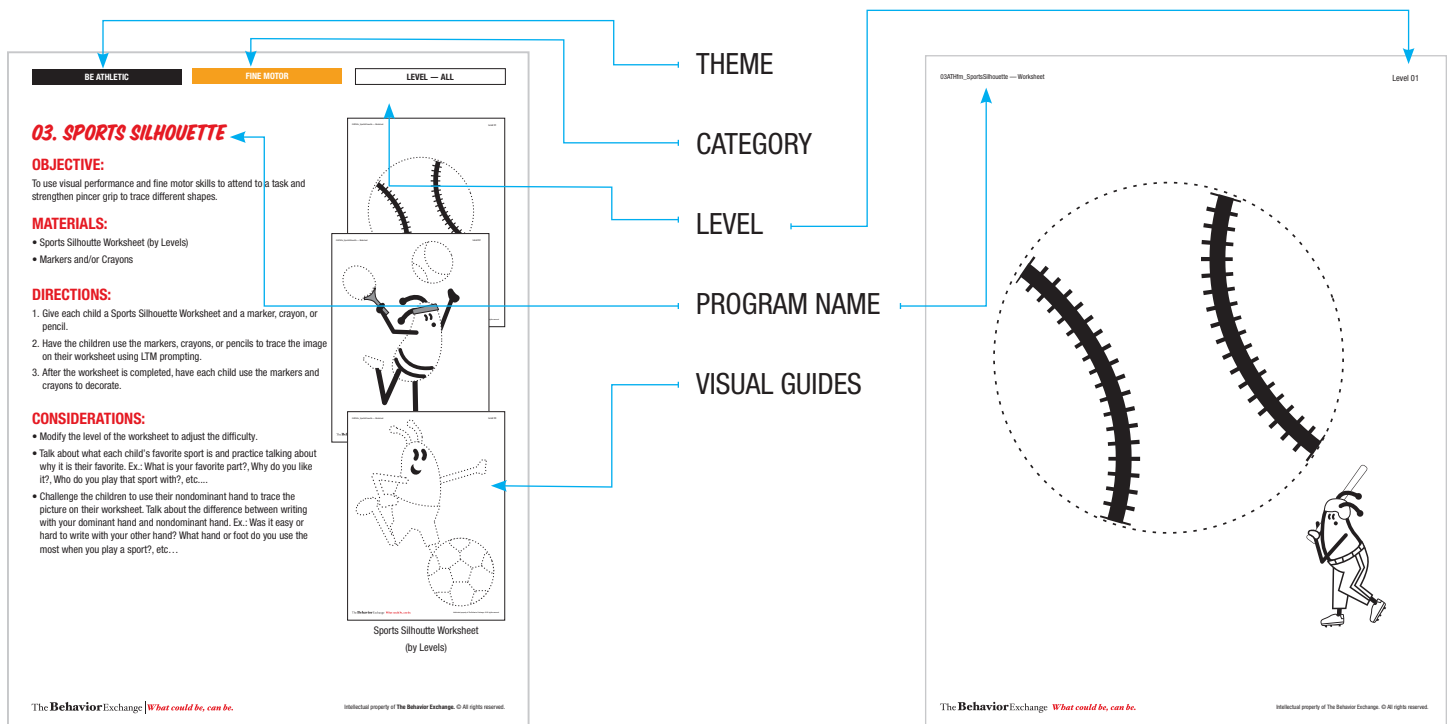
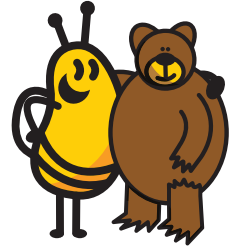
3-Year Accreditation

Take a peek at what makes our summer curriculum unique!

One of the special qualities of ABA therapy at **The Behavior Exchange** is the curriculum we use. It's designed with care by our very own clinical staff and includes hundreds of creative and effective programs that help children learn important skills in fun a way.

Enclosed is a sampling of our **Summer Camp At The Behavior Exchange** curriculum for you to try at home. Please keep in mind, these programs are meant for our therapists to use during sessions with our clients. Some of the language may be new to you, so we've also enclosed a glossary of ABA terminology. The most important part is to have fun!

To learn more about our unique ABA therapy curriculum and how an individualized treatment plan can help your child reach their full potential, contact us today. Our ABA therapy programs can help!



DIRECTIONS Page Sample

WORKSHEET Sample

The above diagram is designed to help you understand how our curriculum template works. All programs start with a DIRECTIONS page where you can find the THEME of the program, the CATEGORY, LEVELS, NAME, OBJECTIVES, MATERIALS, DIRECTIONS, and CONSIDERATIONS. Some programs have a WORKSHEET.

Summer Camp at The Behavior Exchange



The Behavior Exchange
What could be, can be.



Proud to be a Behavioral Health Center of Excellence®

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Glossary and things to know:

ART: Art activities are a great way for children to express themselves creatively. We've created lots of programs that involve coloring, stamping, painting, drawing, and more.

BUSY BEE ANTHEM: Before we start an activity that requires movement, we use the Busy Bee Anthem as a warm up. It goes like this: "Okay! Stand up, bend over, and tickle those toes. Tickle, tickle, tickle. Busssssy bees. We exercise (jump) and move our feet (march). Rub those tummies! Healthy is what we like to eat. Tickle those toes. Busssssy bees. One, two, three, four. Put your bottom on the floor."

CONSIDERATIONS: Considerations are additional activities or lessons to try. They're listed underneath the directions for the program.

EXPRESSIVE COMMUNICATION: Expressive communication refers to the ability to communicate, using verbal language and non-verbal cues, such as gestures and facial expressions.

FINE MOTOR: Fine Motor is a program category. It refers to fine motor skills that help strengthen hand and finger muscles. Fine motor programs focus on activities, like writing, building, and cutting.

GROSS MOTOR: Gross Motor is a program category. It refers to the gross motor skills that we use for walking, running, jumping, throwing, lifting, and kicking. Gross motor programs focus on speed, balance, strength, and whole-body awareness.

LEVEL: Our programs are designed for three skill levels: Beginner (01), Intermediate (02), and Advanced (03). You can find the skill level of a program in the upper, right-hand corner of the Directions page.

LISTENER RESPONDING SKILL: This skill refers to how much language a child understands when following instructions.

LTM PROMPTING: LTM stands for Least-to-Most. It refers to the method of assisting a child in completing a task or activity. An ABA therapist will start with no assistance and gradually provide prompting if needed. The idea is to give children the opportunity to complete tasks on their own.

MATCHING TO SAMPLE: Matching to Sample refers to a procedure where a stimulus is presented and taught to match a secondary stimulus, such as the word "car" and a picture of a car.

MOTOR IMITATION: Motor imitation is the ability to repeatedly copy or imitate a role model after seeing them once.

MUSIC AND MOVEMENT: Music and Movement is a program category. It involves activities set to fun songs that get the whole body moving. Focus is on listening, coordination, and gross motor skills. Music and Movement is an important part of our school readiness program called B.E.E.S.

OBJECTIVE: Each of our programs has a set objective that spells out what a child who participates in the program should learn from it.

ONE-TO-ONE CORRESPONDENCE: One-to-one correspondence is the skill of counting one object as you say one number. For example, if you're counting objects, you point at the first item and say "1", then point to the second and say "2" and so on. It's understanding that one number in a sequence goes with each thing that you're counting.

Glossary cont.

ONE-ON-ONE THERAPY: One-on-One Therapy pairs one therapist with one child. Therapy is highly intensive to give the child extra time and attention they need to master specific behaviors and skills.

RECEPTIVE IDENTIFICATION/LANGUAGE/COMMUNICATION: This is the skill of listening to a speaker and comprehending what that speaker is saying or asking. It's the basic but important ability to understand words and language.

SOCIAL SKILLS: Social interactions and group activities are an important part of a child's development. Focus is on group cooperation, increasing social skills, and working as a team.

STEM: STEM stands for science, technology, engineering, and mathematics. Our STEM programs —predominantly science based— are a great way to explore the world and how things work. Children can explore cause and effect, develop hypotheses, and predict what's going to happen.

VARIATIONS: Variations on a program make it more or less challenging without changing the objective or concept of the program.

VISUAL PERFORMANCE: Visual performance is the ability to understand and identify things visually, such as drawings or photographs.

WORKING MEMORY: Working memory is the process by which information is stored and processed mentally.

01. STRIKE A YOGA POSE

OBJECTIVE:

To use motor imitation and listener responding skills to model and complete various yoga poses.

MATERIALS:

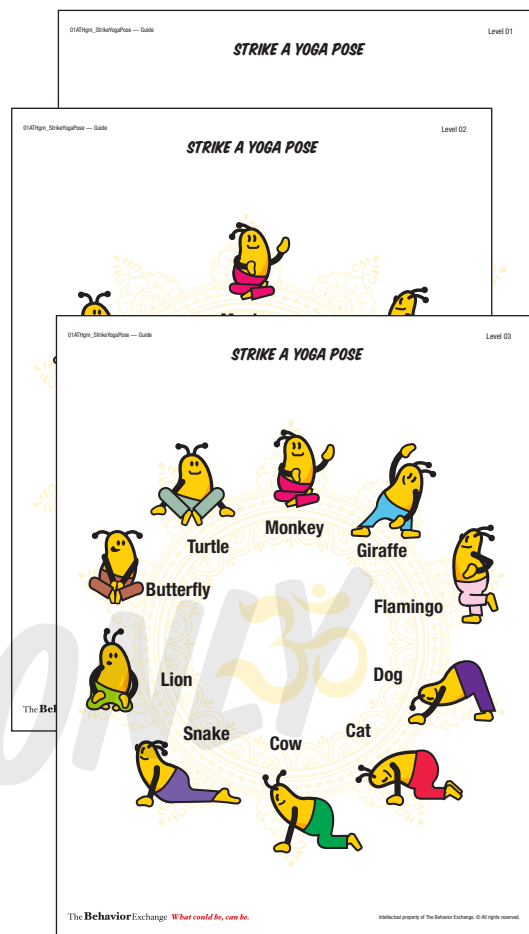
- Strike a Yoga Pose Guide (By Levels)
- iPad for Music

DIRECTIONS:

1. Have the children sit crisscross in a circle facing the group leader.
2. Use the iPad to pick a meditation song or calming video to start the group activity.
3. Follow the Strike A Yoga Pose Guide and begin modeling each yoga pose in front of the group and have the children imitate using LTM prompting.
4. Have each child practice taking deep breaths while holding each yoga pose. Ex.: “Everyone take a deep breath in.... take a deep breath out”, etc....
5. Continue this until all the yoga poses are completed.

CONSIDERATIONS:

- Modify the activity by adjusting the Level of the Strike a Yoga Pose Guide to adjust the level of difficulty.
- Challenge the children to create their own yoga pose and give it a name.
- Have the children practice different breathing patterns by following the group leader’s model examples. Ex.: “Take a deep breath in for 5 seconds... then quickly exhale.”, “Breathe in... breathe out”, etc....
- Reference: “Peaceful Lake Sounds in Nature” by Relaxing White Noise, “Bamboo Forest Wind Sounds” by Relaxing White Noise, “Bring it Down – Flow” by GoNoodle.



Strike A Yoga Pose Guide (by Levels)

STRIKE A YOGA POSE



Monkey

Snake

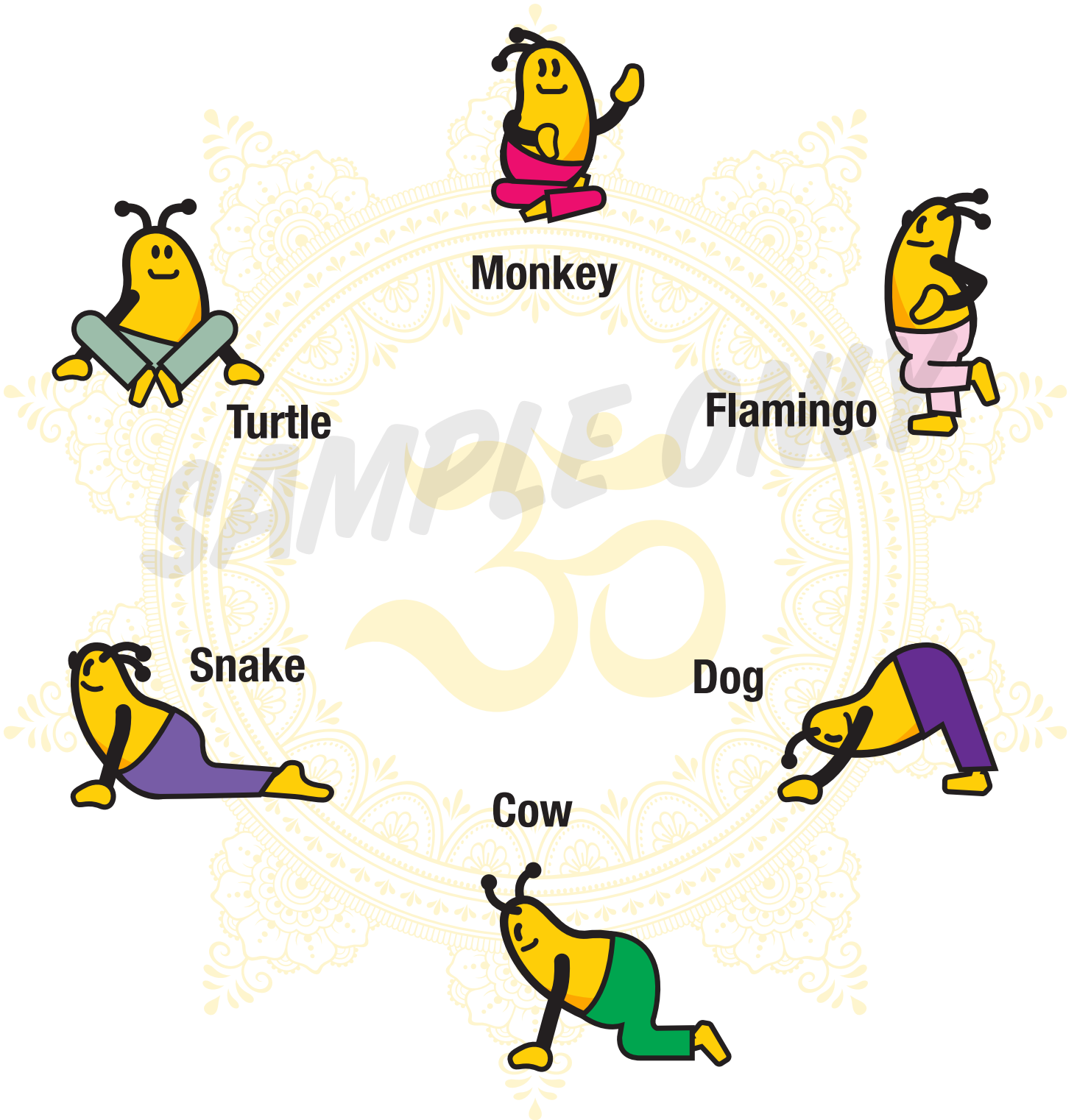


Dog

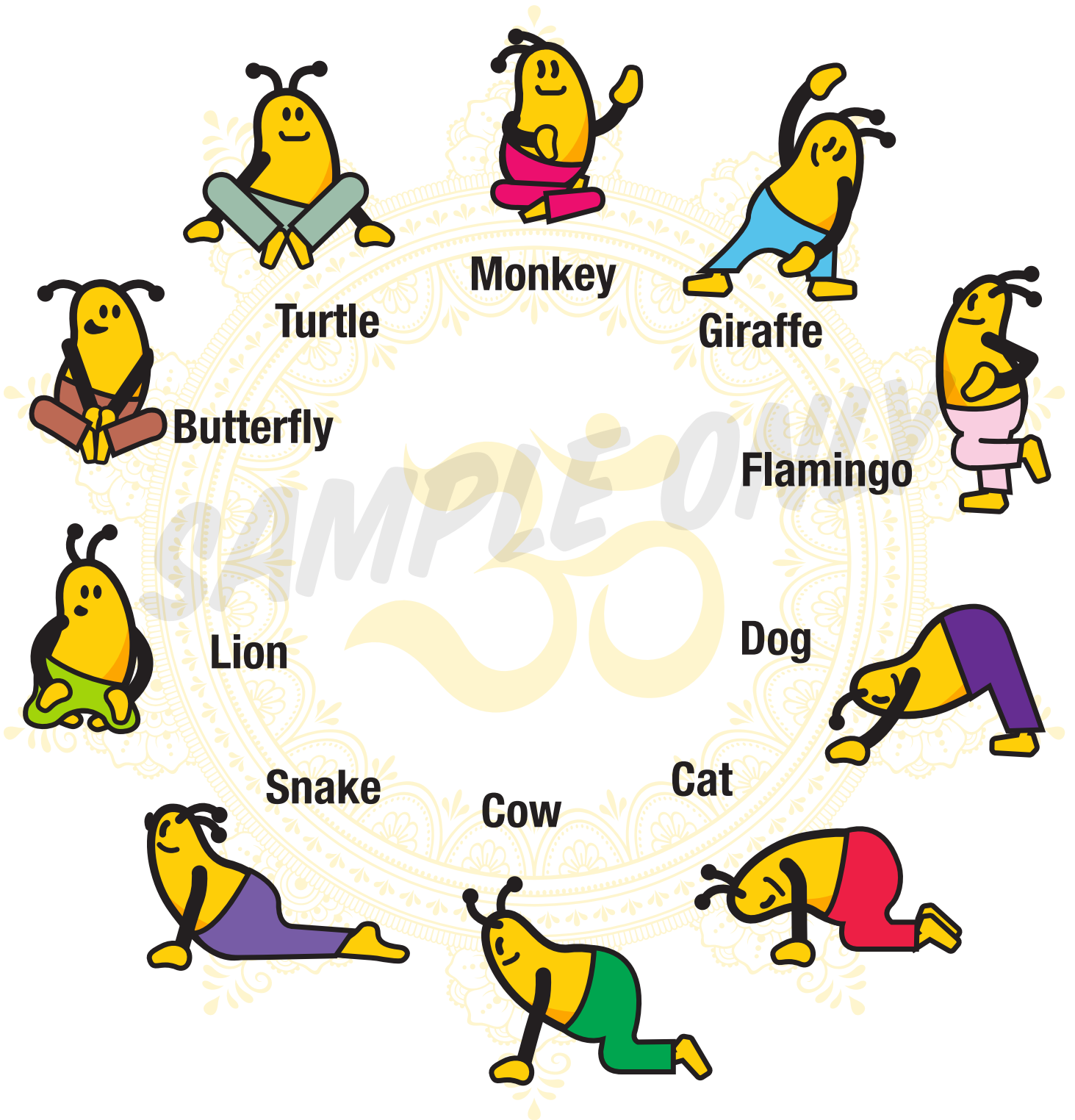


SAMPLE ONLY

STRIKE A YOGA POSE



STRIKE A YOGA POSE



01. GRILLING TIME

OBJECTIVE:

To use working memory, object recognition, and match to sample skills to enhance fine motor skills.

