

Written Communication

OT Home Activities Cereal Box Puzzles

Grade Level:

Preschool - High School, CTC (being age respectful)

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Visual perception, Oculomotor skills, Fine motor skills,
Motor planning, Separation of sides of hand

Materials:

- Cereal boxes
- Food boxes
- Marker
- Scissors

Directions:

1. ADULT: Cut out front of cereal box. Draw lines on box for student to cut by skill level.
 - New to cutting and puzzles (Easy): draw 2-4 lines making squares and rectangles
 - Gaining skills in cutting and puzzles (Medium): draw 5-10 lines making squares, rectangles, and some triangles
 - Developing mastery with cutting and puzzles (Hard): draw 10-15 lines making squares, rectangles, and triangles.
2. After the puzzle has been cut, the pieces are mixed up and the student can assemble the puzzle independently, or if a larger puzzle, with family.
3. Puzzle pieces can be hidden around the house (for puzzles with ~4-10 pieces) to include movement and visual scanning of environment.

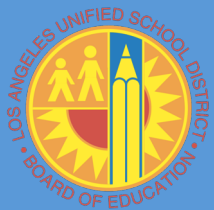


Modifications/Adaptations:

- Add built up handle
- Adult can cut out pieces
- Take turns adding pieces
- Start with puzzle half made
- Show whole image for reference
- Visual supports on scissors for hand placement
- Visual supports on cardboard for hand placement

How to incorporate into family routine:

Incorporate puzzle completion during family game time for recreation and leisure.



OT Home Activities

Egg Carton Geoboard

Grade Level:

Preschool - Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

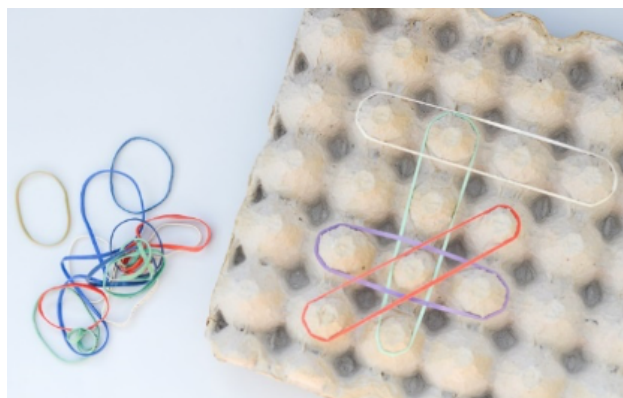
Visual-motor integration, Visual perception,
Fine motor skills

Materials:

- Paper or cardboard egg carton (not Styrofoam)
- Rubber bands
- Alphabet and/or shape reference
- Dice
- Coin

Directions to Support English Language Arts (ELA):

1. Create Letters: Parent can write the letter on a paper or point to a letter from the alphabet, and the student recreates it on the geoboard using rubber bands (L,T,H,I,V,W,X).
2. Create Shapes: Parent can present a shape on a paper or from an image (square, triangle, house, tree), and the student recreates it on the geoboard.
3. Parent or student reads the monthly ULS book, and every time a sight word or main character's name is read, the student earns a rubber band to place on egg carton.



Directions to Support Math:

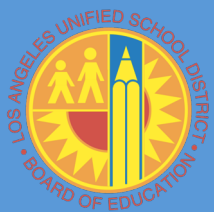
1. Roll dice or flip coin to determine number of rubber bands.
2. Use rubber bands to create AB pattern (red, blue, red, blue) or ABC pattern.

Modifications/Adaptations:

Take turns with colors if student has difficulty creating AB pattern, so that adult has one color and student has one color.

How to incorporate into family routine:

Use during English language arts or math as a break from worksheet or online work. Incorporate into a family game night to use for Pictionary where family can guess what the student is making on the geoboard.



