



**Summer Program Schedule - Wednesday July 15, 2015**  
**Theme of the day: Habit 1: Be Proactive**

Room	Routine	Today's Activity	Example areas targeted
Down-stairs & front cubbies	Meet and Greet	Children meet at door 135Q, walk upstairs together, choose a cubby and unpack bag	Walking with a partner/group (social opportunity), keeping personal space, managing personal belongings with independence (organization, executive function)
Middle Gym	Morning circle 8:30 to 9:15  Whole Group Activity	Review our schedule for the day  Grassheads: Kids can now begin taking care of their plants by watering with squirt bottles.  Our City: Using assortment of cardboard boxes big and small, we will also invite kids to make a house or building during this time each morning. Over the course of our camp, this will slowly grow to be a city, modeling Habit 6: Synergize!  Movement song and movement game such as Duck Duck Goose – get kids moving, predictable pattern, opportunity for visual referencing and co-regulation, laughter and shared memories. Kids have loved this game each year, and never grow tired as we always find ways to add variations and challenge to the game.  <u>Book of the day</u> (teachers will take turns reading to the kids) Today's book: <i>I Like Myself</i> by Karen Beaumont. High on energy and imagination, this ode to self-esteem encourages kids to appreciate everything about themselves--inside and out. Messy hair? Beaver breath? So what! Here's a little girl who knows what really matters. At once silly and serious, Karen Beaumont's joyous rhyming text and David Catrow's wild illustrations unite in a book that is sassy, soulful--and straight from the heart.	Offer a preview of the day, minimize anxiety about what's to come, build positive anticipation as we look forward to the day  Taking care of our plants over time. Feeling a sense of accomplishment as they grow. Fine motor skills such as peeling stickers, handwriting, putting thoughts on paper, cutting and squirting with a water bottle.  Fine motor skills (drawing, coloring), creative thought (how should I make my house, building, etc. look? What else can I add?), model Habit 6: Synergize! Individually, we each are making a house, but together we are making a city!  Sensory/movement activity to help kids settle in, engage in co-regulatory pattern, visually reference each other, practice motor planning skills, enjoy uncertainty, connect, and laugh together.  Practice with Whole Body Listening, maintaining upright sitting quietly in a group, holding our thoughts, reading and listening comprehension, anticipating the fun part of any story, review Seven Habit concepts that we have chosen to highlight
<b>Kids will rotate through these two activities in two groups from 9:45 to 10:45</b>			
Zones: rm 3  Mindfulness: rm 4	Feelings check-in, Zones Video and Mindfulness Activity 9:15 to 9:45  Small group activity	Kids circle how they are feeling today on our feelings chart, and circle their current Zone. We will change up the feelings on the charts each day for fun and novelty!  <u>Today's Zones video:</u> We'll watch "Me Want It!" – This hilarious Cookie Monster cover of Icona Pop's "I Love It" shows Cookie Monster working on self-control. We'll then watch a scene from Despicable Me 2 and discuss the	Feelings check-in: Understanding of emotions, and becoming aware of our own state of arousal, visually scanning a page  Zones of Regulation: Understanding each Zone, spotting "triggers" (what moves us out of the green zone), and identifying individual "tools" (things that help us get back to green, or to regulate).