MATERIALS:

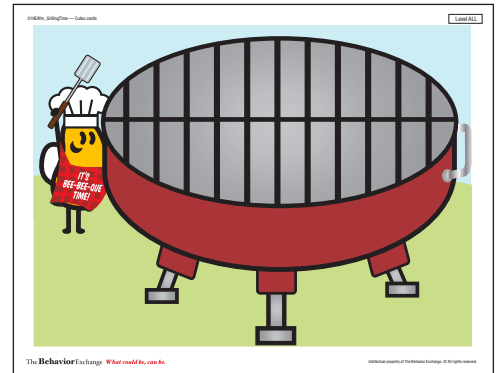
- Play-Doh
- Grilling Time Card

DIRECTIONS:

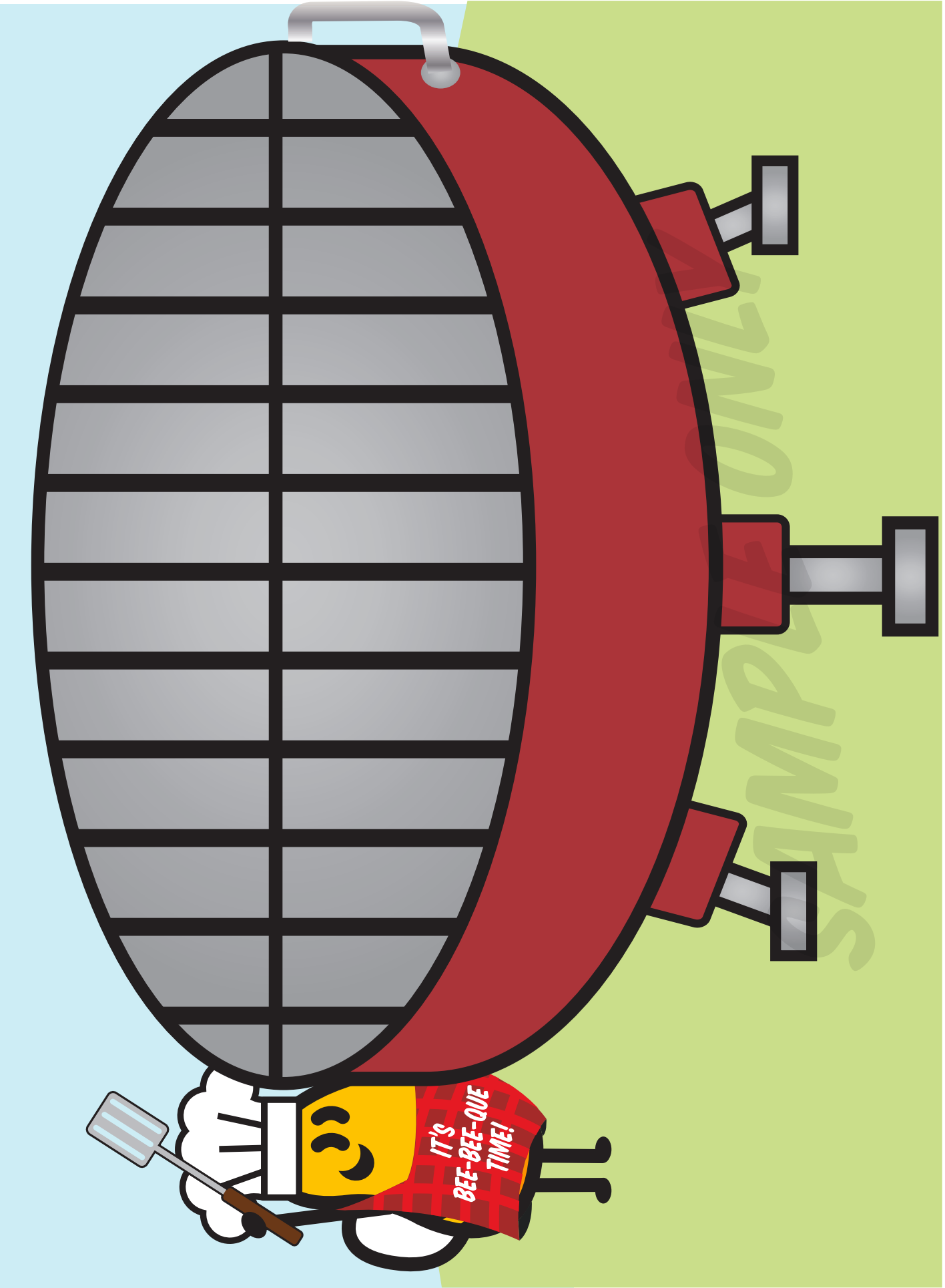
1. Give each child play-doh and show the children the Grilling Time Card.
2. Have the children mold the play-doh into food items to “grill” using LTM prompting.
3. Have each child point to or say what food items they made and talk about the types of food that can or cannot be grilled! Ex.: Burgers, Lettuce, Corn, Steak, etc....

CONSIDERATIONS:

- Have the children work with a partner to create a 3-course meal on the “grill” for added social skill practice.
- Challenge the children to point to or say which food belongs to a specific food group. Ex.: “Point to a FRUIT”, “Which food has a lot of PROTEIN?”, etc....
- Reference: “How to Set Up a Charcoal Grill Like a Pro” by Food Network, “How to Grill the Perfect Burger” by Food Network, “Do You Like Lasagna Milkshakes?” by Super Simple Songs.



Grilling Time Card



01. JAMMIN' IN THE JUNGLE

OBJECTIVE:

To use listener responding, role play, and gross motor skills to practice motor imitation in a large group.

MATERIALS:

- Jammin Jungle Adventure Guide
- Hurdles
- Tunnel or Parachute
- Green Felt Circles
- iPad for Music

DIRECTIONS:

1. Gather the materials and set them to the side.
2. Warm up by setting expectations and say the Busy Bee Anthem out loud as a group using LTM prompting.
3. Follow the Jammin Jungle Adventure Guide and read the first statement out loud for the group to hear.
4. Have the children follow the group leader's movements using LTM prompting.
5. Continue until the Jammin Jungle Adventure Guide is completed.

CONSIDERATIONS:

- Optional: Use an iPad to play rainforest sounds throughout the adventures!
- End the activity by having the children stretch their arms and legs using LTM prompting.
- Talk about the different animals that live in the jungle!
Ex.: Monkeys, Tucans, Tigers, Gorillas, etc...
- Reference: "Jungle Animal Song" by The Kiboomers,
"Monkey Banana" by PinkFong, "Monkey" by Big Block Singsong.



Jammin Jungle Adventure Guide

JAMMIN IN THE JUNGLE

ADVENTURE #1: SILLY MONKEYS

GROUP LEADER: We are going in the jungle! Let's swing in the trees with the monkeys!

1. Monkeys love to be silly! (Squats and Make monkey sounds)
2. Walking on the tree branches (Walking Lunges)
3. Grab a vine! (Squat Jump)
4. Swing through the air! (leg kicks, kick backs)
5. Jump from the branches (Frog Jump)

ADVENTURE #2: JAMMIN JUNGLE

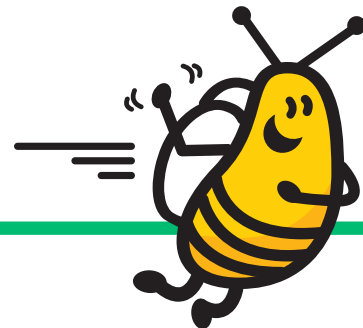
GROUP LEADER: There are lots of animals that make different sounds and noises! Let's dance to the music of the Jungle nature!

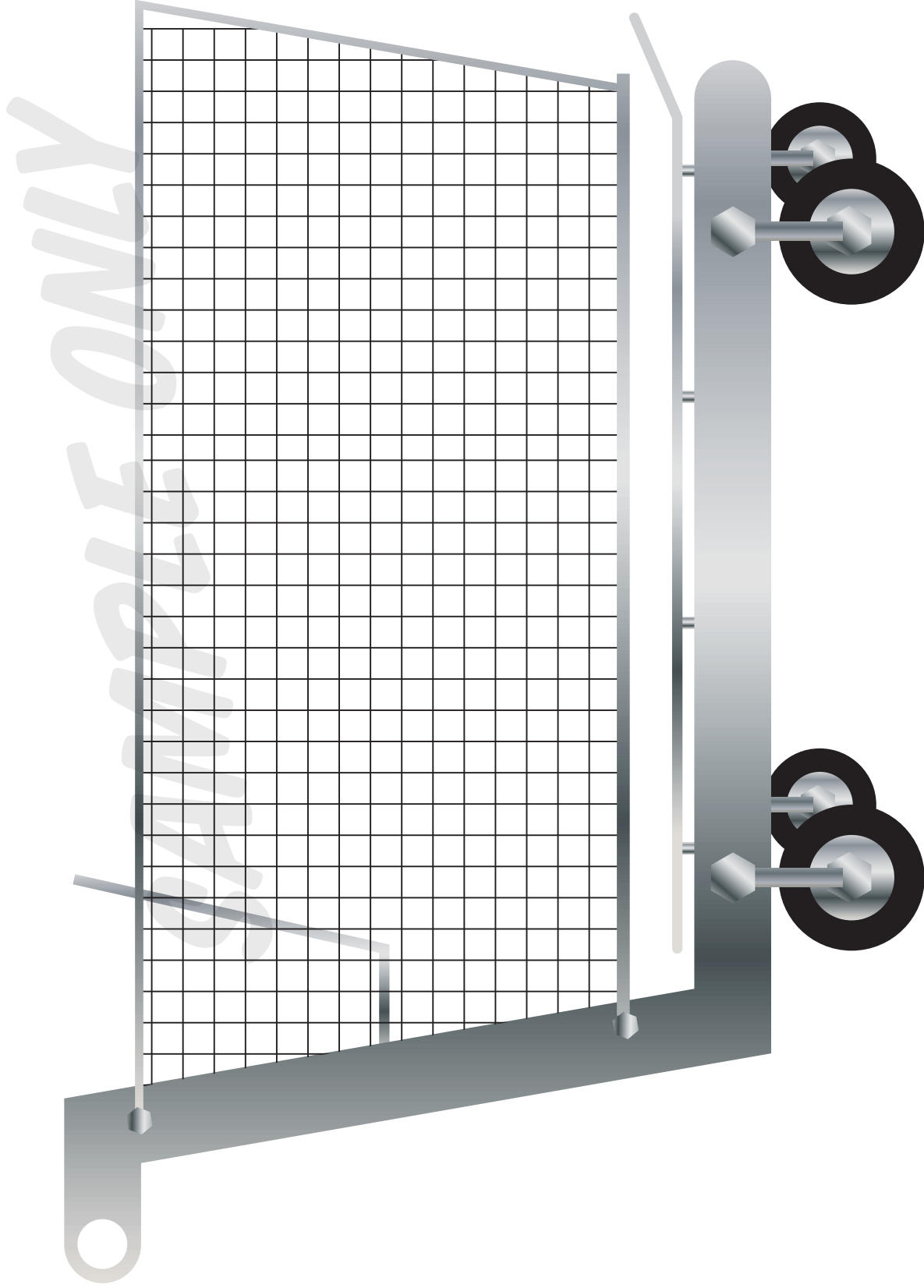
1. Core Twist
2. Shoulder Press
3. Squats
4. Lunges
5. Sit Ups
6. Tricep Extension
7. Leg Kicks

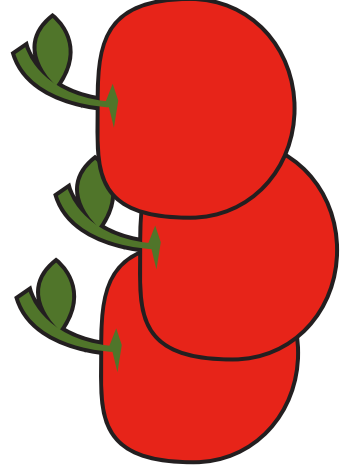
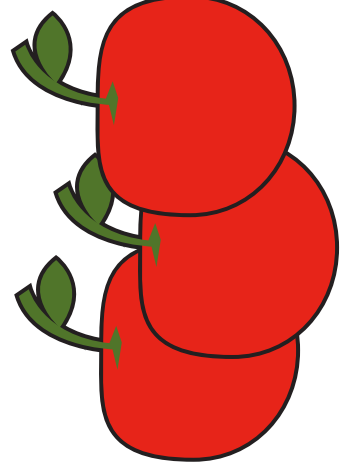
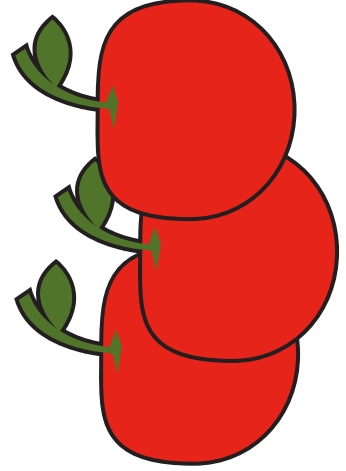
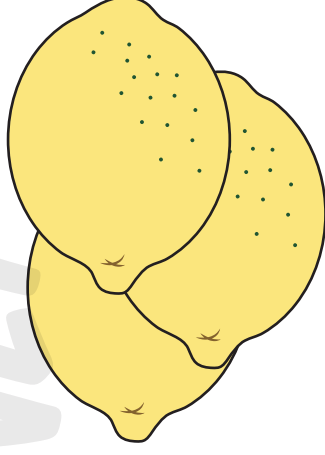
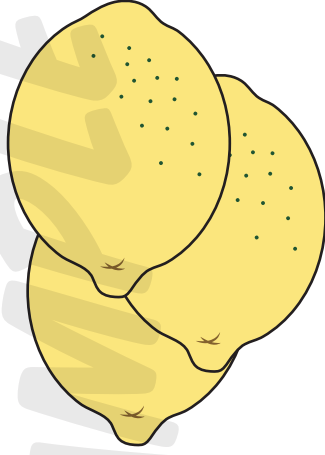
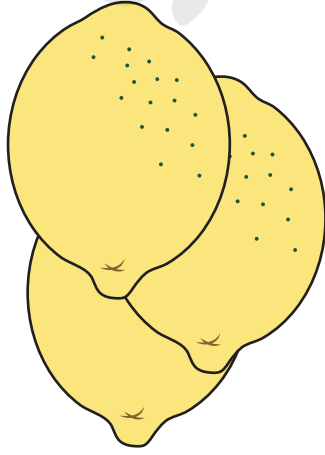
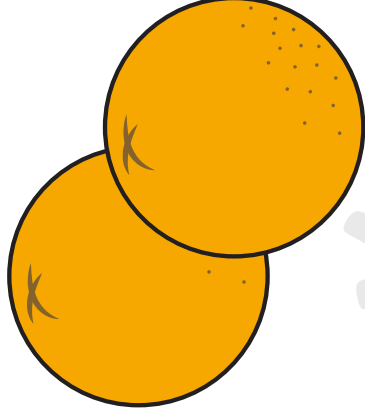
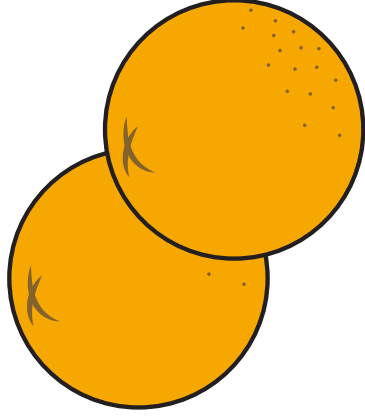
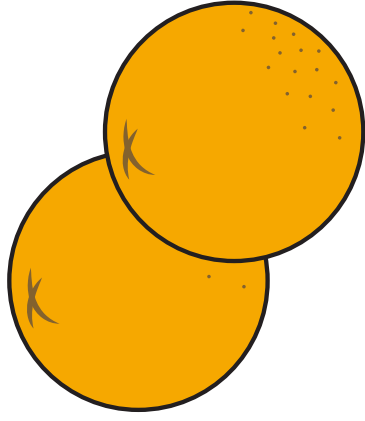
ADVENTURE #3: RUN IN THE JUNGLE

GROUP LEADER: We have to run through a bunch of obstacles in the jungle to get back home!

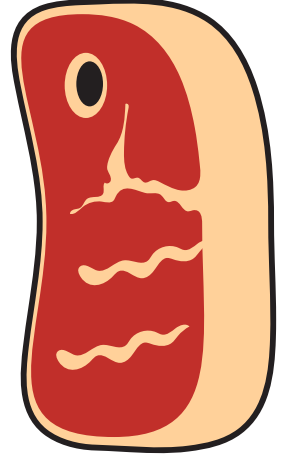
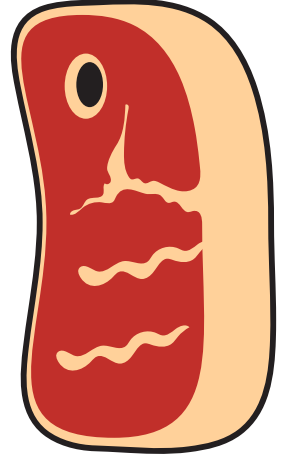
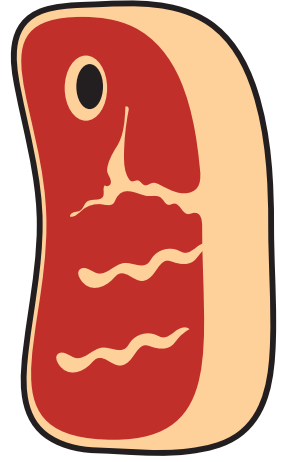
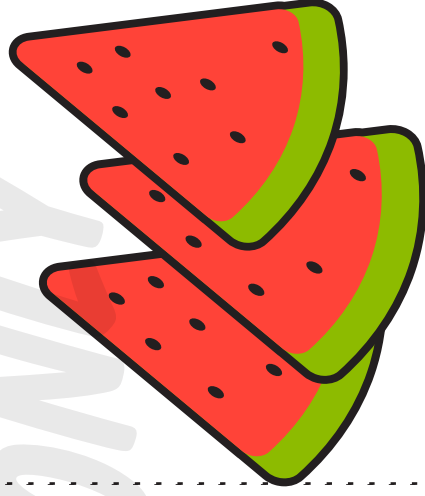
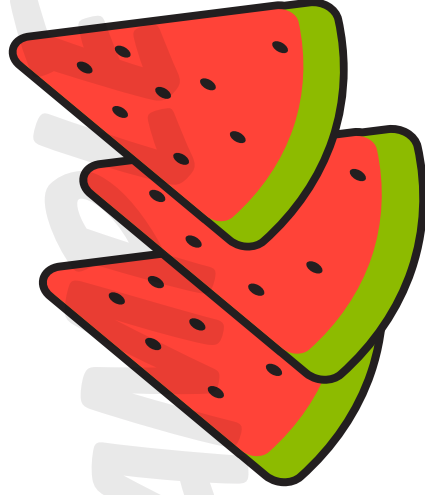
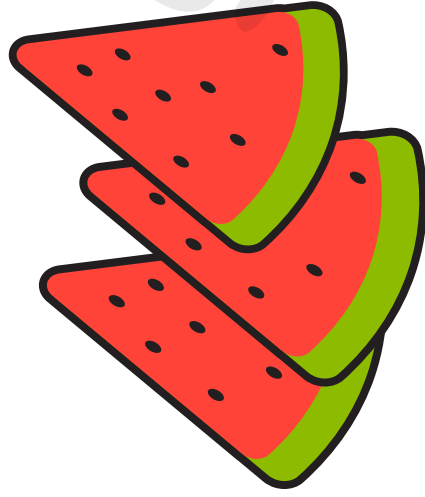
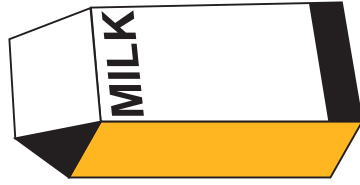
1. Jump over the vines! (Hurdles)
2. Climb up a tall tree! (Bear crawl)
3. Go through the cave! (Tunnel or Parachute)
4. Jump from tree to tree! (Green Felt Circles)

