

Mock Schedule

7:00-8:00 – Wake up, get dressed, eat breakfast, brush teeth

8:00-8:30 – Occupational therapy time! Activities could include sensory activities such as drawing/writing in shaving cream on a mat, placing hands into rice bin, setting up an obstacle course with pillows/blankets

8:30- 9:00 – Speech therapy time! (see ideas below for what to choose as the speech “activity” to do for the day)

9:00-9:30- School time: whatever is required and/or most motivating for your child, such as online school videos or educational apps. Go Noodle is a resource for moving your body on YouTube as well as many “story read alouds” by children’s authors.

9:30-10:00- Recess time – have them participate in some form of physical activity, whether it is another obstacle course, walking or scootering outside, relay races, hide and seek, red light/green light, etc.

10:00-10:30- Silent reading time. Use “story time” read alouds on YouTube for them to listen to a story read aloud by an author, or have them read aloud a book and take turns reading short sentences. They could also practice and may have fun with “making a video” for their regular therapist (SLP/OT/PT). For example, you could record them each reading a page of a book aloud or them completing an obstacle course successfully

11:00-12:30- Lunch and break time. One idea to implement is to only allow them to have screen time if they followed the rules throughout the morning.

12:30-1:00- School time: continue required school work activities

1:30-2:00 – Chore time: pick at least one chore they need to complete. Teach them how to do their own laundry, dishes, etc. to be helpers around the house.

2:00-2:30 – Recess time

2:30-3:00 – Quiet time: have them do activities quietly – could be drawing, coloring, listening to music, anything that is quiet and does not involve a screen.

3:00 DONE

*School work time is obviously adjustable depending on how much work they were provided by their school

Speech activities:

- Go on a scavenger hunt outside, talk about things you could find in different locations (can you name 5 things you could find in a kitchen? 5 things we could find outside?)
- Hide small toys (ie. cars, Lego people) under plastic cups and have your child lift up and turn over the cups to find where their toys are hiding—line up the cups in a row for younger kids, have them described the object they find without saying what the object is!

- Headbandz! Practice describing the object in the picture by identifying the category it's in, what it looks like, where it could be located, and other features to practice good descriptions
- Practicing reading word list or sight words: Use salt, rice, sprinkles, or sugar (pour enough to just fill the bottom of a cookie sheet or brownie pan so it doesn't spill everywhere)- use a paintbrush or your fingers to write and draw targeted words in it! Could do it back and forth (parent write the reading word, show it to the child for ~4-5 seconds, then shake it away and see if they recall the letters/sound out the word independently)
- Cardboard box fort: Have child identify what is needed to make a play house/fort. Talk about the order/sequence to make a plan for building it! Make windows and doors for your child if they need help cutting the thick cardboard.
- Practicing following multistep directions with Simon Says type games or games with dice! Can they remember it without the visual support?

ROLL A MOVEMENT BREAK		
	First Roll	Second Roll
	Hop like a rabbit.	Jump like a frog.
	Fly like a bird.	Buzz like a bee.
	Dance in the rain.	Fly a kite.
	Grow like a flower.	Jump in the puddles.
	Pull out the carrots.	Hatch like a chick.
	Hunt for Easter eggs.	Blow bubbles.