

Department of
Education



Supporting Your Child at Home

Activity Packet

The following activities can be viewed and/or printed to compliment the tips provided in the *Occupational Therapy Parent Guide*.



Table of Contents:

Fine Motor/ Visual Motor & Perceptual Skills

- Cutting pages
- Activity Sheets (Dot to Dot, Word Search, Maze, Cryptograms)

Writing Skills

- Letter formation pages
- Various lined paper options

Self-Regulation/ Sensory Processing/Attention

- Sensory Movement Activities

Self-Care Activities

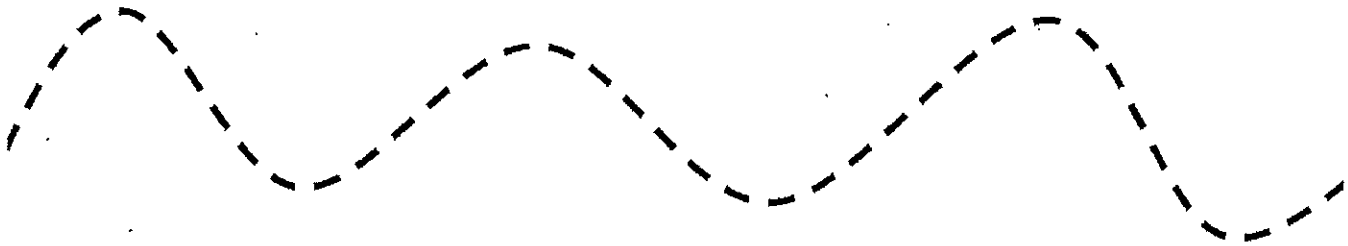
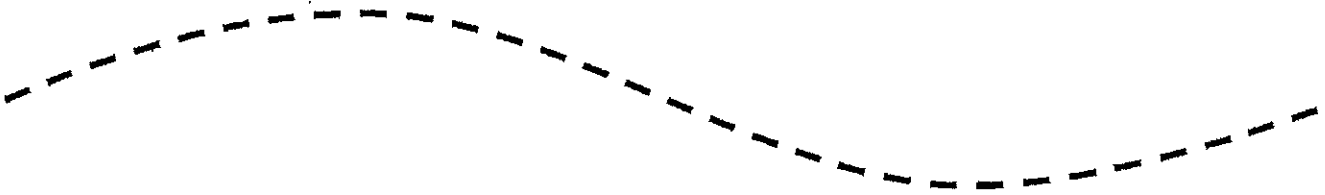
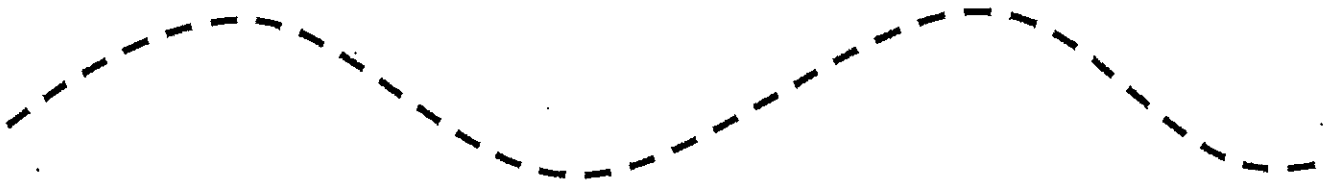
- Morning/Bedtime Routines



Name _____

Scissor Skills Worksheet
Practice Cutting Lines

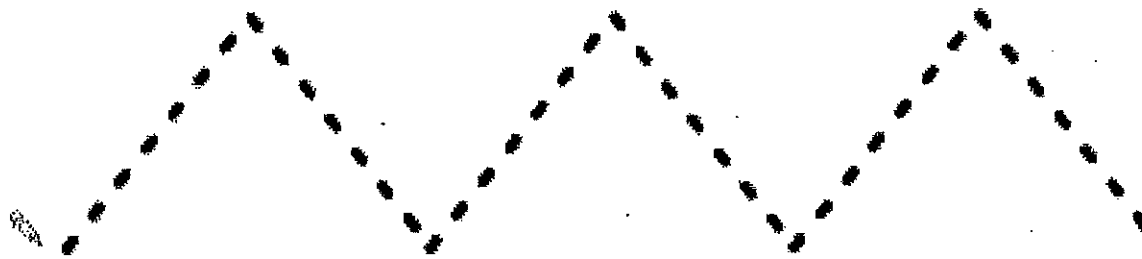
Practice your scissor skills by cutting the curved lines below.