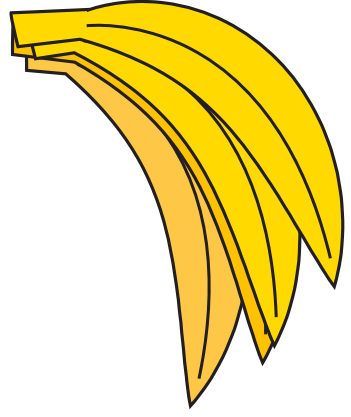
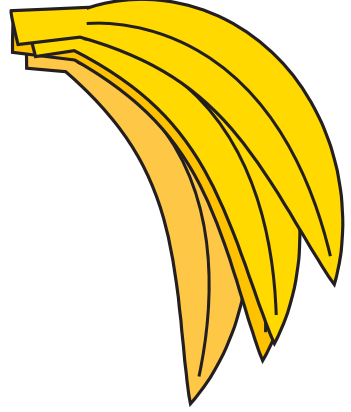
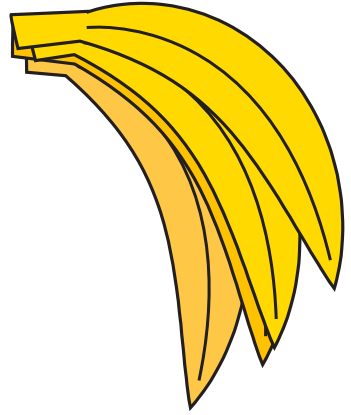
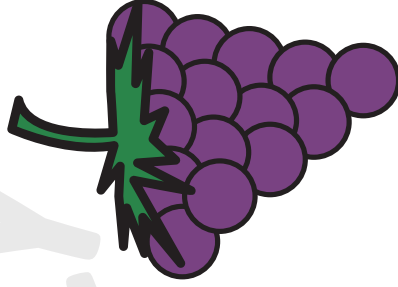
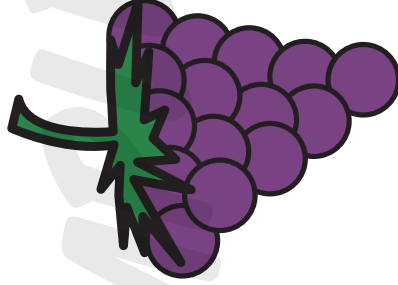
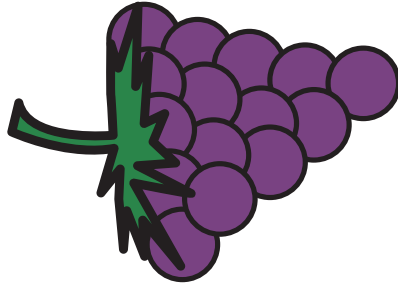
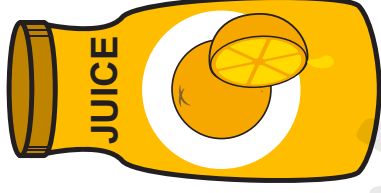
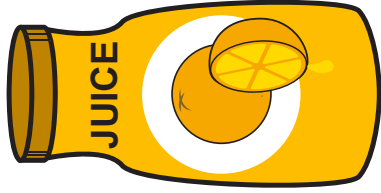
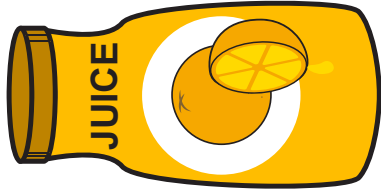




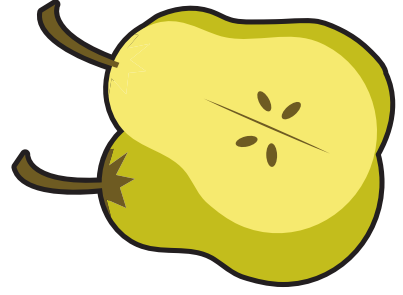
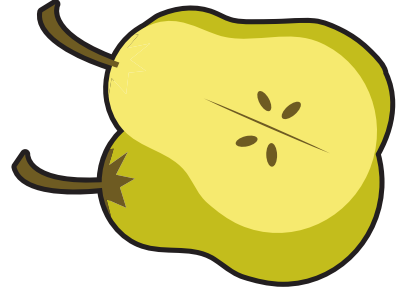
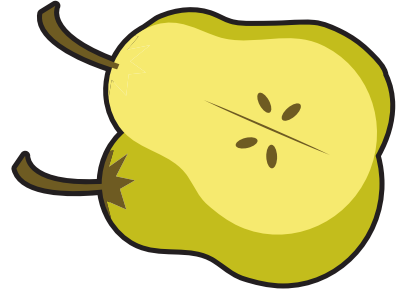
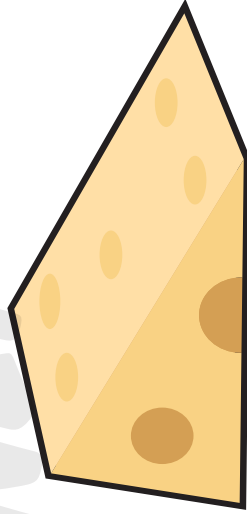
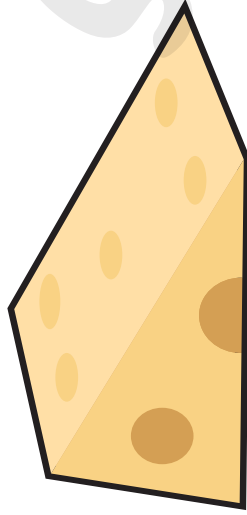
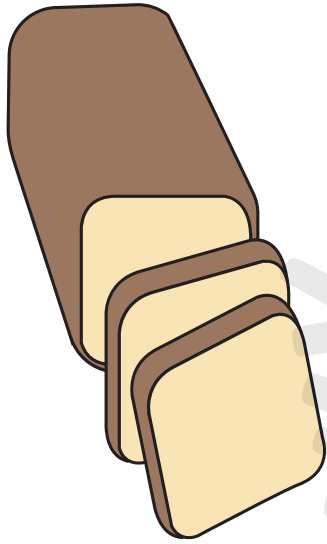
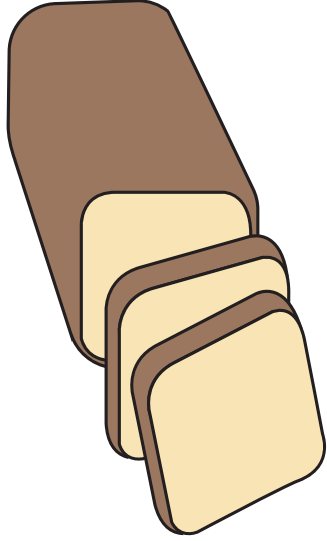
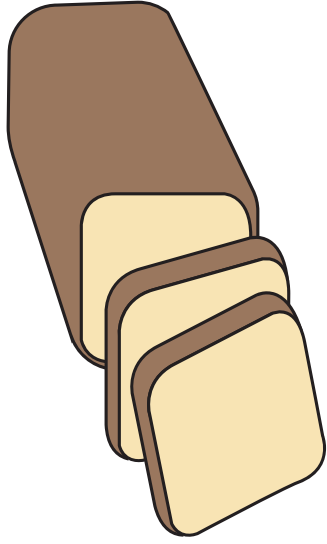


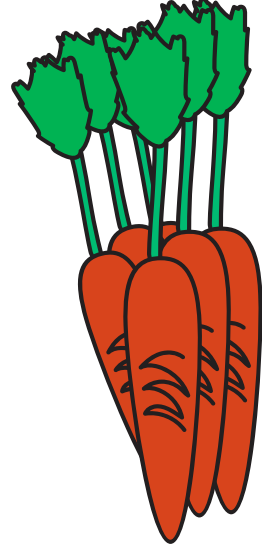
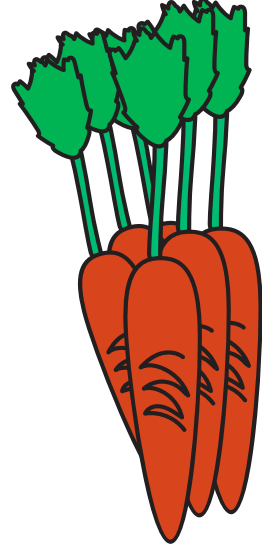
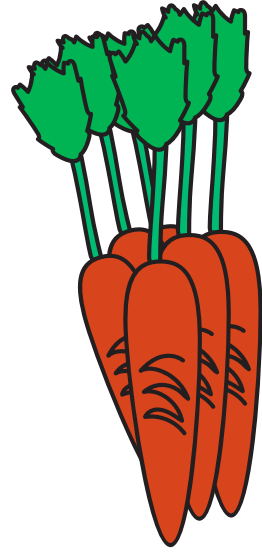
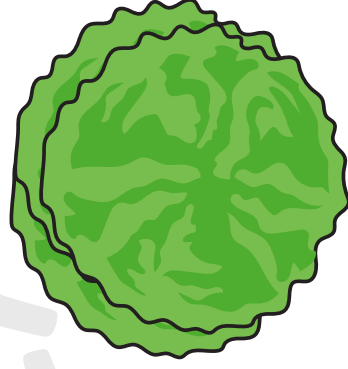
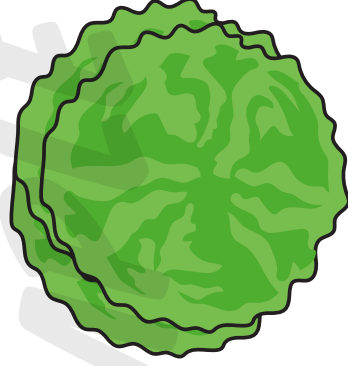
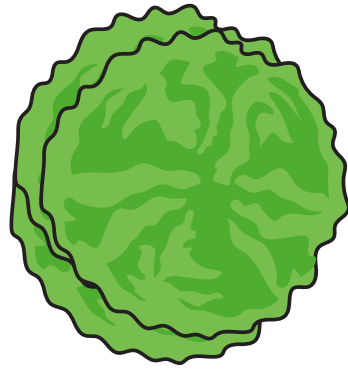
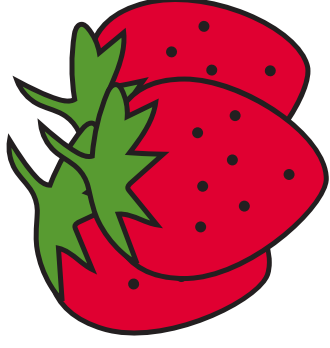
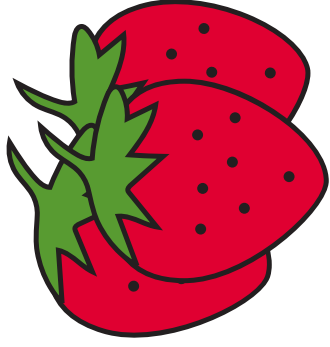
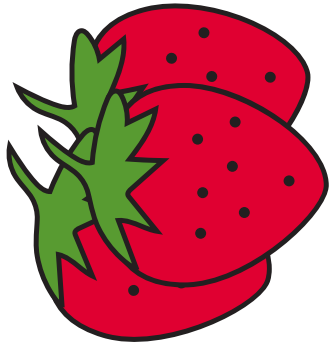
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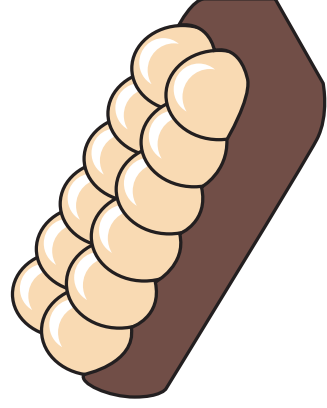
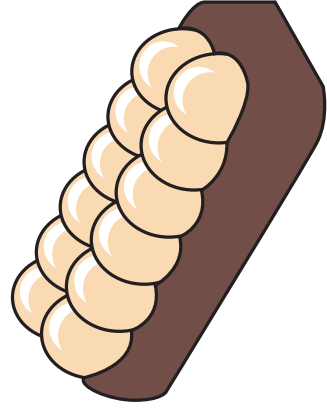
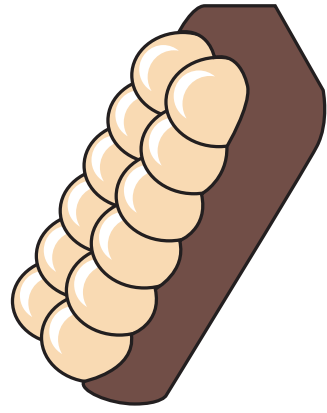
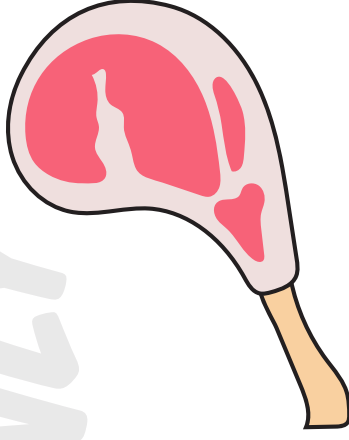
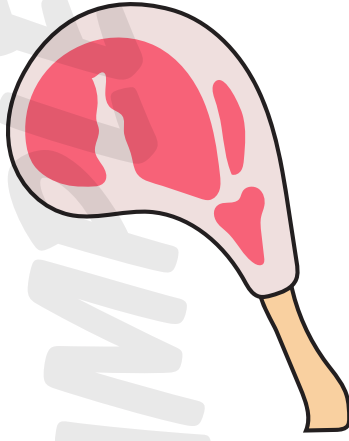
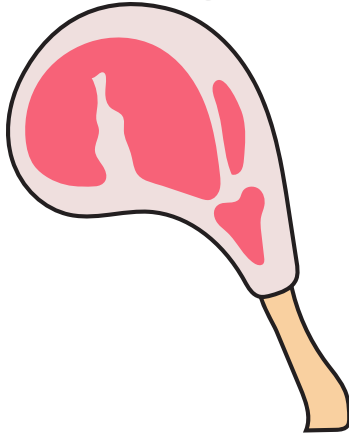
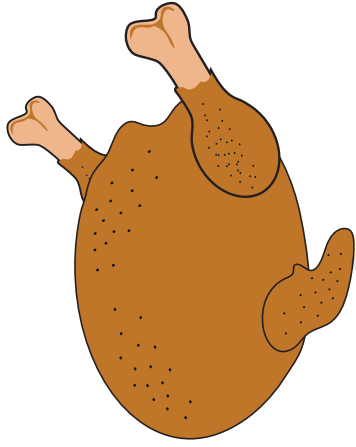
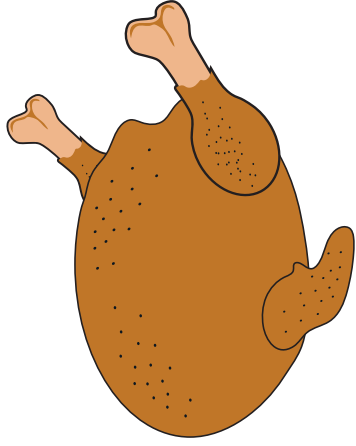
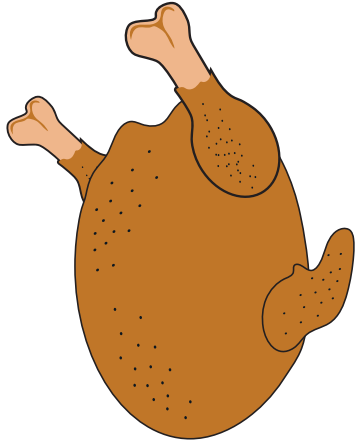


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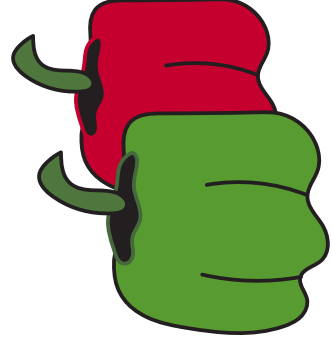
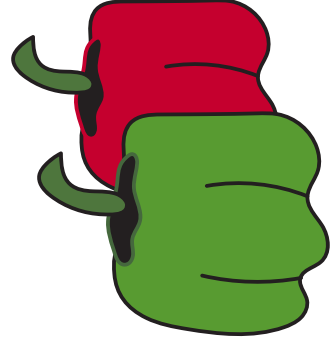
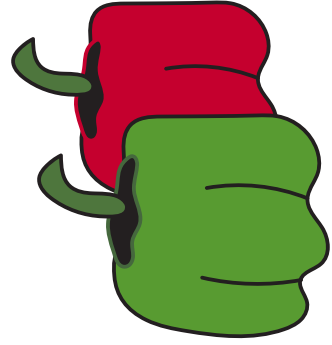
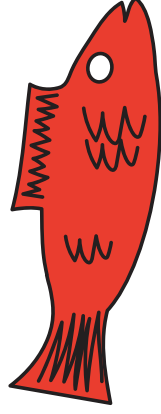
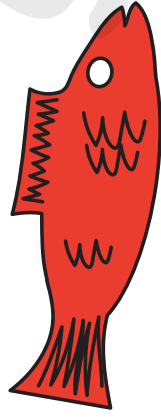
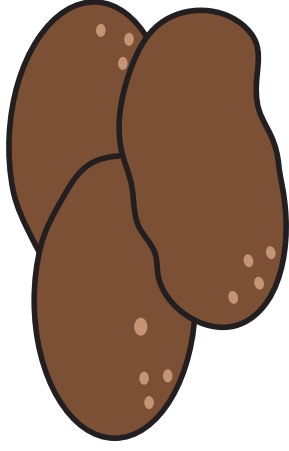
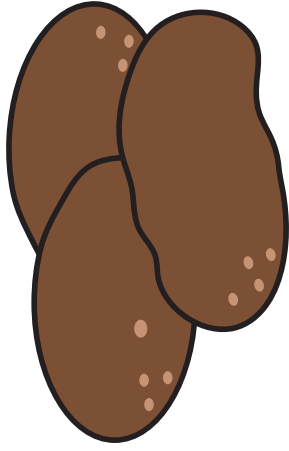
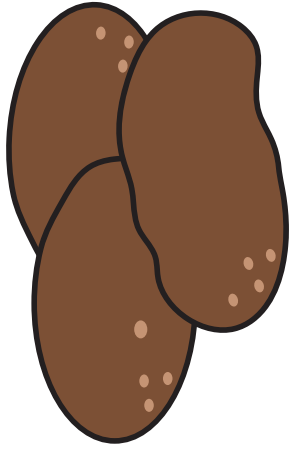




SAMPLE ONLY



SAME ONLY



SAMPLE ONLY

GROCERY LIST

Oranges — 2

Milk — 1

Watermelon — 1

Cheese — 1

Pears — 3

GROCERY LIST

Grapes — 2

Watermelon — 2

Steak — 1

Bread — 1

Juice — 1

GROCERY LIST

Grapes — 2

Steak — 1

Juice — 1

Milk — 1

Apples — 2

GROCERY LIST

Oranges — 2

Lemons — 3

Milk — 1

Watermelon — 1

Cheese — 1

Pears — 3

Lettuce — 1

Carrots — 1

GROCERY LIST

Grapes — 2

Apples — 4

Peppers — 2

Steak — 1

Bread — 1

Juice — 1

Pears — 2

Stawberries — 3

GROCERY LIST

Grapes — 2

Watermelon — 2

Steak — 1

Juice — 1

Milk — 1

Apples — 2

Oranges — 2

Eggs — 1

GROCERY LIST

Oranges — 2

Lemons — 3

Peppers — 1

Watermelon — 1

Cheese — 1

Pears — 3

Steak — 1

Chicken — 2

Eggs — 1

Fish — 1

GROCERY LIST

Grapes — 2

Apples — 4

Watermelon — 2

Steak — 1

Bread — 1

Juice — 1

Cheese — 2

Pears — 2

Carrots — 1

PorkChops — 1

GROCERY LIST

Grapes — 2

Watermelon — 2

Steak — 1

Juice — 1

Milk — 1

Apples — 2

Oranges — 3

Cheese — 2

Lettuce — 1

Peppers — 2

02. SAFETY WORD SEARCH

OBJECTIVE:

To use fine motor skills and letter/word recognition to locate the words associated with safety in the word search puzzle.

MATERIALS:

- Safety Word Search Worksheet (by Level)
- Markers, Crayons, or Highlighters

DIRECTIONS:

1. Give each child a Safety Word Search Puzzle and a marker, pencil, or highlighter.
2. Have the children pick a word and find it in the word search using LTM prompting.
3. Use the marker, pencil, or highlighter to color or circle each word after finding it in the word search.

CONSIDERATIONS:

- Have the children count the number of letters of a word from the Worksheet.
- Call out a letter for the children to find in the word search.
Ex.: Find a vowel, find the first letter of your first name, etc....
- Use paint dabbers to mark each letter on the Worksheet.
- Talk about how each word from the activity relates to safety.
Ex.: Why do we wear a HELMET?

The BehaviorExchange *What could be, can be.*

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FIRE
TORNADO
STRANGER DANGER

EARTHQUAKE
HURRICANE
ELECTRICITY

Safety Word Search Worksheet
(by Level)



FIRE

HELMET

DANGER



FIRE

EARTHQUAKE

TORNADO

HURRICANE

STRANGER



FIRE
TORNADO
STRANGER DANGER

EARTHQUAKE
HURRICANE
ELECTRICITY

02. CAN I TOUCH IT?

OBJECTIVE:

To use fine motor skills and expressive language to receptively identify items that are safe and not safe to touch.