Written
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OT Home Activities

Letter & Sight Word Fun

Grade Level:

Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

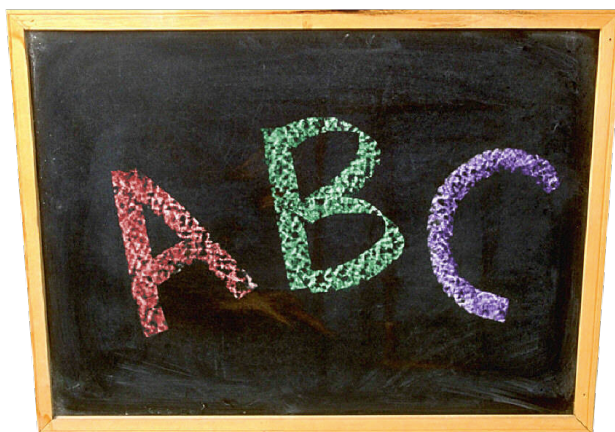
Visual-motor integration, Fine motor skills,
Sensory skills

Materials:

- Paint brush or sponge cut into 1-inch cubes
- Water
- Sidewalk chalk
- *Optional:* spray bottle

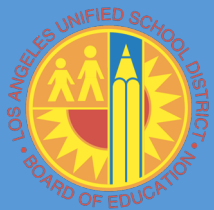
Directions:

- 1) Practice writing your letters or sight words using chalk or water!
- 2) Parent can write a model on the ground, focusing on proper letter formation
- 3) Child can copy or trace the model using a different colored chalk
- 4) Keep tracing with new colors to make a rainbow
- 5) Use a paint brush or sponge to 'erase' also using correct formation



Modifications/Adaptations:

- 1) If you are unable to go outside:
 - Find salt, baking soda, flour, corn starch, or shaving cream
 - Cover the bottom of cookie tray (or plastic container/shallow cardboard box/large shoebox lid)
 - Parent can call out a letter or say a sight word for the student to write
 - Practice writing with the correct letter formation.
 - Slide tray back and forth gently to even out the writing surface to try again



Modifications/Adaptations (continued):

- 2) This activity can be used with children who are working on identifying and/or drawing shapes

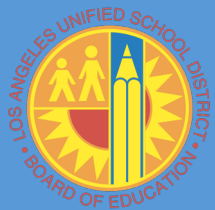


- 3) These activities should be done in a place where it is easy to clean up. In the example below, baking soda was used. Once the activity is finished, the baking soda can be used to clean the sink.



How to incorporate into family routine:

Use this during Language Arts activities when practicing writing or spelling



OT Home Activities

Shadow Figure Drawing

Grade Level:

Elementary - High School

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Visual-motor integration, fine motor skills, Motor planning, Prone extensors, Neck and shoulder joint stability

Materials:

- Animal figurines, toys, or action figures
- Paper or cardboard box
- Back of cereal box or concrete to draw on
- Pencils, markers, or chalk
- Sunlight or flashlight if in dim room

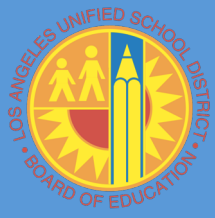
Directions:

1. Place paper or drawing medium on the ground
2. Place the animal or action figure so the shadow is cast on the paper
3. Lie on stomach facing the shadow on the paper
4. Use crayon, marker, pencil, or chalk on paper to draw around border of shadow
5. If desired, color in shadow with black or dark color



What to do with drawings:

- Have an art showcase
- Make a card and send to a family member
- Play 'Guess the Animal' with showing the shadow drawings
- Have a matching game to match the animal figures or action figures to their shadows

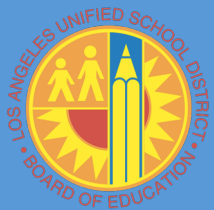


Modifications to Activity:

- Use a wide-width marker or crayon for grasp
- Sit at the table instead of laying on the floor if physical limitations
- Use shapes to draw around for simple lines (cube, dice, box, ball)

How to incorporate into family routine:

- Have an art class
- Do at night after dinner
- Perform during outdoor time
- Use as a break from academics
- Dim lights in house and use flashlights for a calming transition before bed



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OT Home Activities

Spray Bottle Game

Grade Level:

Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Fine motor skills, Visual-motor integration

Materials:

- Spray bottle
- Chalk



Directions:

1. Draw chalk letters on the ground.
2. Have the student help unscrew the spray bottle and fill with water.
3. Name a letter and have the student find it then spray inside to “paint” the shape with water.