		<p>Zones that we observe. Our Zones video time is quickly becoming a time to tolerate varying opinions, and figure out ways to “be proactive” if you truly don’t want to watch the video of the day (i.e., kids may ask to “sit this one out” if a certain video is not fun for them). We have begun taking opinions regarding which clips kids want to see, and hope to show everyone’s preferred clip on one of our days. Some beginning ideas have included Despicable Me 2, Star Wars, Ben 10, anything dinosaurs, and Inside Out. Can you guess which of your children made these suggestions? 😊</p> <p><u>Today’s Mindfulness Activity:</u> Yoga</p>	<p>Mindfulness – active practice of “tools” that help us regulate our bodies when we are in the Yellow or Red Zones.</p>
<b>Kids will rotate through the next three activities in small groups from 9:45 to 10:30</b>			
Middle gym	<p>Big movement activity</p> <p>Small Group Activity</p>	<p>Obstacle course in the gym</p>	<p>Gross motor/motor planning, peer collaboration and teamwork, postural control, strengthening, follow a plan, group problem solving, fine motor skills</p>
Rm 3	<p>Social Thinking Lesson</p> <p>Small Group Activity</p>	<p>Social Thinking Activity focusing on Habit 1: Be Proactive</p> <p>Today: We will read: <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst. This is a favorite book for many kids we are sure! Alexander knew it was going to be a terrible day when he woke up with gum in his hair. And it got worse... His best friend deserted him. There was no dessert in his lunch bag. And, on top of all that, there were lima beans for dinner and kissing on TV! We will discuss how Alexander reacts to each of these glitches, and think together about ways that he could have been proactive instead.</p>	<p>Review social thinking ideas/habit of the day, practice using and reading nonverbal communication, engaging in sustained, reciprocal interactions</p>
Rm 4	<p>Sensory Activity</p> <p>Small Group Activity</p> <p>Bathroom break if needed</p>	<p>Sea Foam: made with Dawn dish soap, cornstarch, liquid watercolors... and mix ... Looks like the waves of the ocean!</p>	<p>Hand strength/ intrinsic fine motor control, grasp patterns on tools, explore strategies for calming and organization, exploring textures, visual referencing, working with peers, waiting turn to ask/answer questions, sequencing steps within an activity</p>
Back kitchen and old waiting room	<p>Snack time - Preparing and eating together, relax with books when done</p> <p>10:30 to 11:00</p> <p>Whole Group Activity</p>	<p>Today’s snack: Rice cakes with cream cheese or peanut butter, and veggies (tomatoes, celery, carrots, olives, red or yellow peppers)</p>	<p>Making snack: Sensory learning, exposure to various smells and textures, teamwork and collaboration, following directions, fine motor skills.</p> <p>Eating snack: Supported conversation, expressive language, exposure to new smells, textures and tastes, oral sensory input, being flexible/ trying new things/sharing</p>
<b>Kids will rotate through the next three activities in small groups from 11:00 to 12:00</b>			
Middle gym	<p>Pretend play</p> <p>Small Group Activity</p>	<p>Today’s play scheme: Veterinarian.</p> <p>Kids can take turns being the doctor and pet owner.</p>	<p>Play skills, developing imagination and creative thinking, expressive language, following directions, receptive language, turn taking, monitoring and responding to actions and language of peers, develop theory of mind (by putting ourselves in someone else’s shoes, by playing different roles)</p>

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Rm 3	Table top/turn-taking game  Small Group Activity	Today's game: Jishaku Jishaku is a portable strategy game like chess or checkers, but unlike chess, there is an element of surprise when the magnets jump out of position, without warning. There is a surprise, then laughs, follow as two or more players try to beat force fields with strategic thinking plus careful and precise handling of the game's magnetic stones. This is a great game to <i>Be Proactive</i> and think through where to place your magnets!	Expressive/receptive language, turn taking, monitoring and responding to actions of peer, learning new games, supporting development of bilateral control, shoulder stability, hand strengthening, theory of mind, problem solving, collaboration
Rm 2	Craft related to our Habit of the day  Small Group Activity	T-shirts – we will be adding to our t-shirts a little bit at a time each day (writing our Habits on the shirts, tie-dying). Teachers will model <i>Being Proactive</i> by managing unexpected glitches with a good-enough for now attitude and flexible thinking.	Fine motor control, visual motor control, motor planning, following instructions, grasp patterns on tools, social thinking, coordination, collaboration and group thinking, flexibility as we share materials
Front cubbies	Getting ready to leave 12:00 to 12:10	Pack up bags and put by the door	Organization and independence with personal belongings (executive function), following routine
Middle gym	Relax and Reflect 12:10 to 12:25  Whole Group Activity	Relax on our mats and crash pads while we watch a slide show that includes photos from today. Comment and share memories and laughter as we watch.	Self-regulation, self-calming, recalling and storing personal memories to facilitate later retrieval, sharing laughter and memories with friends
Downstairs	Leaving together 12:30  Whole Group Activity	Walk downstairs to meet parents at door 135Q	Walking with a partner/group (social opportunity), keeping personal space, self-regulation

Our teachers: Sue, Katie, Amanda, Bryna, Karolina, Deb, Linda, Mary Lou, Lauren, Susanne, Gabrielle