MATERIALS:

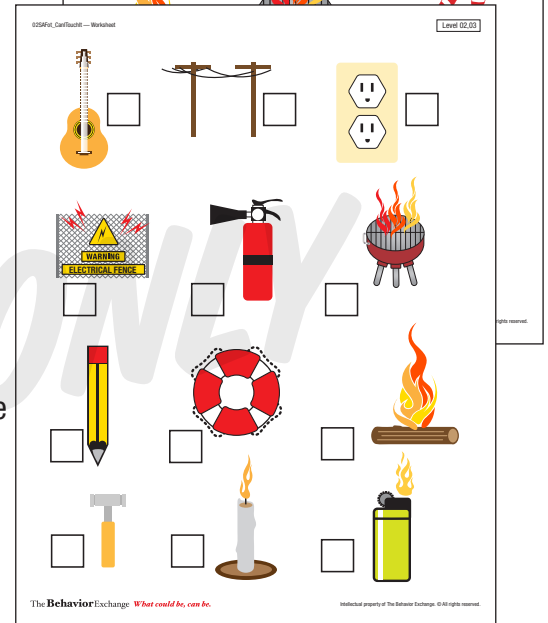
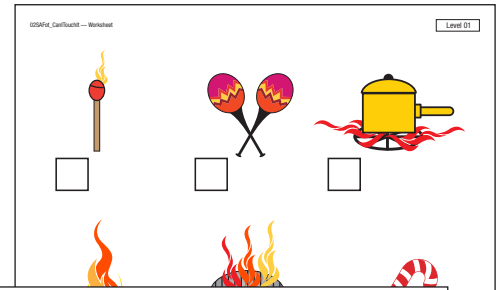
- Can I Touch It? Worksheet (By Level)
- Marker, Pencil, or Pen

DIRECTIONS:

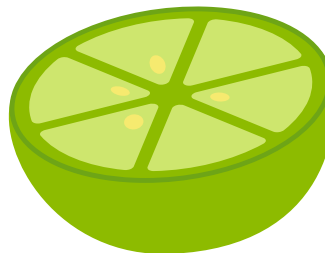
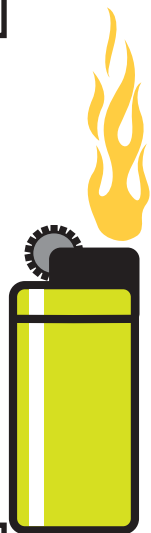
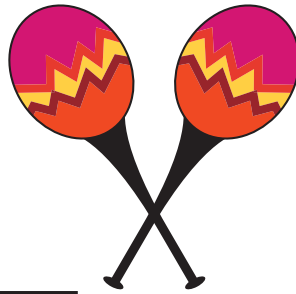
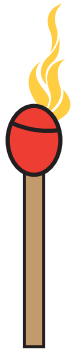
1. Give each child a Can I Touch it? Worksheet and a marker, pencil, or pen.
2. Have the child point to or say each item using LTM prompting.
3. Use the marker, pencil, or pen to mark each item with a CHECK if it is safe to touch or an X if it is not safe to touch.

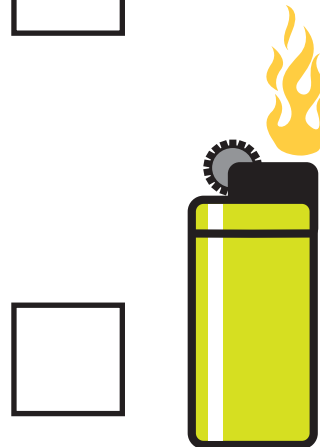
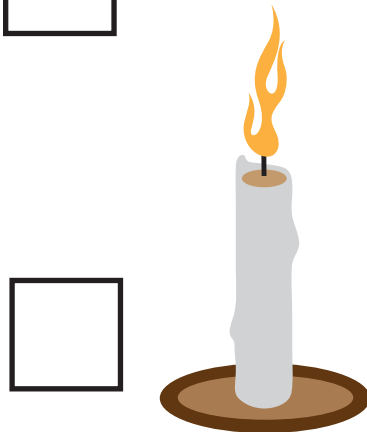
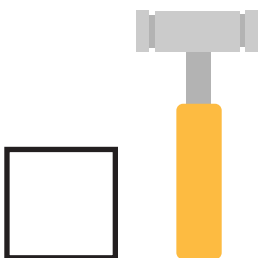
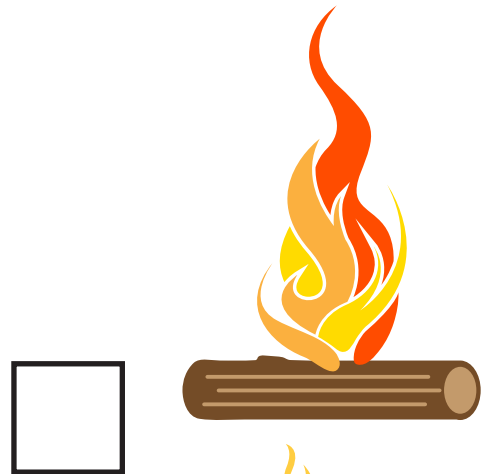
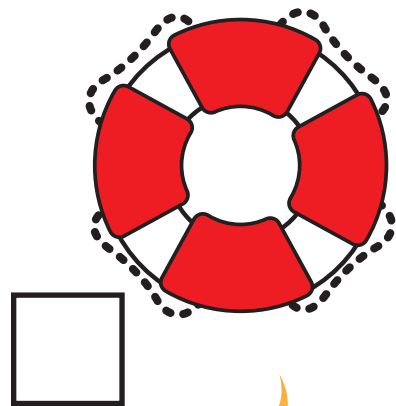
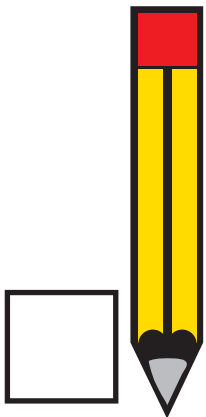
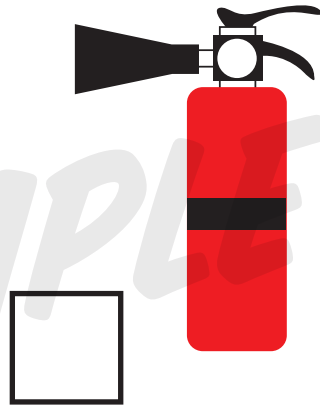
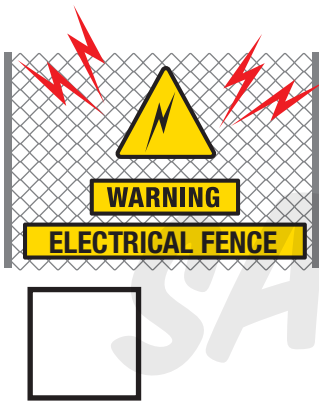
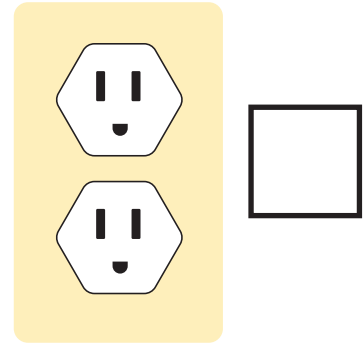
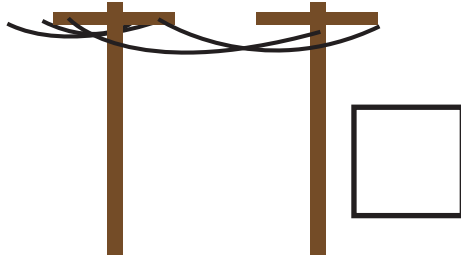
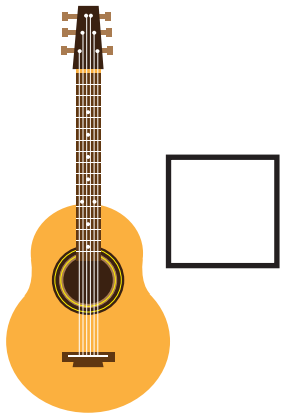
CONSIDERATIONS:

- Use red and green paint dabbers to mark each item safe or not safe to touch.
- Have the children work together with a peer to complete the activity.
- Modify the activity by limiting the number of items the child identifies.



Can I Touch It? Worksheet





03. SPORTS SILHOUETTE

OBJECTIVE:

To use visual performance and fine motor skills to attend to a task and strengthen pincer grip to trace different shapes.

MATERIALS:

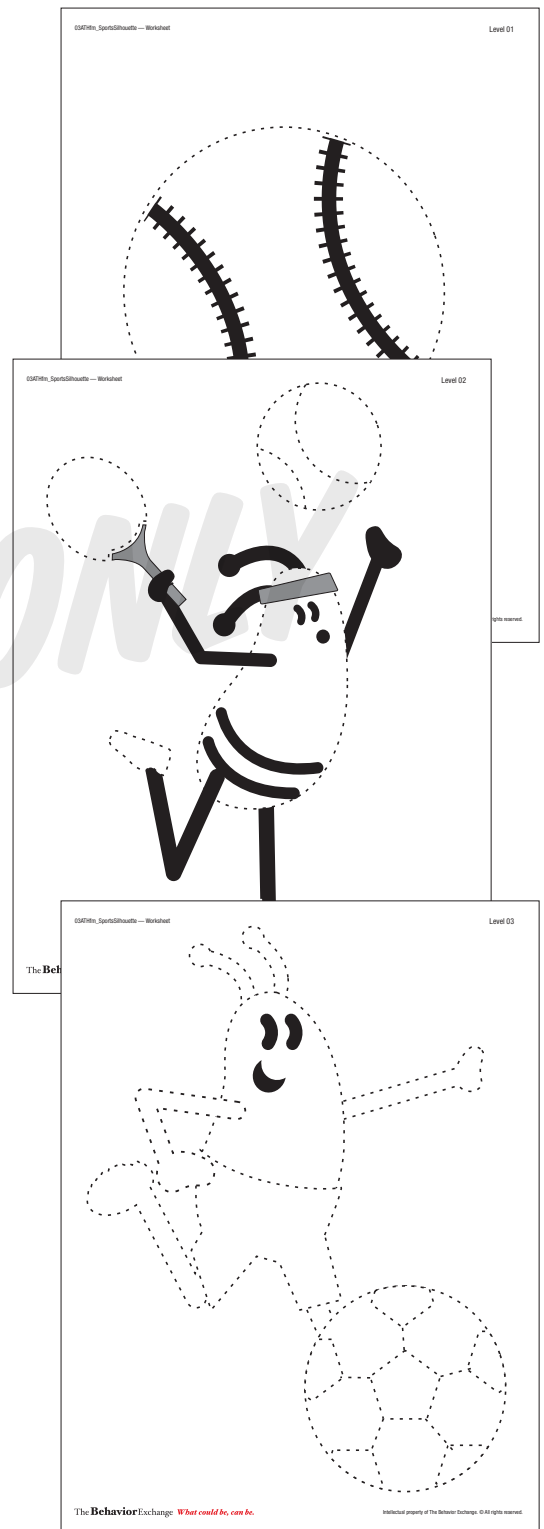
- Sports Silhouette Worksheet (by Levels)
- Markers and/or Crayons

DIRECTIONS:

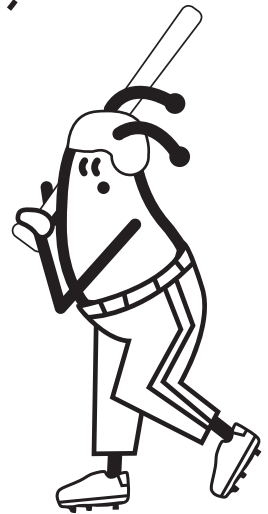
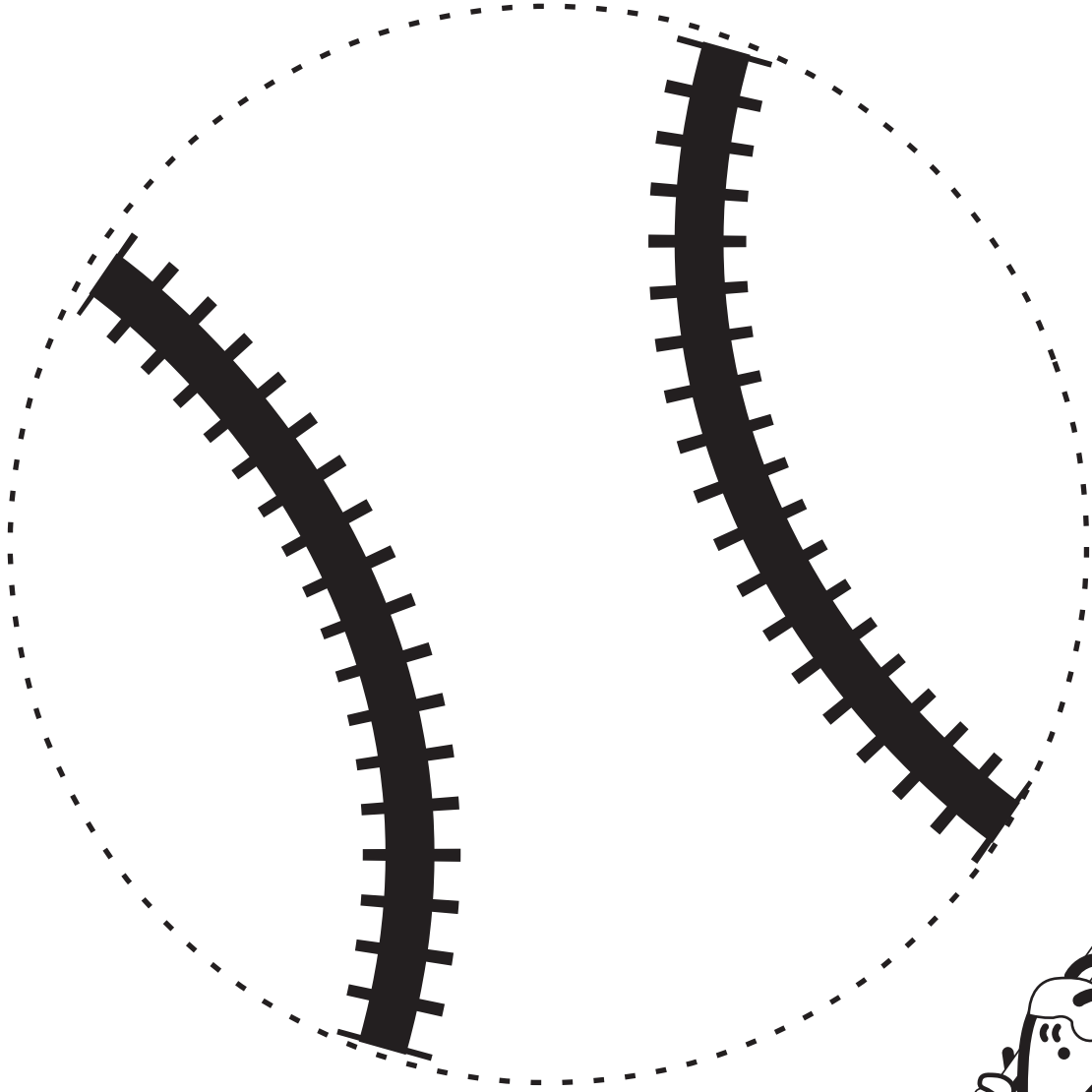
1. Give each child a Sports Silhouette Worksheet and a marker, crayon, or pencil.
2. Have the children use the markers, crayons, or pencils to trace the image on their worksheet using LTM prompting.
3. After the worksheet is completed, have each child use the markers and crayons to decorate.

CONSIDERATIONS:

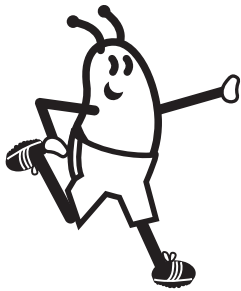
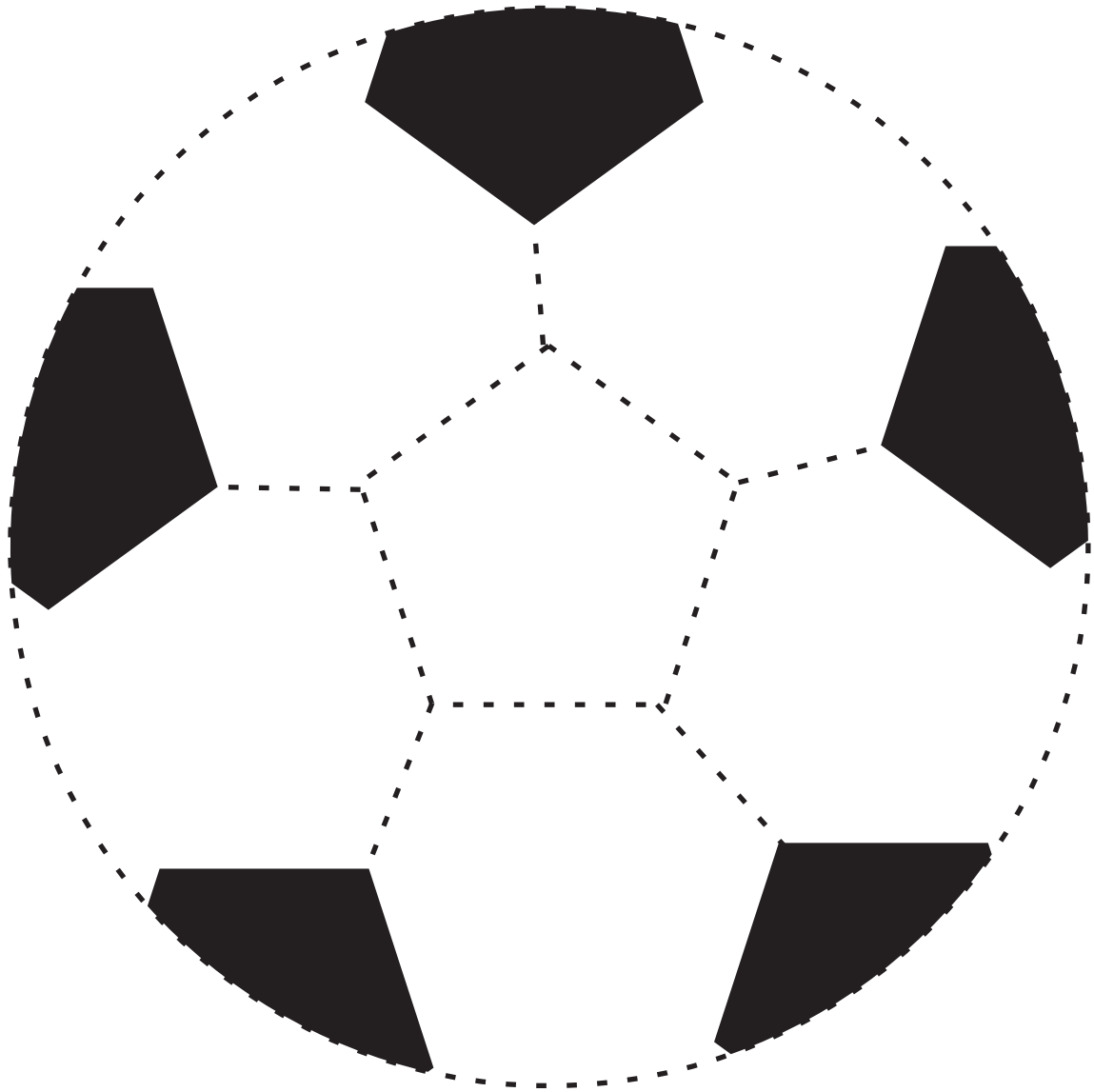
- Modify the level of the worksheet to adjust the difficulty.
- Talk about what each child's favorite sport is and practice talking about why it is their favorite. Ex.: What is your favorite part?, Why do you like it?, Who do you play that sport with?, etc....
- Challenge the children to use their nondominant hand to trace the picture on their worksheet. Talk about the difference between writing with your dominant hand and nondominant hand. Ex.: Was it easy or hard to write with your other hand? What hand or foot do you use the most when you play a sport?, etc...