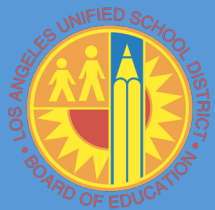
Modifications/Adaptations:

- Use spray bottle to water a plant
- Use spray bottle to clean a table
- Write letters on cups and stack on surfaces with varying heights



How to incorporate into family routine:

Use for breaks or before sitting to work on academic tasks



OT Home Activities

Toilet Paper Roll Letter Stacking

Grade Level:

Elementary - High School

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Fine motor skills, Visual-motor integration

Materials:

- Toilet paper roll
- Pencil, marker, or crayon



Directions:

1. Adult can cut toilet paper roll into smaller sections.



2. The child can copy or print a letter on a side of the toilet paper roll section.



3. Stack the sections to make words.

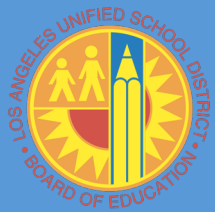


How to incorporate into family routine:

Use this activity when practicing written communication at home.

Modifications/Adaptations:

Make words short or long. There is greater motor coordination and hand-eye coordination required when stacking more letters.



OT Home Activities

Clothespin/Clothesline Activity

Grade Level:

Preschool - High School

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Fine motor skills, Visual-motor integration

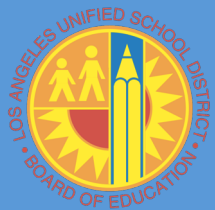
Materials:

- Clips that can be squeezed: clothespins, chip clip
- String or material to hold clips: yarn, bath robe belt, long scarf, old phone charger cord, paper plate, cardboard, or binder

Directions:

- 1) Tie the string to two separate items (such as chairs) and that will be your clothesline. You can make it long or short depending on how many clips you have and the attention span of the child.
- 2) Have child practice squeezing the clips prior to attaching them to the string using his/her thumb, index and middle fingers to squeeze the clothespins.
- 3) Have child attach clothespins to the string, binder, paper plate, or cardboard one at a time. If child is having difficulty as to where to place the clip you can have the child attach the clothespins to a designated spot. You can use stickers, markers or whatever you choose to give them a visual clue as to where to place the clothespin. Make it something vibrant as this may help to increase his/her attention and focus on the activity.





OT Home Activities

Clothespin/Clothesline Activity

Modifications/Adaptations:

To make this activity easier:

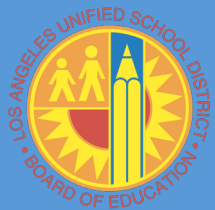
- Use larger shapes to clip
- Use clothespins or clips easier to pinch
- Use a thinner rope so that the child uses less force to squeeze the clothespins
- Instead of a string, use paper plate, cardboard, or notebook binder to clip.
- Use larger clips for younger children and have them use both hands to squeeze open the clothespins.

To make this activity more difficult:

- Use smaller shapes
- Use stronger clips that are more difficult to pinch
- Use a thicker rope so that the child has to use more force to squeeze open the clothespins
- Place stickers or draw on the items and have the child attach the clothespins to match the shape, letter, number, etc
- Use larger clips for younger children and have them use both hands to squeeze open the clothespins.
- Incorporate the use of both hands by having the child attach different items along with the clothespins, such as pictures, small pieces of paper, mail etc.
- Color the tips of the wooden clothespins, have student match colors to each other or to different objects to clip
- Make different shapes on the clothespin, write numbers/letters and have student match or make words/sentences using only the clothespins
- Clothespins can also be placed on one table and child can walk to other side of room to place them on string
- String can be placed a little higher than their forehead so they have to reach up to attach the clothespins.

How to incorporate into family routine:

- Hang family photos on string.
- Hang visual schedule for student or family.
- Hang positive notes for member of family.
- Have family take turns on deciding what items to clip (letters, shapes, numbers, etc.). Everyone can search the house to find the items or everyone can make their own pictures or letters.
- Make this activity part of learning. Have your child write out their sight words on index cards or pieces of paper and have them make sentences by attaching them to the clothesline. Parent can mix up words and have child correct the sentence.