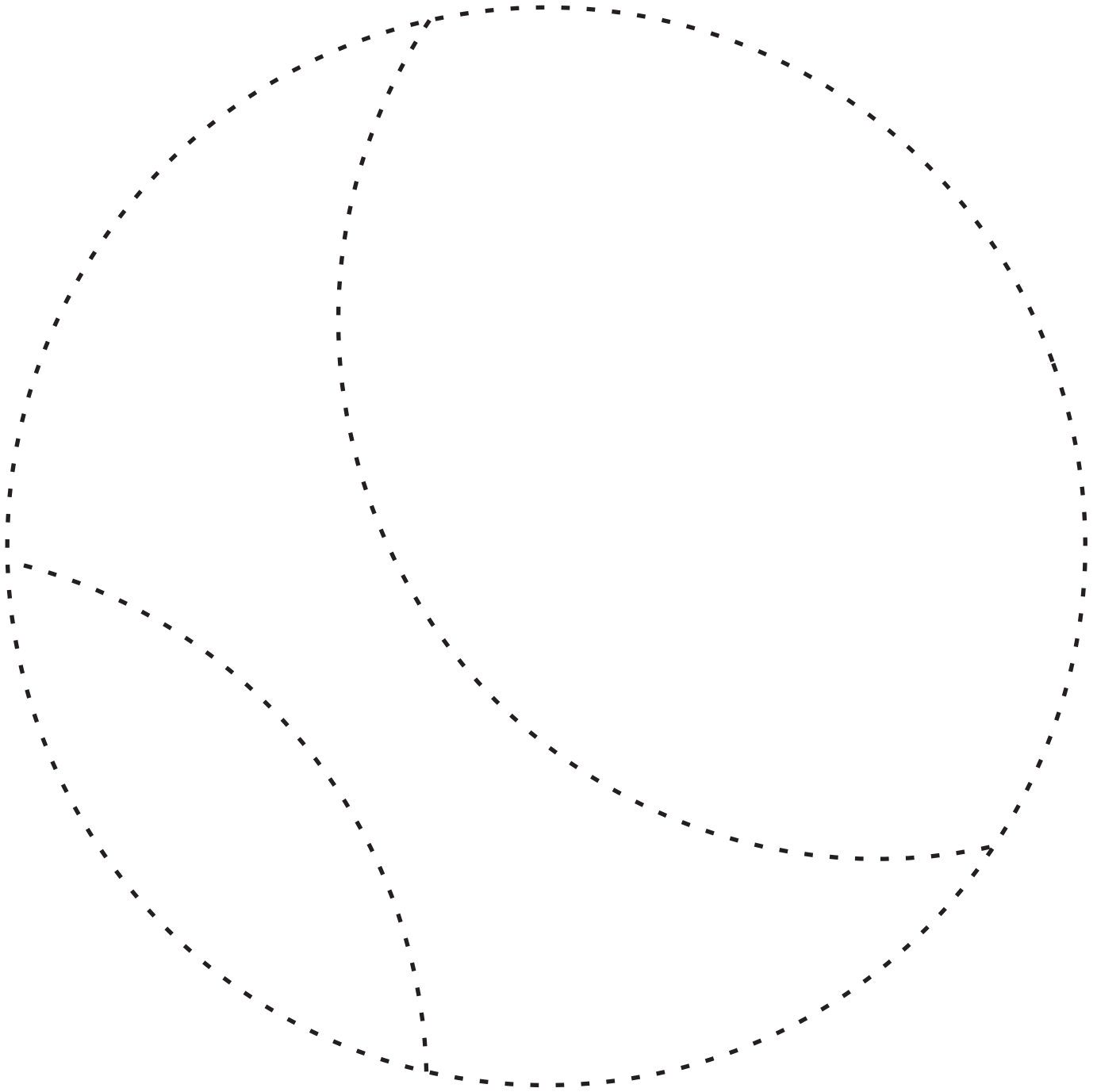
Sports Silhouette Worksheet
(by Levels)



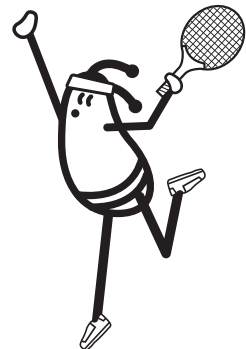
SAMPLE ONLY

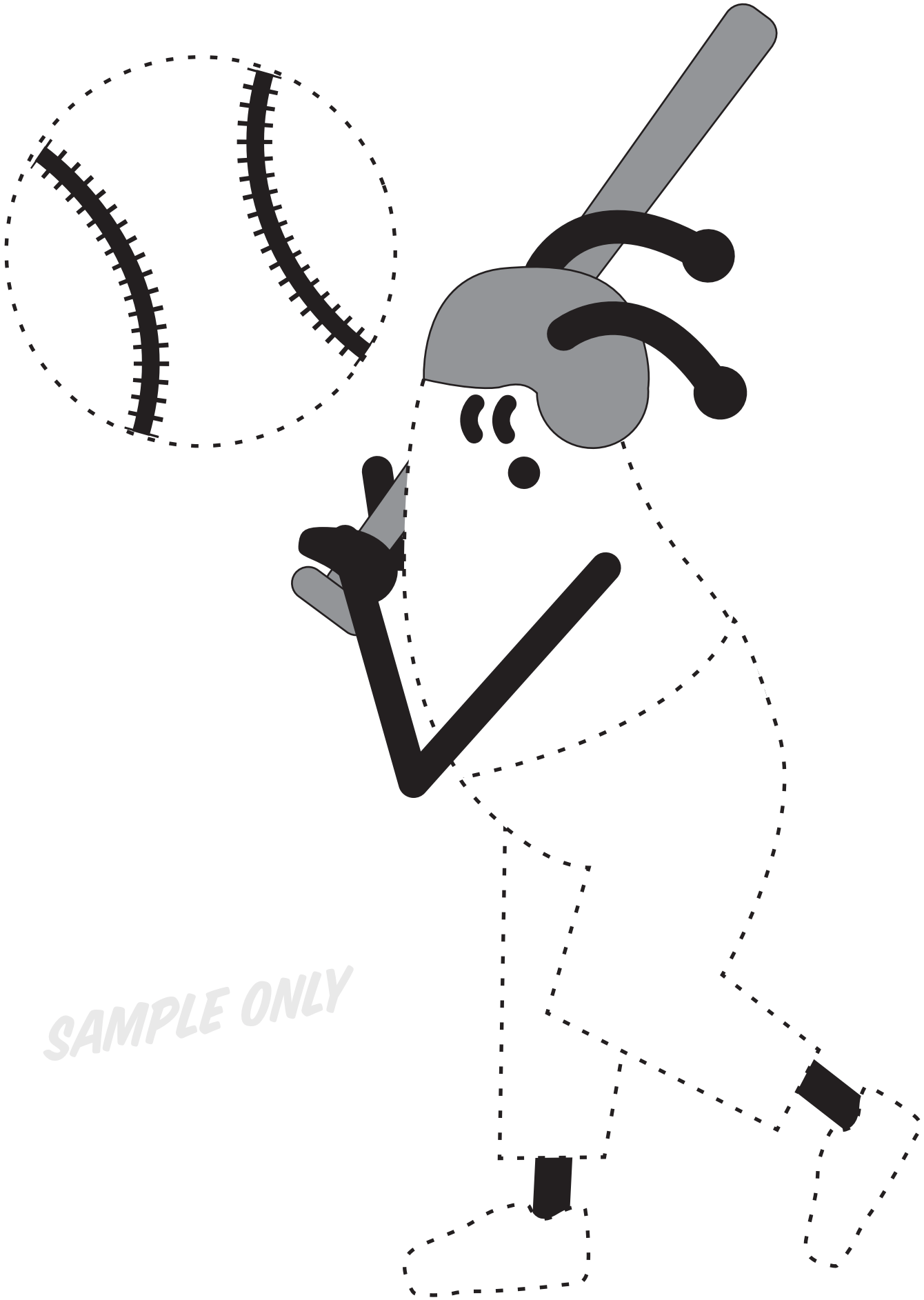


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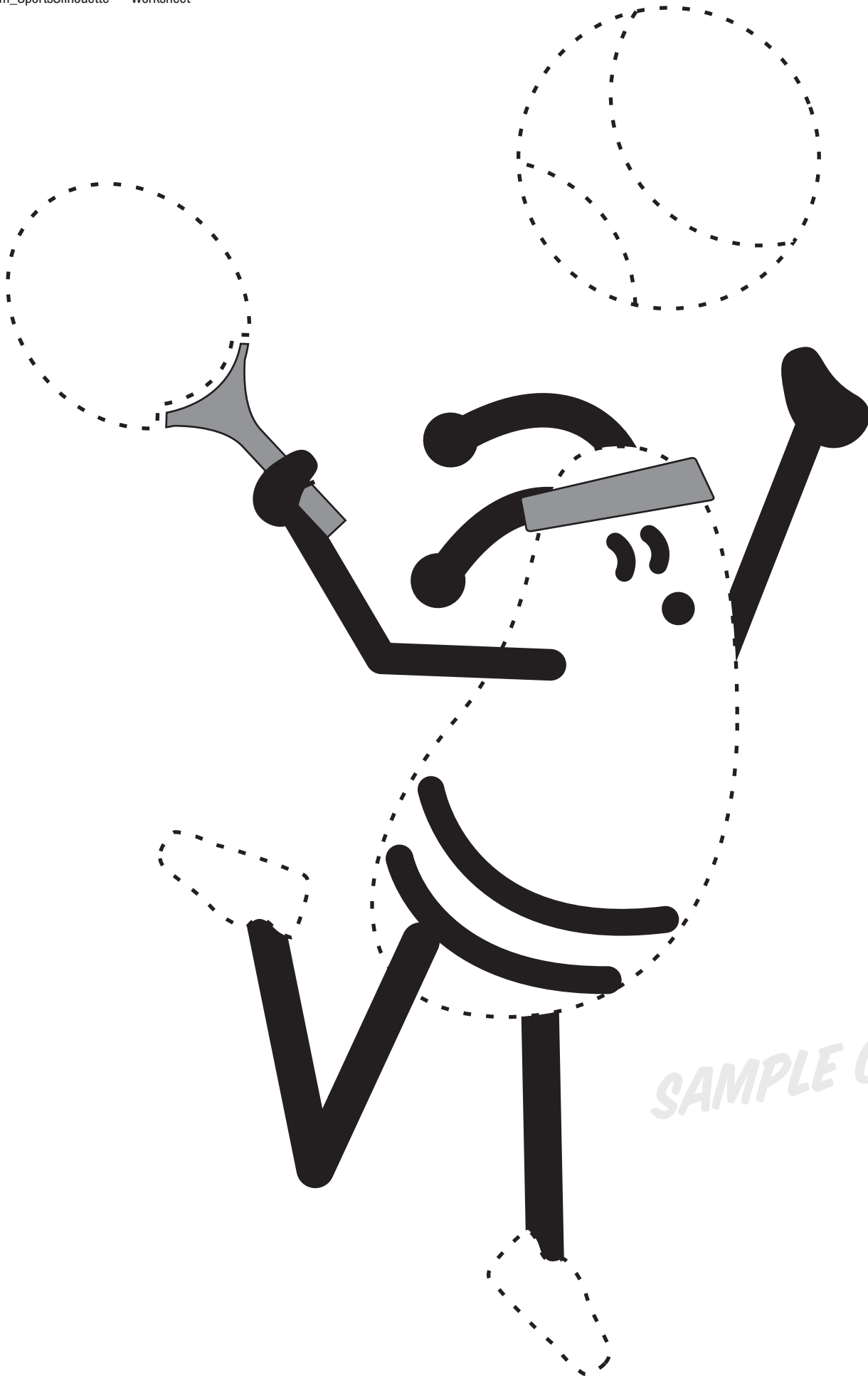


SAMPLE ONLY

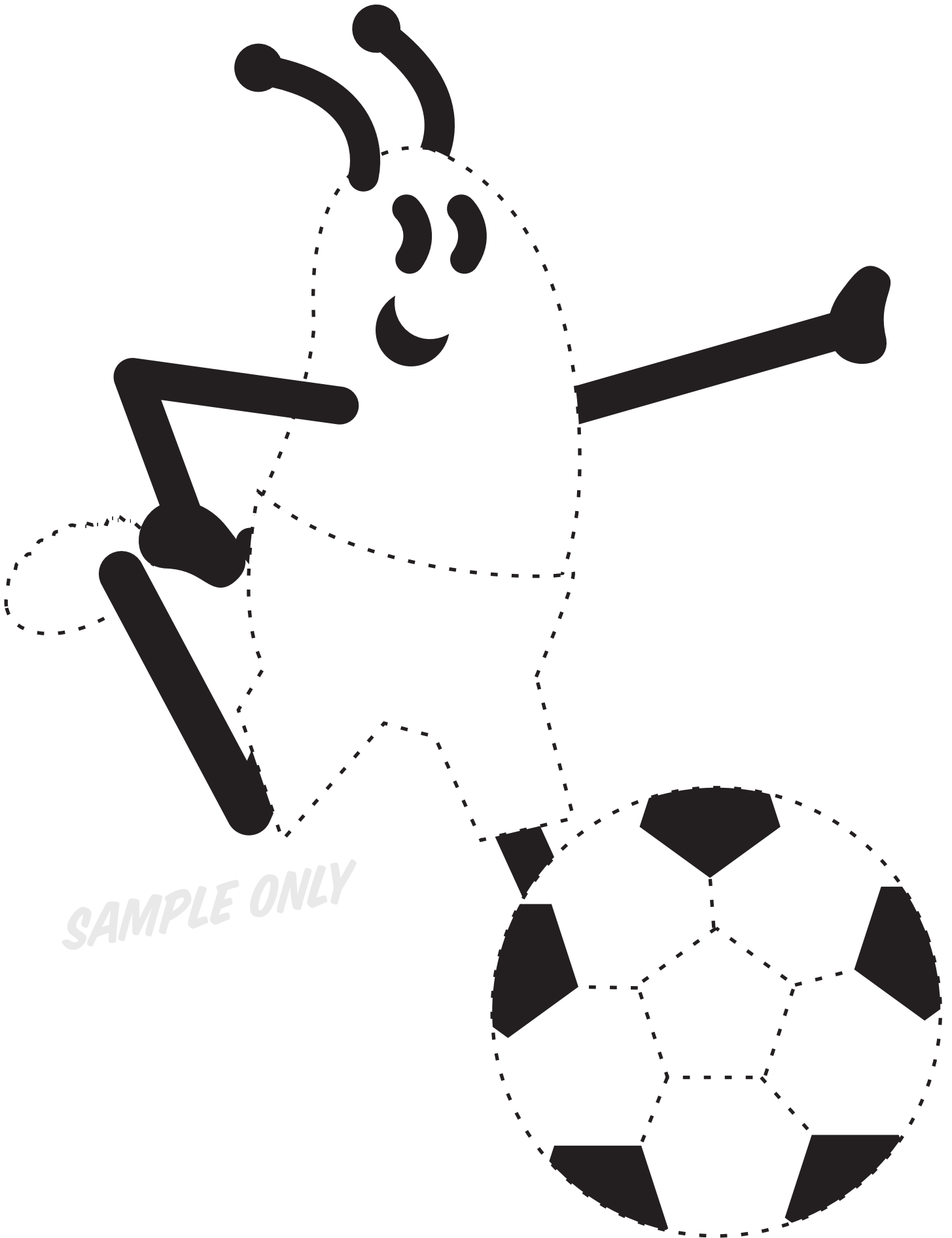


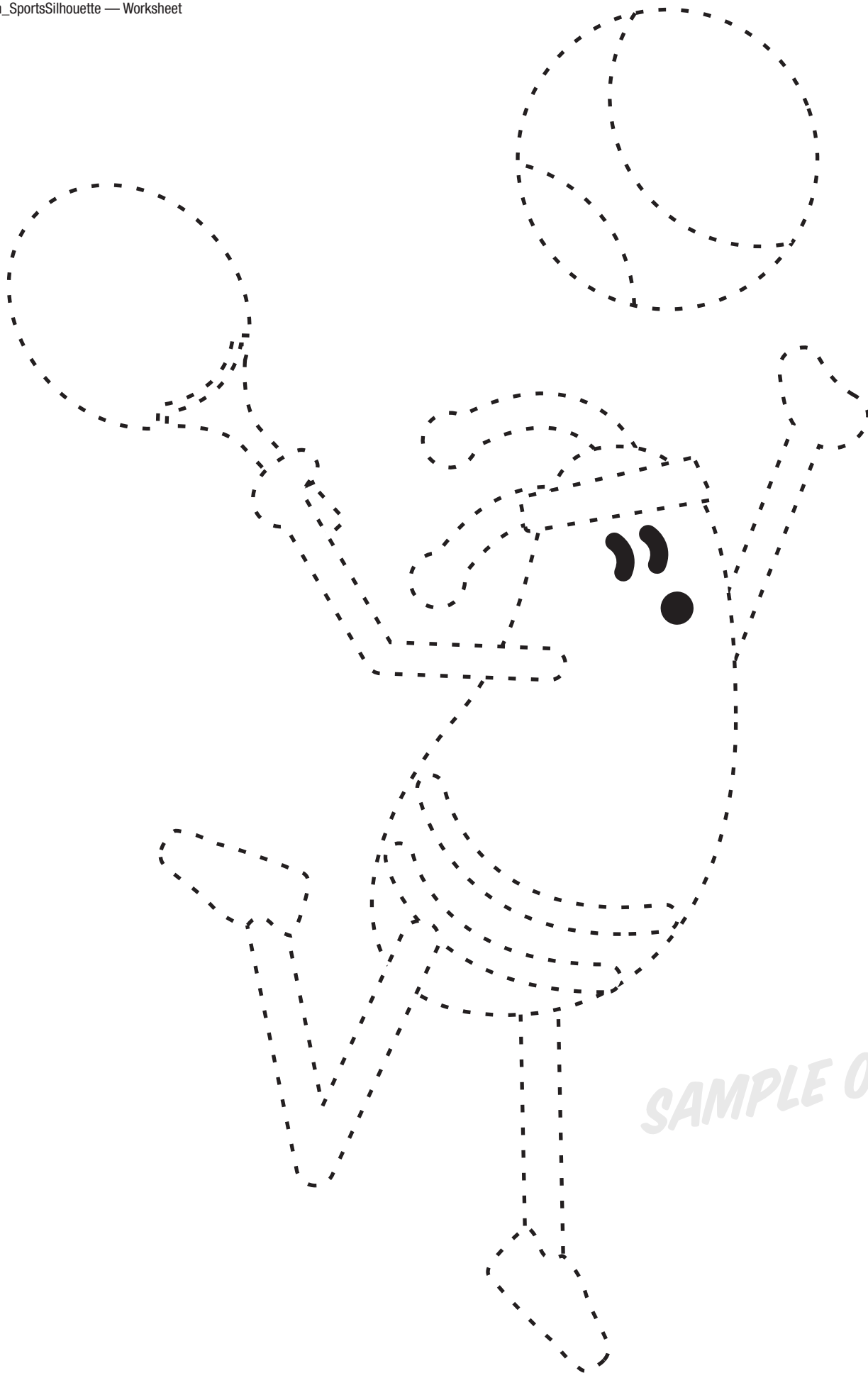


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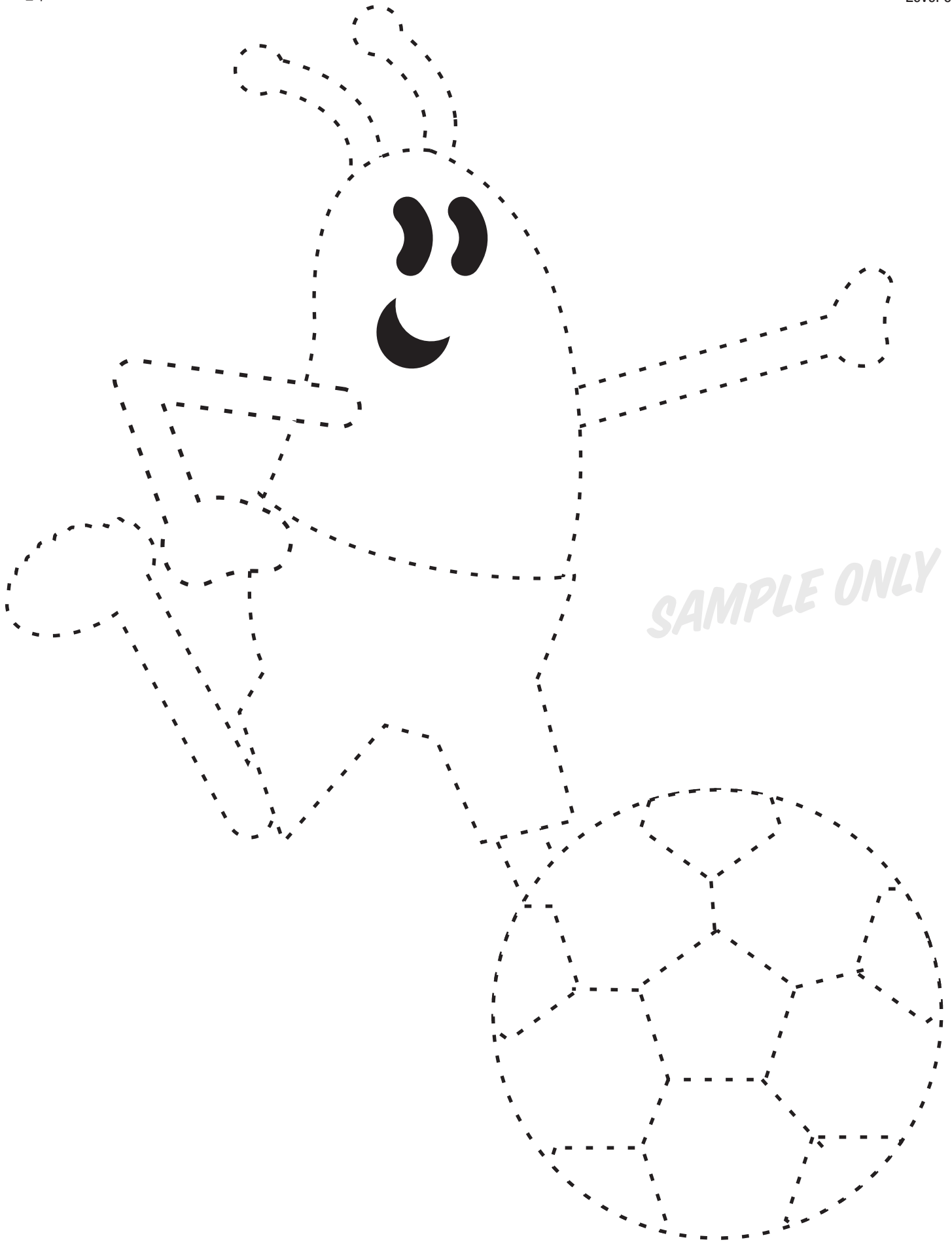
SAMPLE ONLY





SAMPLE ONLY





03. DON'T BE A LITTER BUG

OBJECTIVE:

To use receptive and expressive communication and fine motor skills to complete an art project.

MATERIALS:

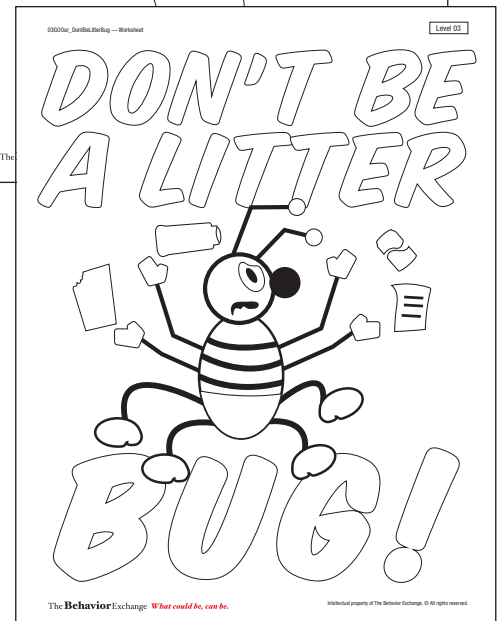
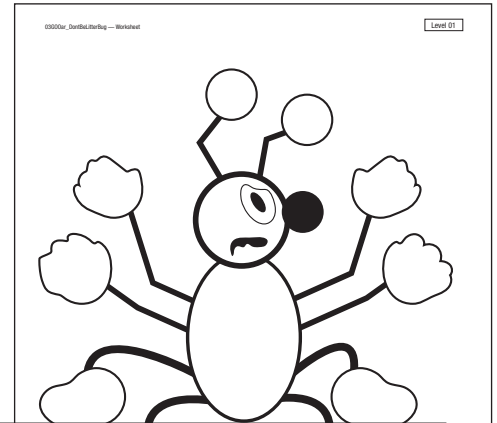
- Don't Be A Litter Bug Worksheet (by Levels)
- Crayons or Markers

DIRECTIONS:

1. Give each child a Don't Be A Litter Bug Worksheet and crayons or markers.
2. Use the crayons and/or markers to decorate the worksheet.

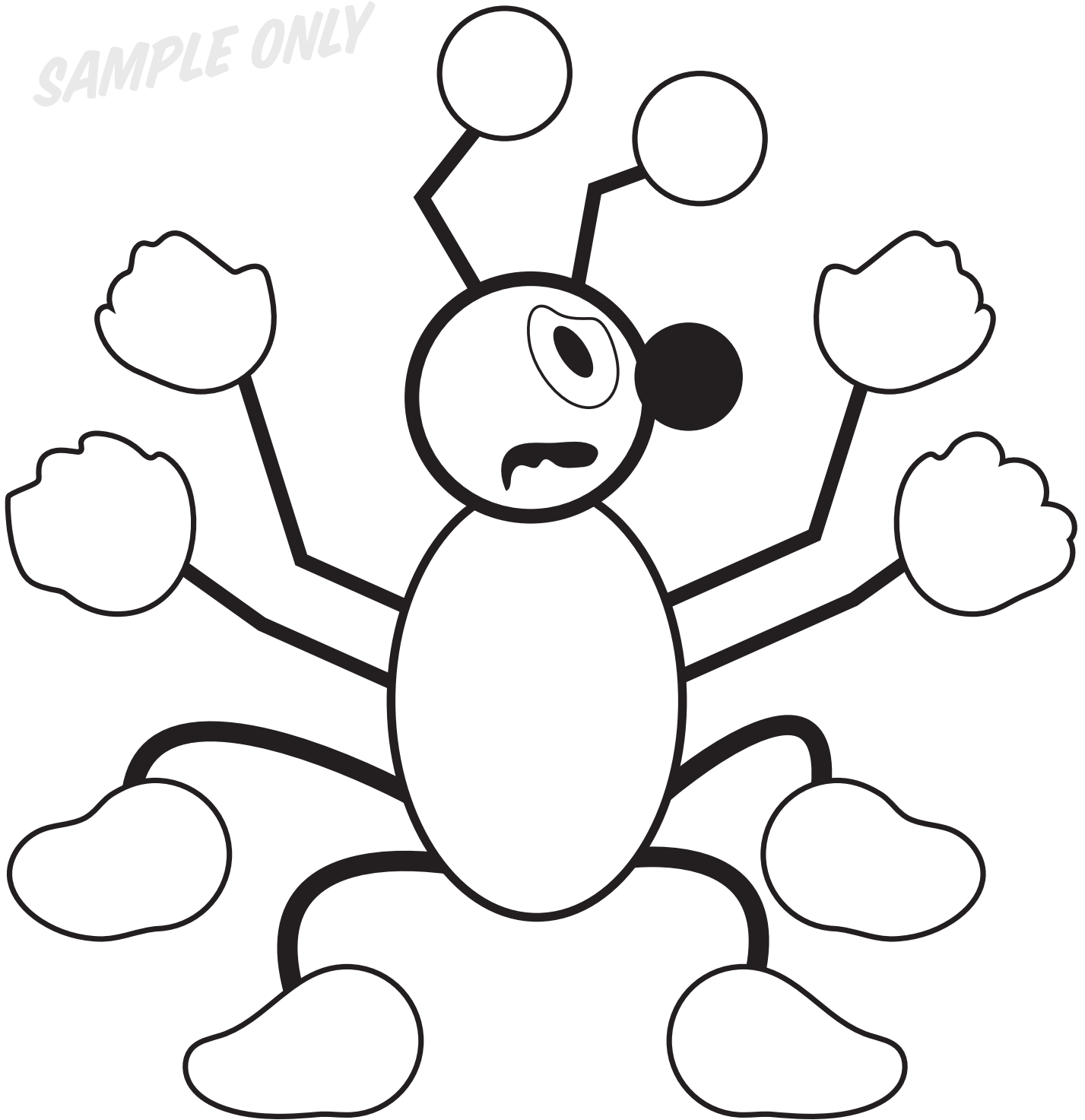
CONSIDERATIONS:

- Ask the children "What is a litter bug?"
- Talk about the reasons we should not be a litter bug and talk about what we can do differently.



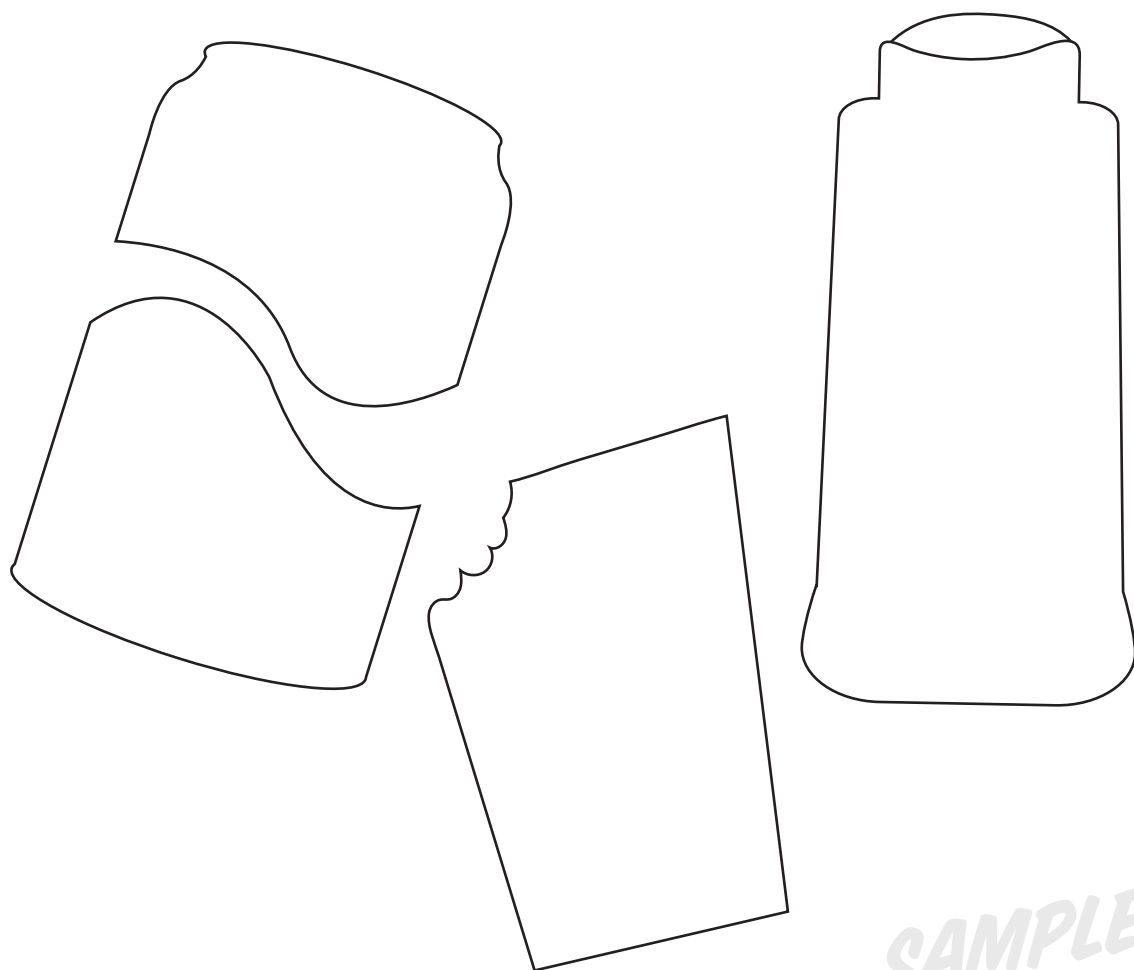
Don't Be A Litter Bug Worksheet
(Levels 01, 02, 03)

SAMPLE ONLY



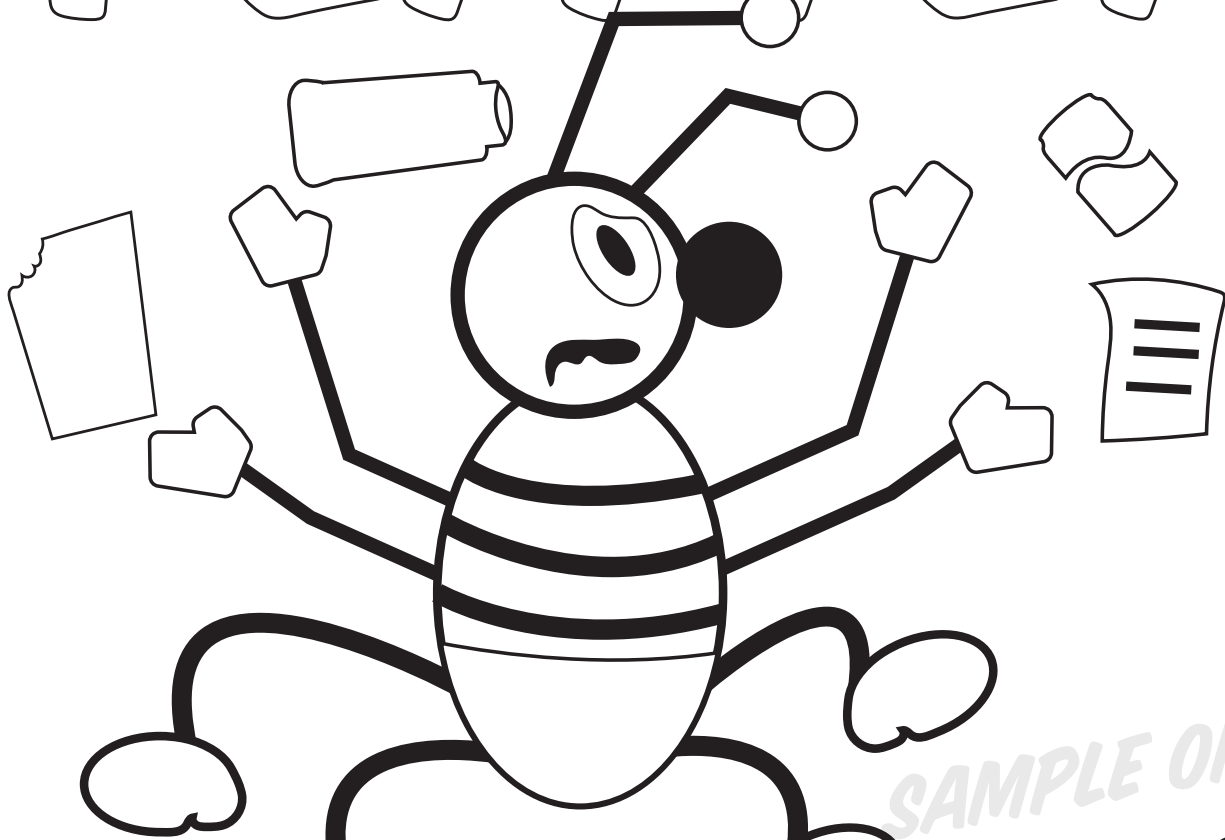
Dont be a litter bug!

DON'T LITTER



SAMPLE ONLY

DON'T BE
A LITTER



SAMPLE ONLY

BUG!

03. SHOWER ROUTINE

OBJECTIVE:

To use expressive language, eye contact, and listener responding skills to strengthen social skills in a large group.

MATERIALS:

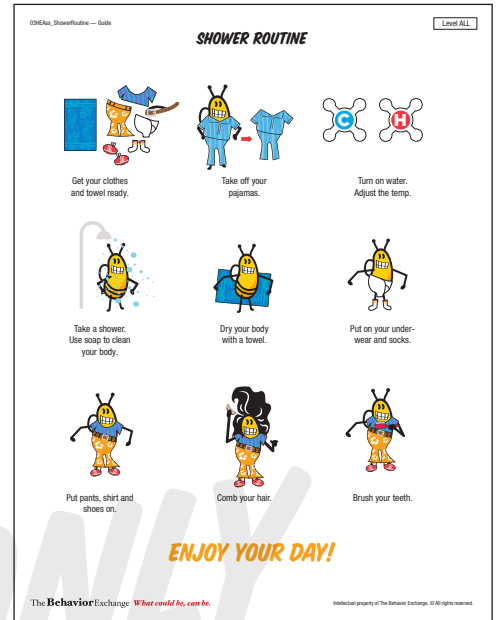
- Shower Routine Guide
- Shower Routine Worksheet
- Markers and/or Crayons

DIRECTIONS:

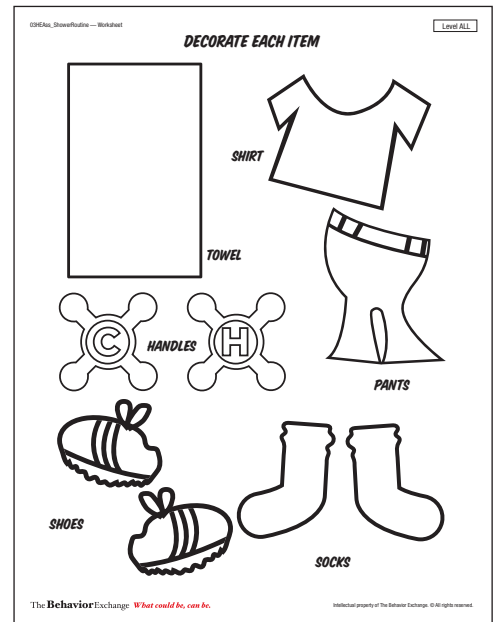
1. Have the children sit at the table and have them look at the group leader using LTM prompting.
2. Give each child a Shower Routine Worksheet, markers, and/or crayons, and have them decorate using LTM prompting.
3. While the children decorate their activity, follow the Shower Routine Guide to talk about how our bodies are healthier and happier with good hygiene habits. Ex.: Brush teeth, wash our hands, change our clothes, etc..
4. Have each child practice looking at the group leader and making eye contact with a peer throughout the activity using LTM prompting.
5. Continue until each child has completed their activity!

CONSIDERATIONS:

- Do you like to take a bath in the bathtub? Have each child respond using nonverbal communication or say their answer out loud.
- Model a routine on the Shower Routine Guide and have the children imitate the group leader using LTM prompting.
- Hold up the Shower Routine Guide and have the children point to count how many steps there are in the routine for added practice.
- Reference: “*The Bath Song*” by Super Simple Songs.

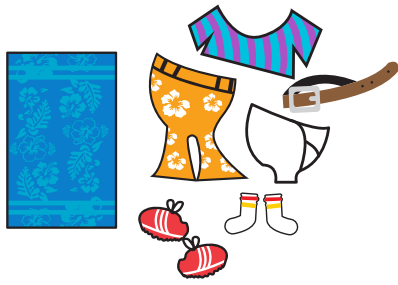


Shower Routine Guide

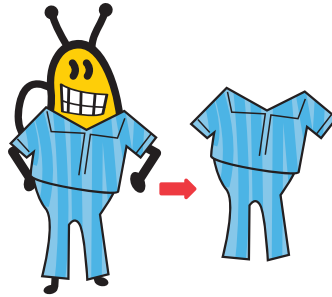


Shower Routine Worksheet

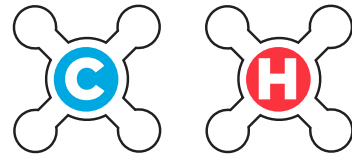
SHOWER ROUTINE



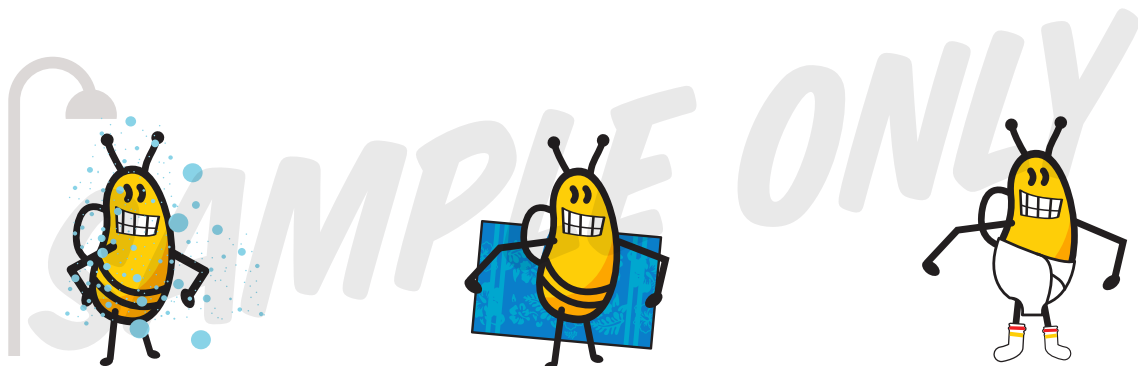
Get your clothes and towel ready.