Written
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OT Home Activities

Fun with Coins

Grade Level:

Elementary

Curriculum:

General Education

Targeted Skills:

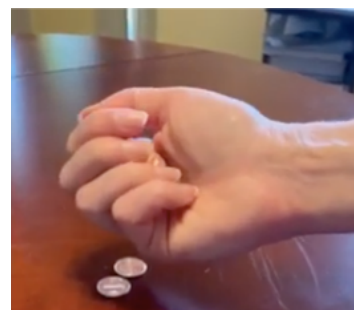
Fine motor skills

Materials:

- Coins
- Piggy bank
- Small container with lid (cut slot in lid)

Directions:

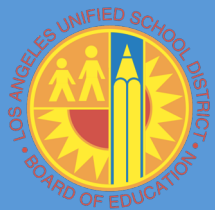
- 1) Begin by having student sort a variety of coins
- 2) Pick up 1 coin at a time and have student practice placing coin in palm of hand before releasing into a piggy bank or slotted container



- 3) To make it more challenging, continue holding all the coins in palm and practice moving one at a time to fingertips and releasing into piggy bank
- 4) Make sure they only use one hand to do this activity and try not to have them use their body to help reposition the coin

Additional Parent Resources:

- 1) [In-Hand Manipulation - OT Tips](#)
- 2) [In-Hand Manipulation & Money](#)
- 3) [In-Hand Manipulation Skills](#)



Written
Communication

OT Home Activities

Kitchen Sponge Activity

Grade Level:

Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Fine motor skills, Sensory processing

Materials:

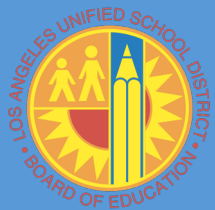
- Kitchen sponge
- Chalk
- Construction paper

Directions:

- 1) Cut a kitchen sponge into small 1" cubes.
- 2) Next, wet the sponges.
- 3) Place one sponge square into the palm of the child's hand.
- 4) Ask them to close their pinkie finger and ring finger around the sponge to hold it in place. The sponge should not hold enough water so that it drips down the palm of the hand and wrist.
- 5) Next, use another sponge square in the remaining fingers (middle and pointer fingers and thumb).
- 6) The child can squeeze the sponge to remove water with just the precision fingers.



[Click here for video of Separation of Hands Activity!](#)



OT Home Activities

Kitchen Sponge Activity

Modifications/Adaptations:

- Use a wet sponge to draw letters or shapes.
- Draw with chalk and then erase using a small sponge.
- Drip water designs on colored paper.

To make this activity more difficult:

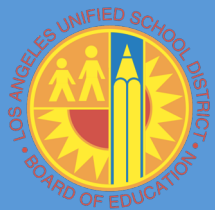
- Add water to just one sponge while keeping the other sponge dry. Then, ask them to squeeze the water from the wet sponge with the appropriate fingers. This really draws attention to the separation of the two sides of the hand.

How to incorporate into family routine:

- Include siblings and get creative with focusing on letters or words that are being studied as part of academics.

Additional Parent Resources:

- [Easy Ideas for Motoric Separation of the Hand](#)



Grade Level:

Preschool - Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

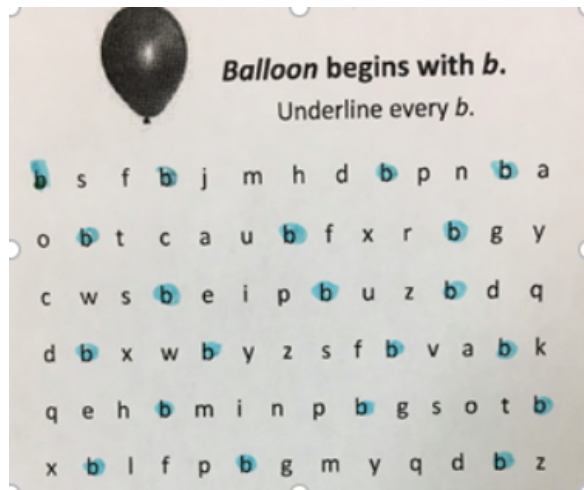
Visual skills, Visual-motor integration

Materials:

- Printer for letter sheets
- Pencil, colored pencil, marker, or crayon

Directions:

- 1) Underline, circle, or place dot over each target letter as you scan across each row
- 2) Work as quickly and accurately as possible
- 3) Do not move your head - just move your eyes
- 4) When the 2-minute time limit is up, check your work to see if you missed any letters



How to incorporate into family routine:

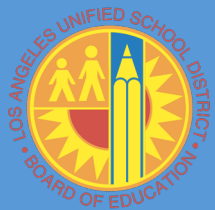
- Can be used as a prep activity prior to reading or writing
- Can be used as a "brain break" during school work

Additional parent resources:

- Click [here](#) to download letter searches A-Z from Eye Can Learn

Modifications/Adaptations:

- At first, don't set a time limit. As they become faster, see if they can beat their last time
- If the sheet is overwhelming at first, only do 5-6 lines
- Use a paper or index card to isolate each line to help



OT Home Activities

Line Maze

Grade Level:

Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Visual-motor integration

Materials:

- Markers or pencil
- Paper



Directions:

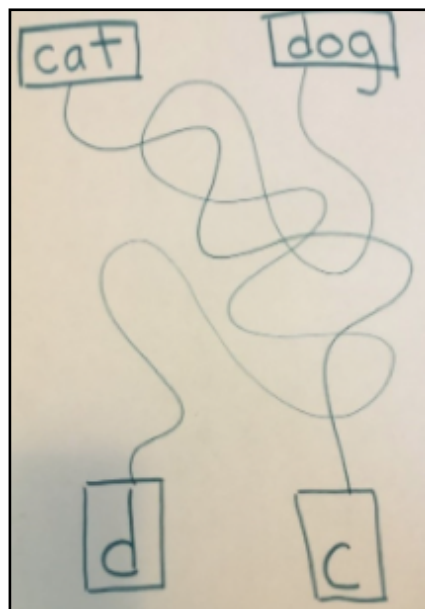
1. Write two words at the top of the page (*completed by parent*)
2. At the bottom of the page, draw two boxes big enough for a single letter
3. Draw a squiggly line from top word to one of the boxes at the bottom
4. Draw another squiggly line connecting the second word to a box.
5. Have student follow line from the word in the top box to the bottom box
6. Have student print the first letter of the word in the top box in the corresponding box at the bottom

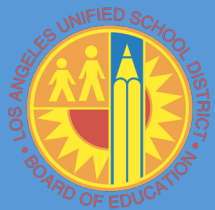
Modifications/Adaptations:

- Use different colors for each line
- Help student to trace line with finger
- Use a picture of a favorite character instead of a word
- Provide large enough box for placing student's letter inside

How to incorporate into family routine:

- Incorporate while reviewing sight words, vocabulary words, or words from a story





OT Home Activities

Over-Under

Grade Level:

Elementary-Middle School

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

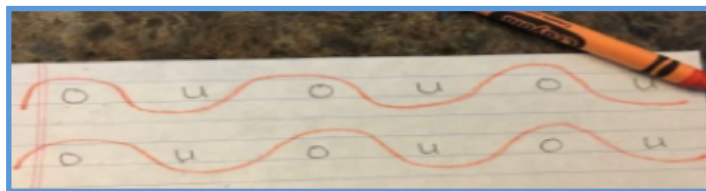
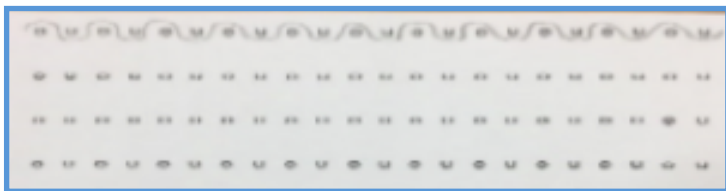
Fine motor skills, Visual-motor integration

Materials:

- Over-Under worksheet either created on lined paper, or printed (see page 2)
- Pencil or colored pencil

Directions:

- 1) Make a line down the row that goes over the 'o's and under the 'u's
- 2) Don't pick your pencil up or stop until you reach the end of the row
- 3) Try and stay close to the letters but do not touch them



Modifications/Adaptations:

- Difficulty with remaining within the space provided on the worksheet: add more space by recreating the sheet on lined paper. The space can be between lines or each letter. As the student improves, decrease the space.
- Challenges with grasp: use a marker on paper or a dry erase board.
- Challenges with pencil control: use a crayon to increase the feedback the hand receives

How to incorporate into family routine:

- Use as a preparatory activity prior to reading or writing
- Use as a "brain break" during school work

Additional Parent Resources:

- Modified from a preparation activity from the Handwriting Without Tears program



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OT Home Activities

Over-Under

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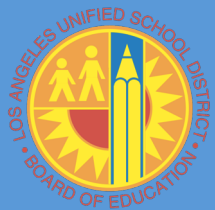
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Written
Communication

OT Home Activities Pathways

Grade Level:

Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Visual motor

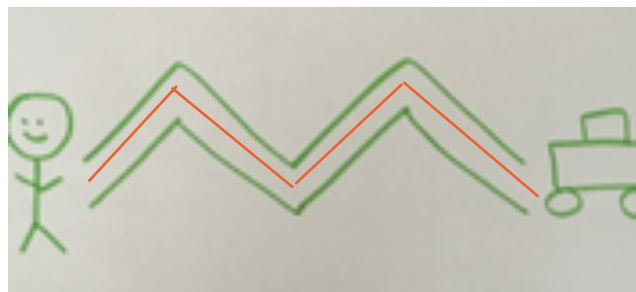
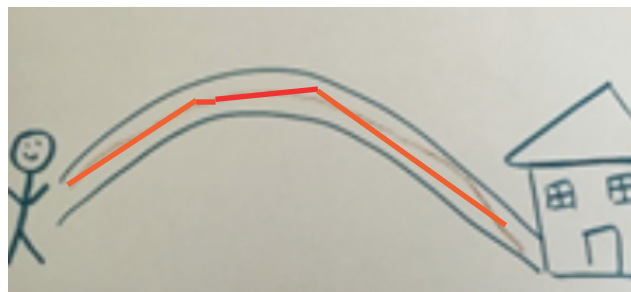
Materials:

- Paper
- Markers
- Crayons



Directions:

- 1) Draw a pathway. Draw a person on one side and a house on the other.
- 2) Instruct student to draw a line to “bring the person in the house.” If student goes outside of lines, try again with a different color. Encourage student to “stay on the road.”

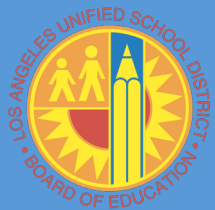


Modifications/Adaptations:

- Use a dot marker to complete the pathway
- Place stickers along the pathway
- Glue beads to the pathways
- Make pathway larger, smaller, crooked, or straight to meet the needs of the student
- Use little objects to go through the maze

How to incorporate into family routine:

- Incorporate maze activity as part of play
- Use familiar pictures with child on either end of the maze



OT Home Activities

Rainbow Salt Writing Tray

Grade Level:

Preschool - Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Sensory skills, Fine motor skills, Visual-motor integration

Materials:

- Colored construction paper
- Baking tray
- Salt
- Paint brush
- Q-tips
- Fingers

Directions:

- 1) Cut stripes of construction paper about 2.5-inches wide
- 2) Tape ends of paper together with clear tape
- 3) Place your rainbow on a baking sheet and add some salt
- 4) Student can use their index finger, q-tip, or paint brush to practice forming letters, spelling words from memory, and/or copying words



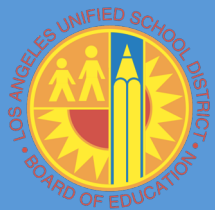
[Click here for activity video!](#)

Modifications/Adaptations:

- Add food coloring to salt or use sand
- Use larger object to make holding the item/tool easier
- Use a smaller object to require a more mature/developed grasp

How to incorporate into family routine:

During English Language Arts instruction, practice spelling or learn vocabulary with the salt tray



Written
Communication

OT Home Activities

Recycle Basketball

Grade Level:

Preschool - High School

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

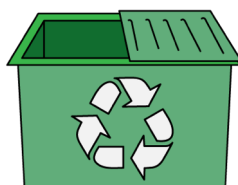
Fine motor skills, Visual-motor integration

Materials:

- Old newspapers
- Magazines
- A box or trash can

Directions:

- 1) Have student ball up old newspaper with hands
- 2) Throw ball into a box or trashcan

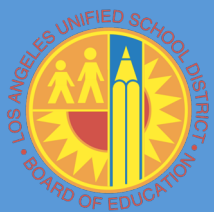


Modifications/Adaptations:

- Have students throw in boxes of different heights or sizes
- Make smaller balls with tips of fingers
- Throw to a target on a vertical surface (e.g., circle on paper, taped to a wall)

How to incorporate into family routine:

Use as a break in between academic tasks



OT Home Activities

Shaving Cream Play

Grade Level:

Preschool - Elementary

Curriculum:

General Education, Alternate Curriculum

Targeted Skills:

Sensory processing, Visual motor skills

Materials:

- Shaving Cream
- Cookie sheet tray
- Paint brush
- Q-tips

Directions:

- 1) Spread shaving cream over the surface of a tray
- 2) Model drawing lines, shapes, numbers, letters, and/or words in the tray

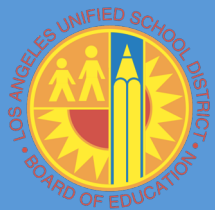


Modifications/Adaptations:

- Use paint brush or q-tip if student is not comfortable touching shaving cream
- Have student connect the dots if in preschool

How to incorporate into family routine:

- A sibling can model, call out shapes, letters, etc.