Take off your pajamas.



Turn on water. Adjust the temp.



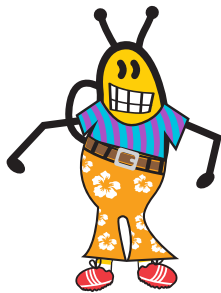
Take a shower. Use soap to clean your body.



Dry your body with a towel.



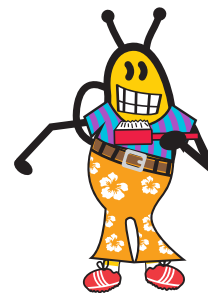
Put on your underwear and socks.



Put pants, shirt and shoes on.



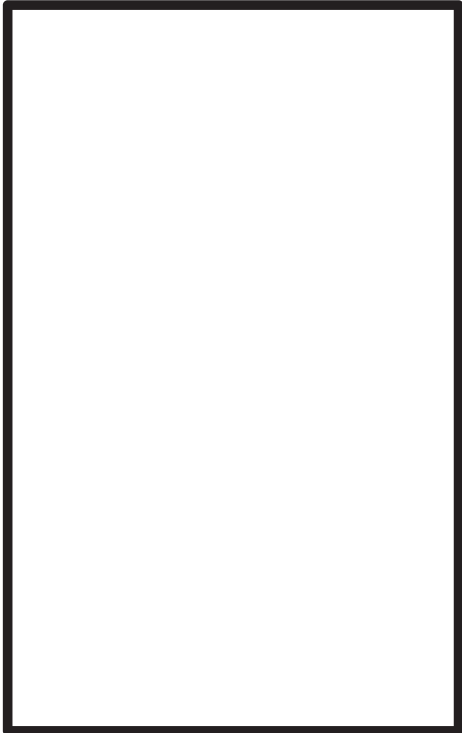
Comb your hair.



Brush your teeth.

ENJOY YOUR DAY!

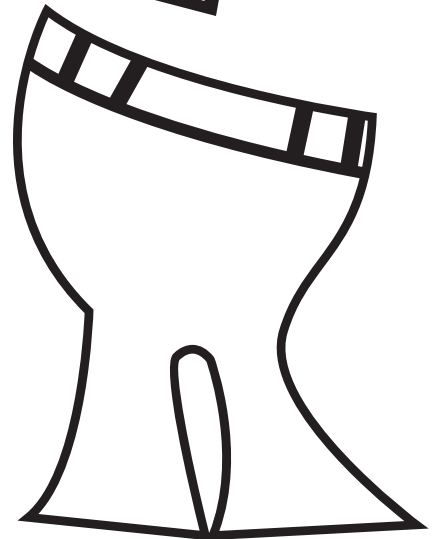
DECORATE EACH ITEM



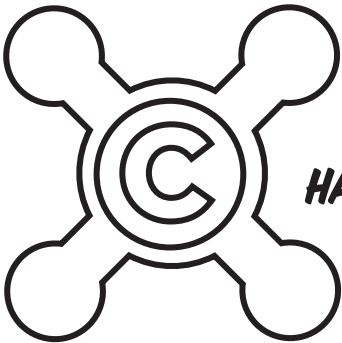
TOWEL



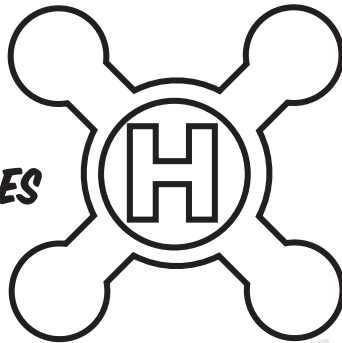
SHIRT



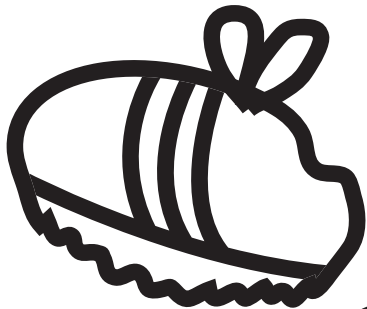
PANTS



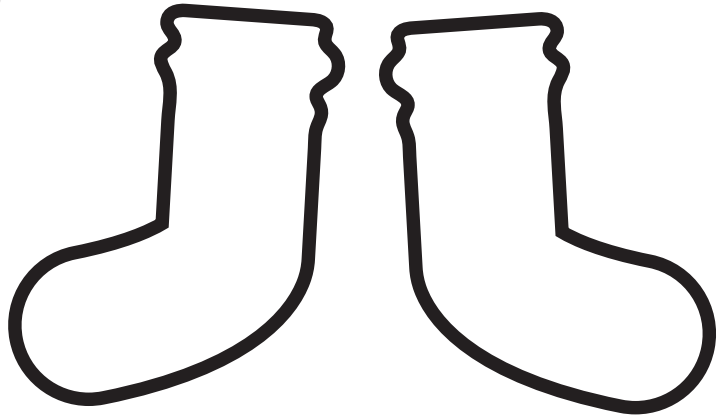
HANDLES



SAMPLE ONLY



SHOES



SOCKS

04. COLOR THE SEEDS

OBJECTIVE:

To use object recognition, motor imitation, and receptive communication to strengthen fine motor skills.

MATERIALS:

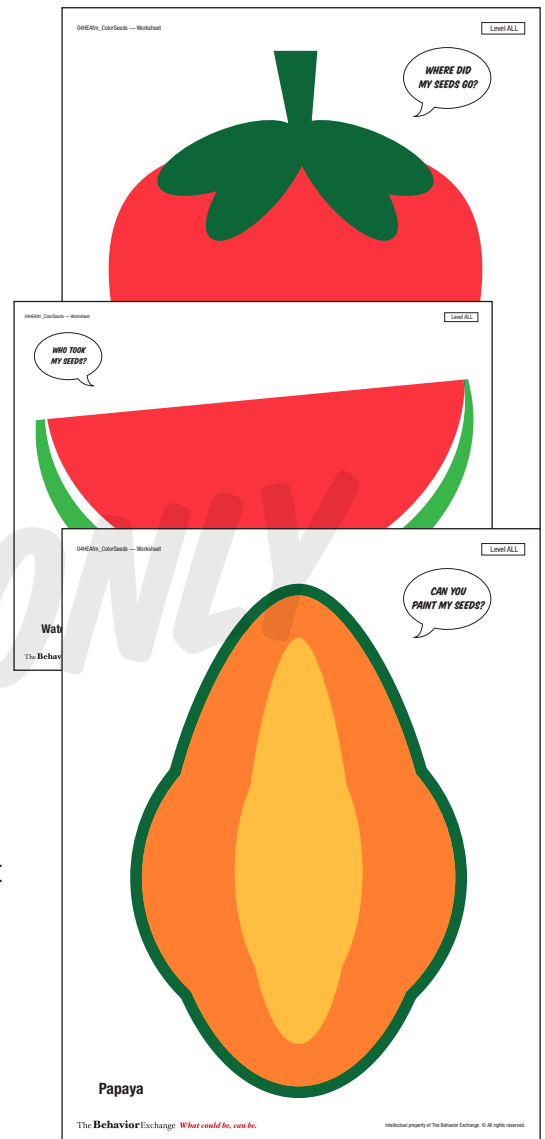
- Color The Seeds Worksheet
- Cotton swabs
- Paint (black)

DIRECTIONS:

1. Give each child a Color the Seeds Worksheet, a cotton swab, and black paint.
2. Have the child dip the end of the cotton swab into the black paint and begin painting the “seeds” onto their fruit using LTM prompting.
3. Have each child show the group their completed project and identify what their fruit is by sounding it out or saying the fruit’s name.

CONSIDERATIONS:

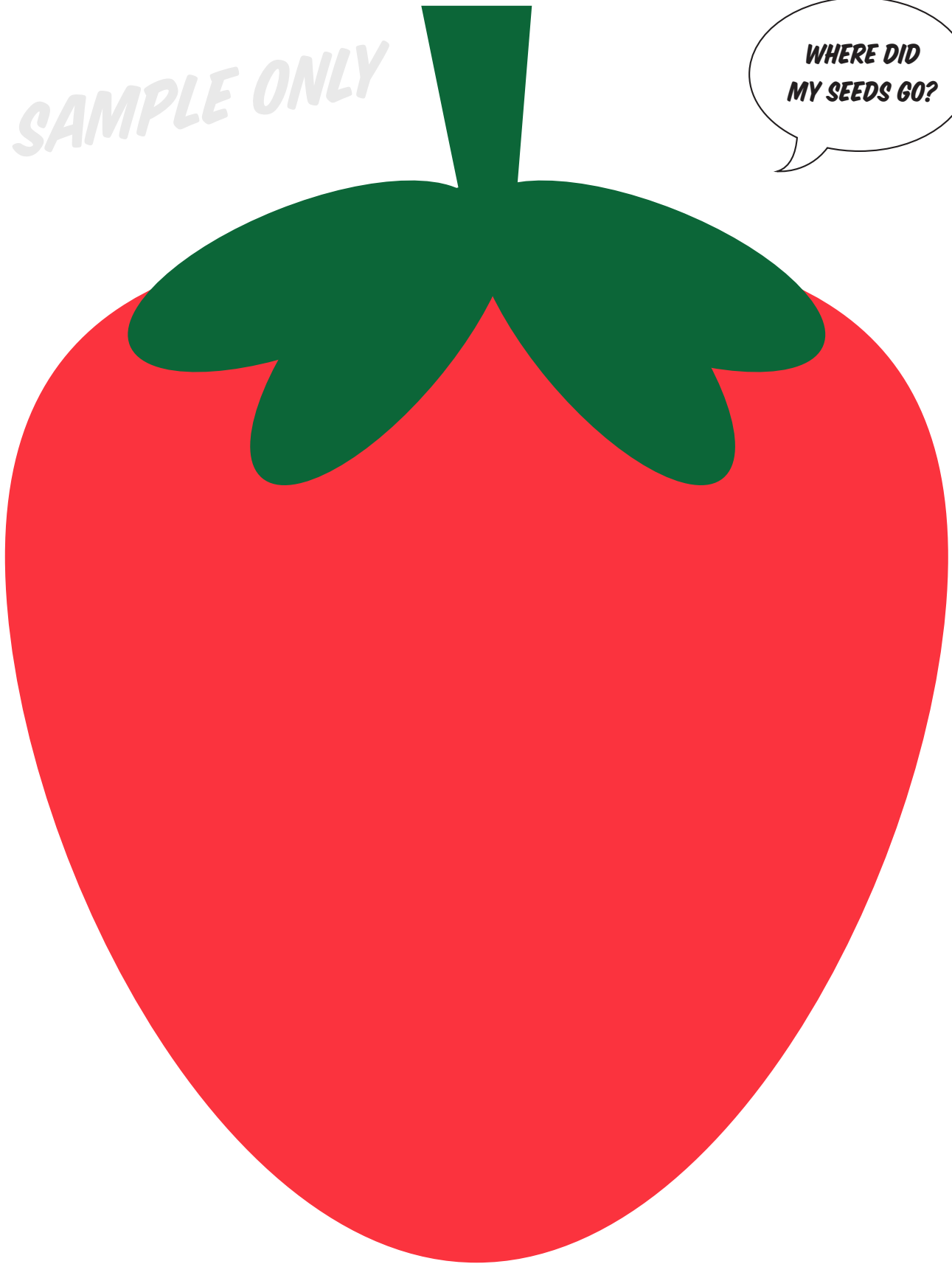
- Use an iPad to show pictures of various fruits with seeds to guide the children on where to add the seeds on their worksheet.
Ex.: Papaya, strawberries, watermelon, etc....
- Challenge the children to name another fruit that has seeds.
Ex.: Grapes, cherries, oranges, etc....
- Reference: “*Fruits are Suitcases for Seeds!*” by WGCUCuriousKids, “*What’s the Difference Between Fruits and Vegetables?*” by SciShowKids.



Color The Seeds Worksheet

SAMPLE ONLY

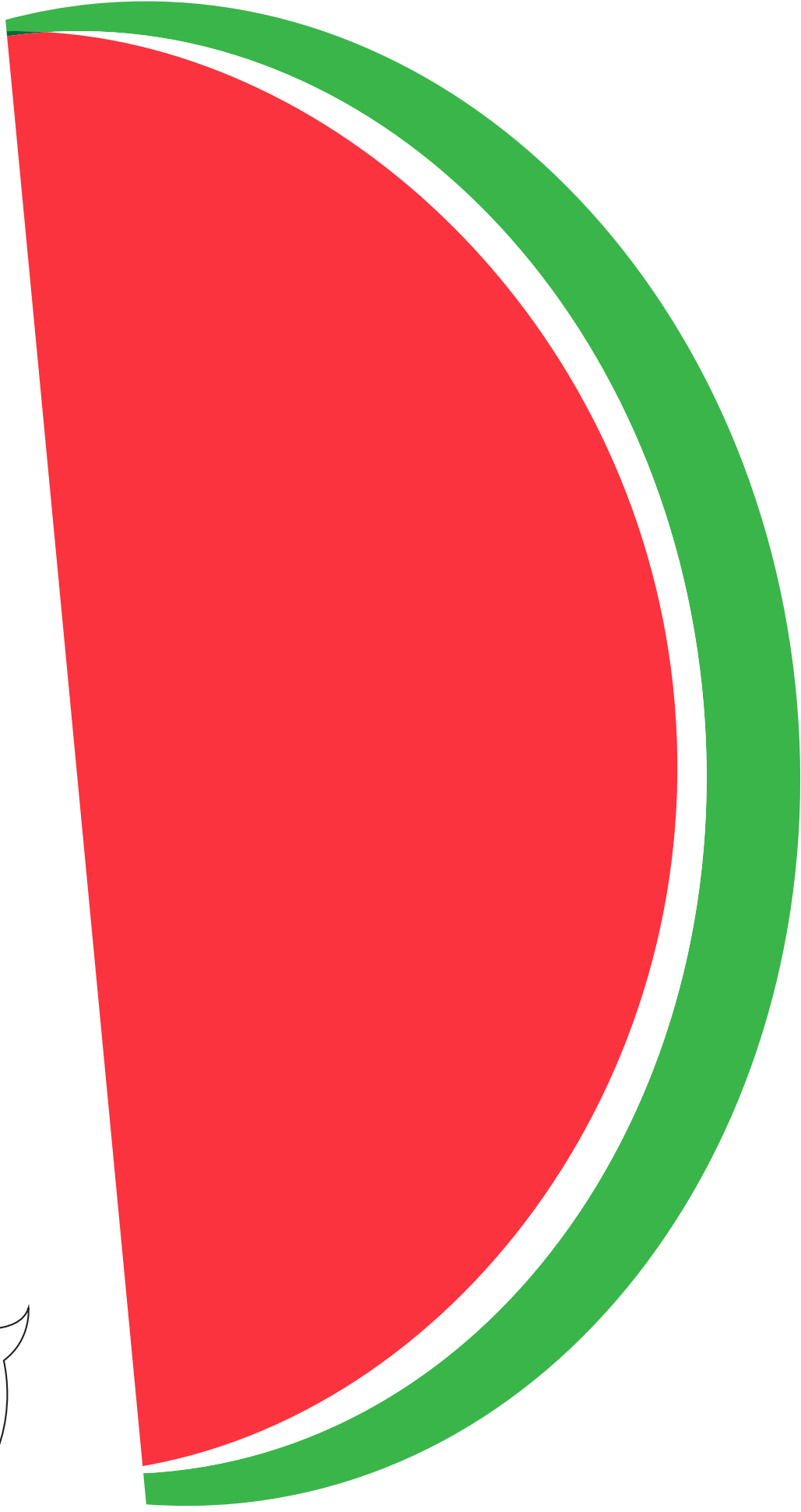
**WHERE DID
MY SEEDS GO?**



Strawberry

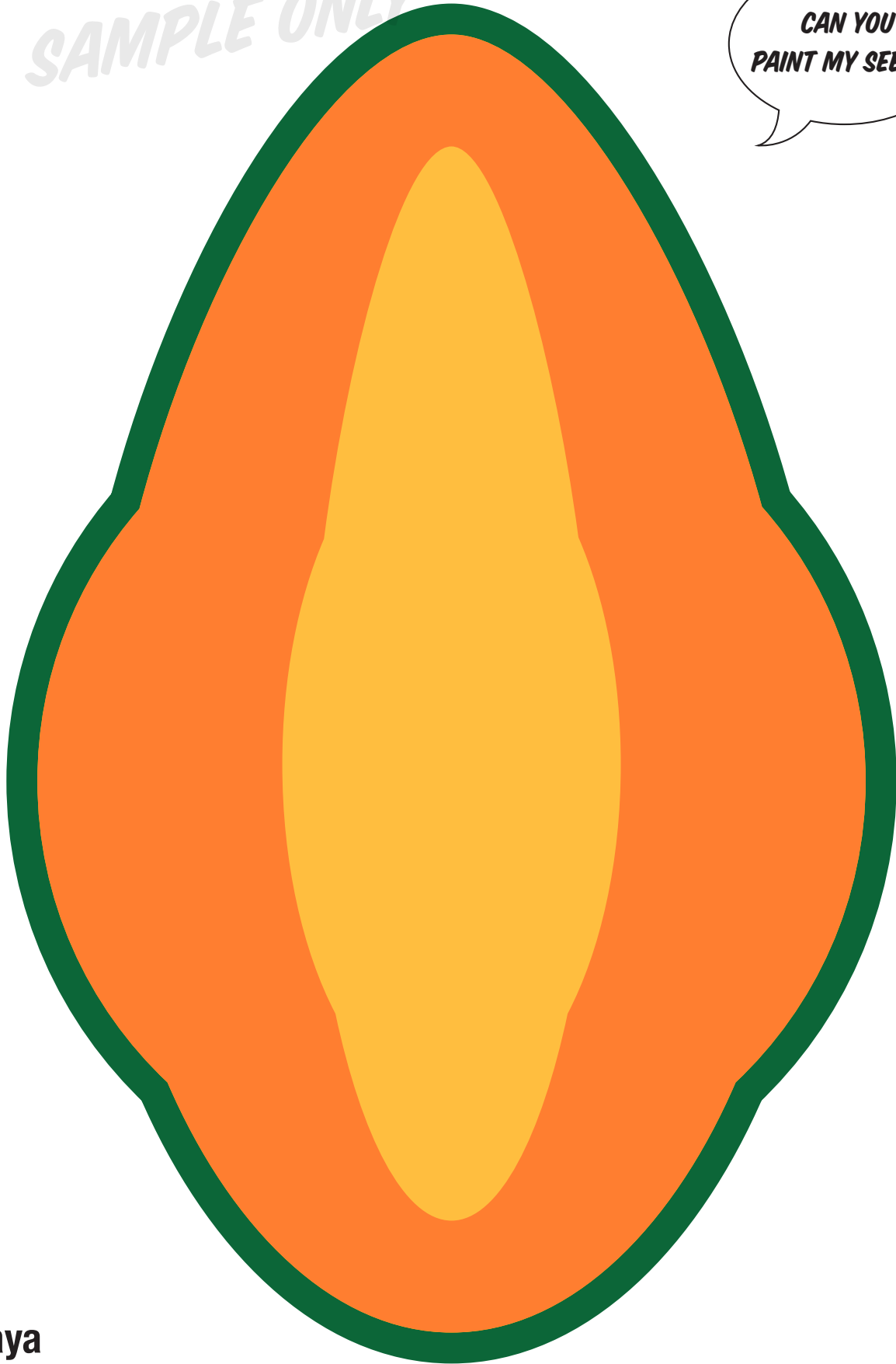
**WHO TOOK
MY SEEDS?**

SAMPLE ONLY



Watermelon

SAMPLE ONLY



Papaya

04. HULA SKIRT

OBJECTIVE:

To use matching to sample and receptive communication skills to create a replica of a hula skirt.

MATERIALS:

- Butcher paper
- Scissors
- Yarn
- Single hole punch
- Foam flowers
- Tape
- Markers and/or crayons
- Glue
- Pom Poms (Optional)
- iPad for Music (Optional)

DIRECTIONS:

1. Give each child a large piece of butcher paper, scissors, glue, markers and/or crayons, and foam flowers.
2. Have each child use the marker to draw lines 1 inch apart on the paper then use the scissors to cut the strips of the skirt.
3. Have the children use the markers and/or crayons, glue, and foam flowers to decorate.
4. Have the children take turns using the single hole punch to punch a hole on each end of the top of the skirt.
5. Have each child tie a piece of yarn through each hole punch, then wrap the skirt around their waist to tie the ends of the yarn together.

CONSIDERATIONS:

- Optional: Glue pom poms in the center of each foam flower on the hula skirt.
- Use the iPad to dance to hula music and have a luau!
- Reference: “*Lilo & Stitch / Hawaiian Roller Coaster Ride*” by Disney, “*Hawaiian Pronunciation Guide with Alui'i Cravalho*” by Teen Vogue, “*Hula like Nanea*” by American Girl.



IMAGES ARE FPO

04. MUSICAL COMPLIMENTS

OBJECTIVE:

To use expressive language and listener responding to practice conversation skills.

MATERIALS:

- iPad for Music

DIRECTIONS:

1. Use the iPad to start playing music and have the children move and dance around the room while the music plays!
2. When the music stops, have each child look for a partner or a small group of 3 and stand beside them.
3. Have each child give their partner(s) a compliment and a high five then start playing the music again. Ex.: “I like your shoes”, “Your hair looks nice”, etc....
4. Continue this until each child has rotated partners with everyone in the group.

CONSIDERATIONS:

- Modify the activity by having the children find a partner to high five to adjust the level of difficulty.
- Challenge the children to ask a social question to their partner for each round during the activity.
- Play different genre’s of music while the children are dancing!
- LEVEL 03: Find a partner with the same favorite song, instrument, dance, or genre of music!



05. SEA SALT ART

OBJECTIVE:

To use listener responding, fine motor, and visual performance skills to complete an art project.

MATERIALS:

- Sea Salt Art Worksheet
- Salt
- Glue
- Markers

DIRECTIONS:

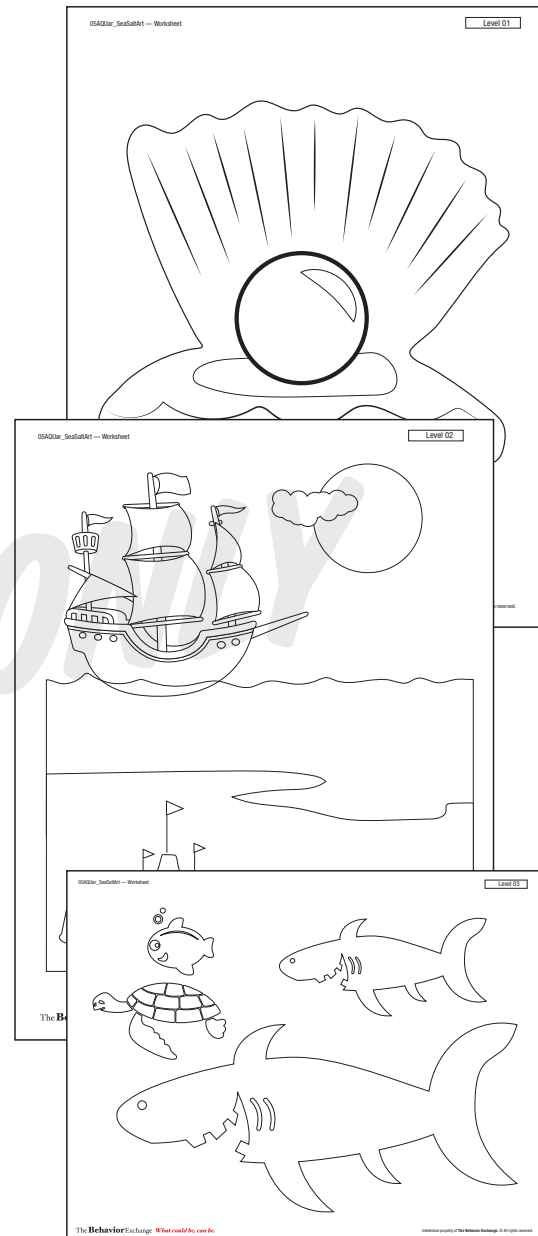
1. Give each child a Sea Salt Art Worksheet and markers to decorate using LTM prompting.
2. Use the glue to trace a shape on the worksheet.
3. Have the children cover the wet glue with salt, then shake off the excess.

CONSIDERATIONS:

- Challenge each child to point to identify an item on their worksheet using LTM prompting. Ex.: Where is the PEARL?, Point to the SAILBOAT, etc...
- Have the children practice sounding out the core sounds in the word SALT. Ex.: Say "Ssss-All-Tuh", etc...
- Talk about textures and how things can feel different when you touch them! Ex.: Name different types of texture, Does salt feel bumpy or smooth?, etc....

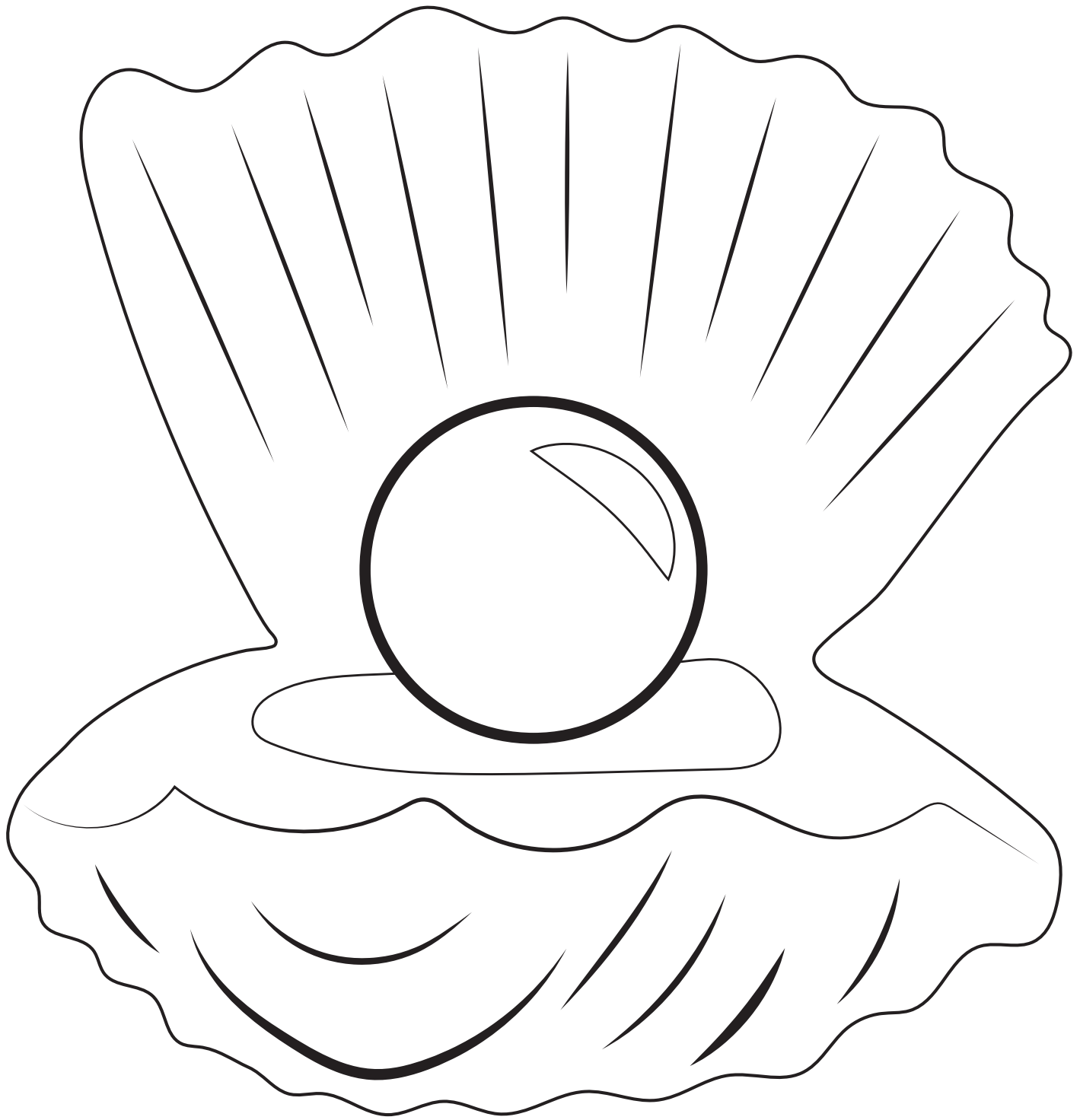
VARIATIONS:

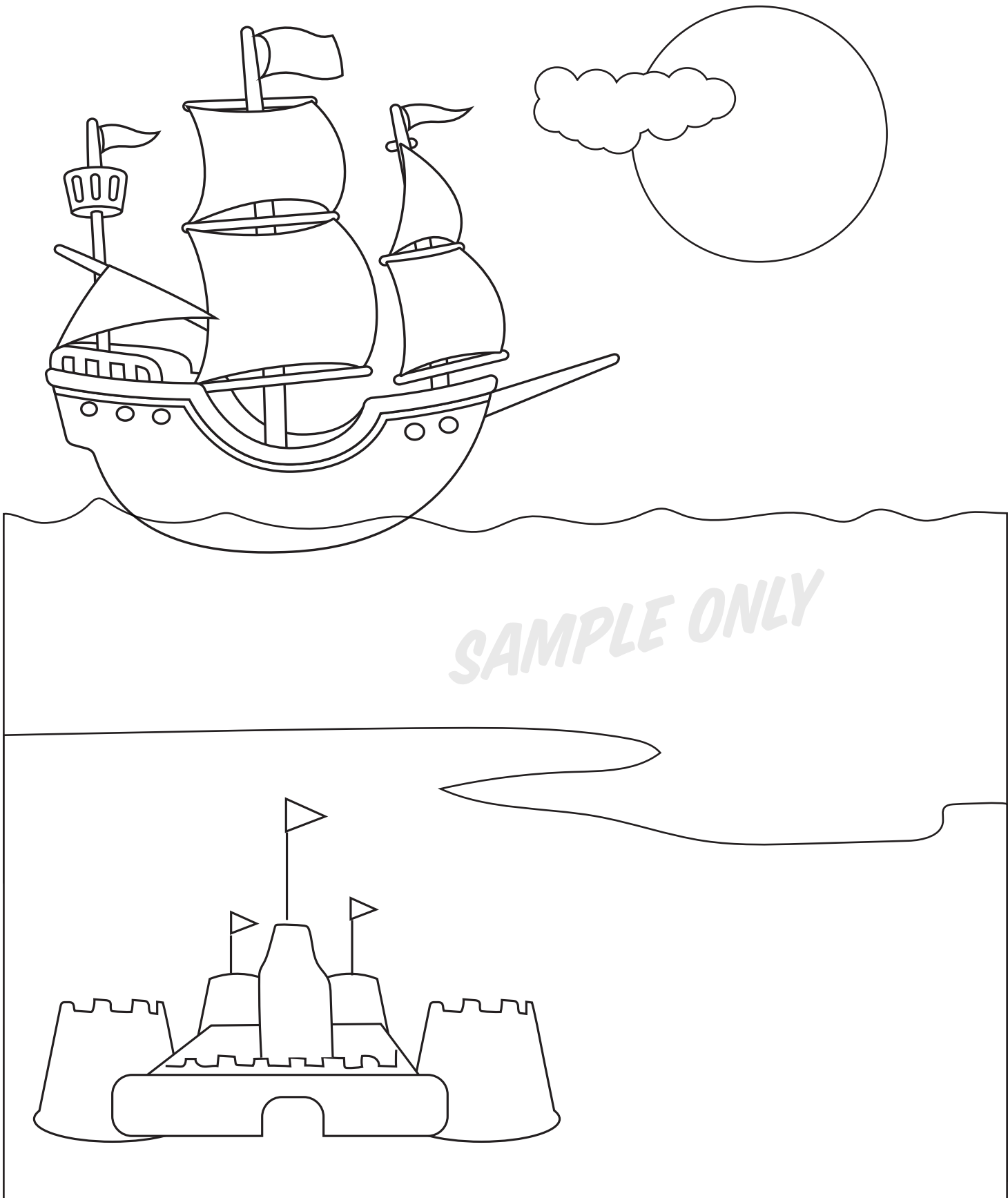
- **Level 01:** use the clam worksheet to trace the PEARL.
- **Level 02:** use the beach worksheet to trace the SAND at the beach.
- **Level 03:** use the sea creature worksheet to trace the SHARKS.

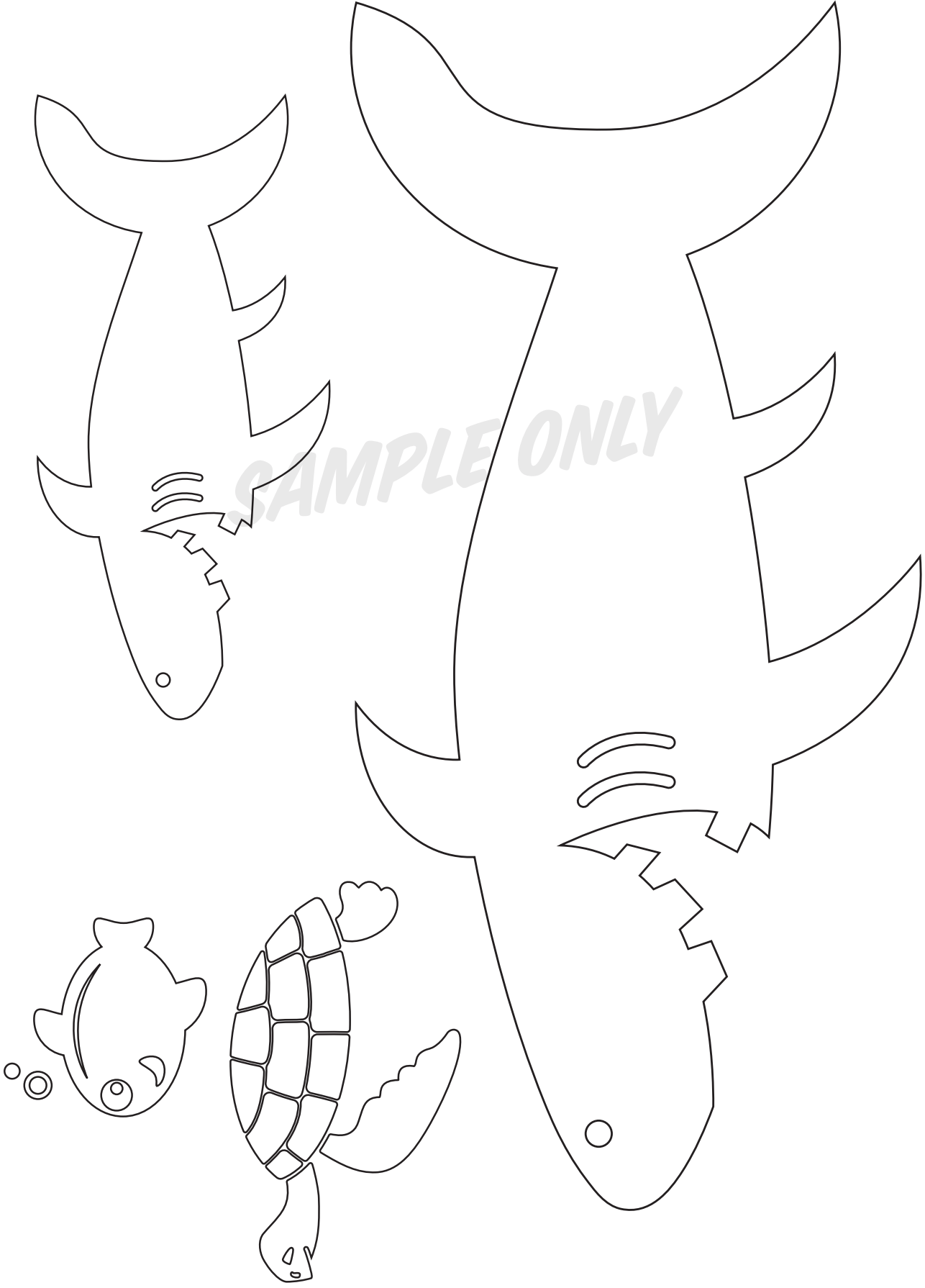


Sea Salt Art Worksheet

SAMPLE ONLY







08. THE OLYMPIC CATAPULT EVENT

OBJECTIVE:

To use receptive and expressive communication and fine motor skills to practice measuring.

MATERIALS:

- Catapult
- Pom Poms
- Masking Tape
- Marker or Pen
- Measuring Tape or Ruler (Optional)

DIRECTIONS:

1. Use the masking tape to make a “START” line on one side of the table, then have the children line up an arm’s length apart.
2. Have the first 3 children stand behind the “START” line and give each child a catapult and a pompom ball.
3. Have each child load their pompom and place their catapult on the “START” line like the photo example above.
4. When the group leader says “GO!” have each child use their index finger to launch their pompom across the table using LTM prompting.
5. Have the children look to see which pompom shot the farthest, then use a small piece of masking tape and a marker to mark its spot and write the child’s initials.
6. Continue each round until the top 3 children with the farthest distance compete in the final round, and the child with the farthest pompom is the Catapult Champion!

CONSIDERATIONS:

- Optional: Use a measuring tape or ruler to measure each pompom’s distance in inches or centimeters!
- Repeat the tournament using different materials to see which item can launch the farthest. Ex.: Mini Erasers, Cotton Balls, Paper Balls, etc...
- Reference: “*Umigo: Math Mania – LENGTHS*” by Math Mania, “*Nonstandard Measurement – Sid the Science Kid*” by The Jim Henson Company, “*How to Make a Catapult for Kids*” by Science Sparks.



IMAGE IS FPO

10. SAFETY SIGN SEEK AND FIND

OBJECTIVE:

To use object recognition skills, motor imitation and social play skills to find and receptively identify road safety signs.

MATERIALS:

- Safety Sign Seek and Find Cards (8)

DIRECTIONS:

1. Hide the Safety Sign Seek and Find Cards around the room without the children looking.
2. Have the children sit crisscross facing the group leader then tell the children to raise their hand to find the first safety sign.
3. Have the children sitting crisscross cheer on the child while they look for a hidden safety sign.
4. When the child finds a sign have them sound out or say the name of the safety sign using LTM prompting.
5. Have the child tag the next player. Continue this until each child has had a turn to find a safety sign.

CONSIDERATIONS:

- Divide the children into partners and work together to find the hidden safety sign.
- Tell each child which safety sign to seek and find!
Ex.: Look for the STOP sign, find the YIELD sign, etc...
- Have the children look for a sign according to shape and/or color.

VARIATIONS:

- **Level 01:** Use 1-4 cards OR hang the signs on the wall for the child to find.
- **Level 02:** Use 1-6 cards OR hide the signs on the wall or under the chairs.
- **Level 03:** Use 1-8 cards OR hide the cards under a toy bin, chair, shelf, etc.



Safety Sign Seek and Find Cards (8)



SAMPLE ONLY





SAMPLE ONLY