Written
Communication

OT Home Activities

Sorting with Bottles & Containers

Grade Level:

Preschool - High School, CTC

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Fine motor skills, Visual-motor integration

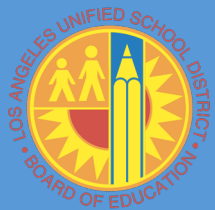
Materials:

- Scissors
- Empty water bottles (8-24oz)
- Empty containers with plastic lid (e.g. Pringles can)
- A variety of small items (e.g. buttons, coins, paper clips)

Directions:

1. Parent will cut different slits on top of the plastic lids (horizontal, vertical, diagonal, circular, etc.) Try not to make more than 3 slits per lid. The bottle top does not need to be cut as the child will just remove the top and insert the items.
2. Child will stabilize the container using his/her free hand or non-dominant and use the other hand to pick up and insert the items.
3. Have child pick up each item using finger tips and push item through slit lid. Have multiple types of items to sort or count.
4. Parent can also hide items into a container filled with rice or dry beans and have child find them before placing into the containers. This gives them a more tactile feedback to the hands.





OT Home Activities

Clothespin/Clothesline Activity

Modifications/Adaptations:

To make this activity easier:

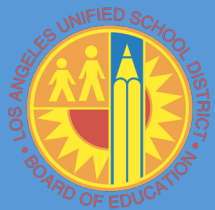
- Make one large (wide) slit on top of the container lid

To make this activity more difficult:

- Make the slits a little thinner than the items as the child will have to use more force to insert the items
- Place multiple items in child's palm, and move each item from palm to fingertip to place through slit on lid or bottle one at a time

How to incorporate into family routine:

- The family can join in by finding the items to be placed in each container. Make sure they can fit into the water bottle easily and through the slits. Try to find items pleasing and exciting to the child.
- Use cans with slit lids or bottles for math activities such as counting, grouping coins, or sorting colors
- For older students, use more age appropriate objects such as nuts and bolts



OT Home Activities

Sponge Play

Grade Level:

Preschool - Elementary

Curriculum:

General Education & Alternate Curriculum

Targeted Skills:

Fine motor skills, Sensory processing

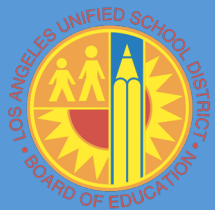
Materials:

- Clean sponges (can also use small towels or rags)
- Parent can cut a large sponge into smaller pieces shapes
- Containers to squeeze water into and for dry sponges
- Scissors (parent can cut if child is small)
- *Optional:* food coloring, paint and paper

Directions:

1. Explore the materials being used. Introduce dry sponges and allow child to feel sponge texture. Then have child place his/her hand into the water to feel the difference in sensation.
2. Place sponges into one container filled with water.
3. Have child reach in and push sponge to the bottom to absorb more water then remove and squeeze sponge over empty container.
4. Dip dry sponges into paint and make pictures





Modifications/Adaptations:

- Add food coloring to container of water
- Place small items that float into the empty container. As water is poured into the container, child can watch objects rise to the top.
- Using smaller sponges will require less force, however it will increase the time required to fill the container with water.

To make this activity easier:

- For smaller children allow them to use both hands to squeeze the sponge, especially if you are using rags or small towels.
- Use larger, more pliable sponges

To make this activity more difficult:

- Use a variety of sponges and squeeze from top to bottom using only one hand. Rags and small towels will also increase the amount of force required to get all the water out.
- Parent can also have child use thumb, index and middle fingers to squeeze the sponges.

How to incorporate into family routine:

- The family can assist in this activity by giving each person a job related to the activity. They can make it a race to see who can fill their container the fastest or who can come up with the best instructions or sentences related to the items involved.