Name _____

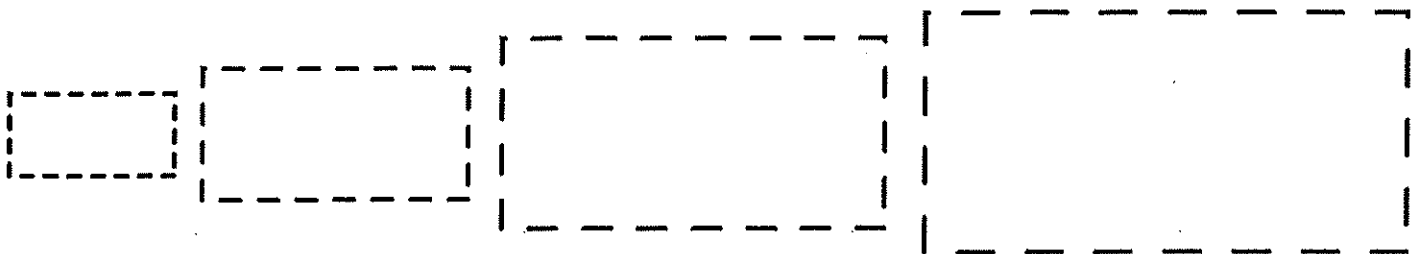
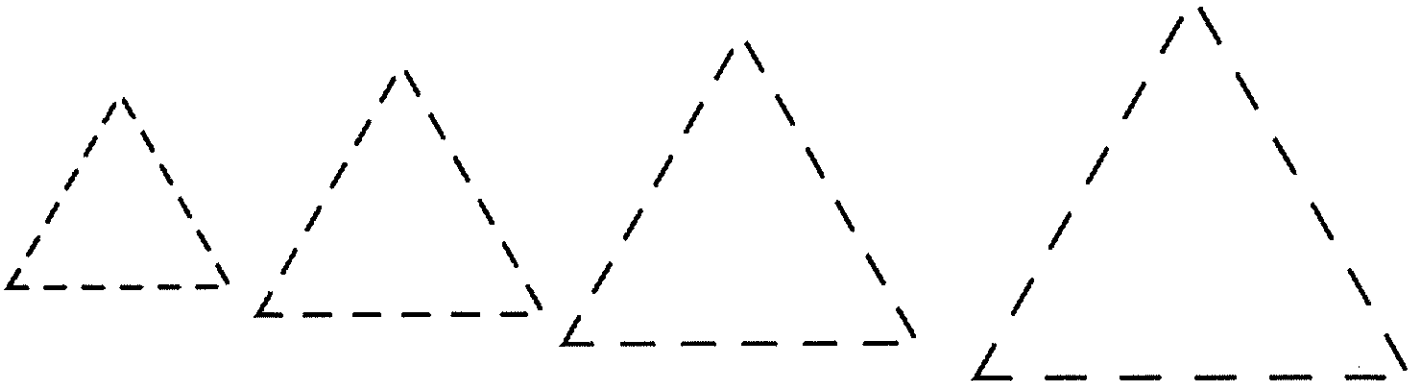
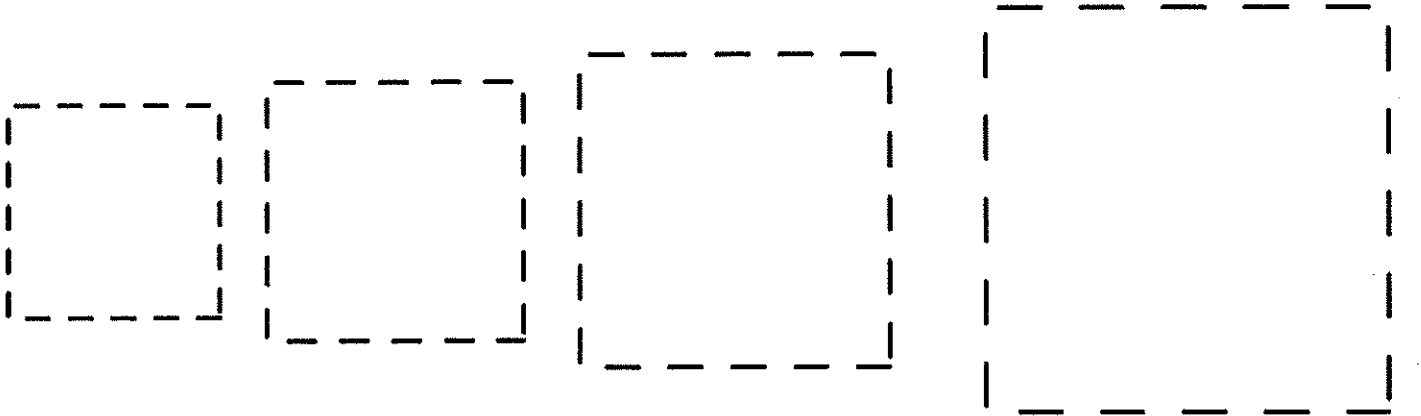
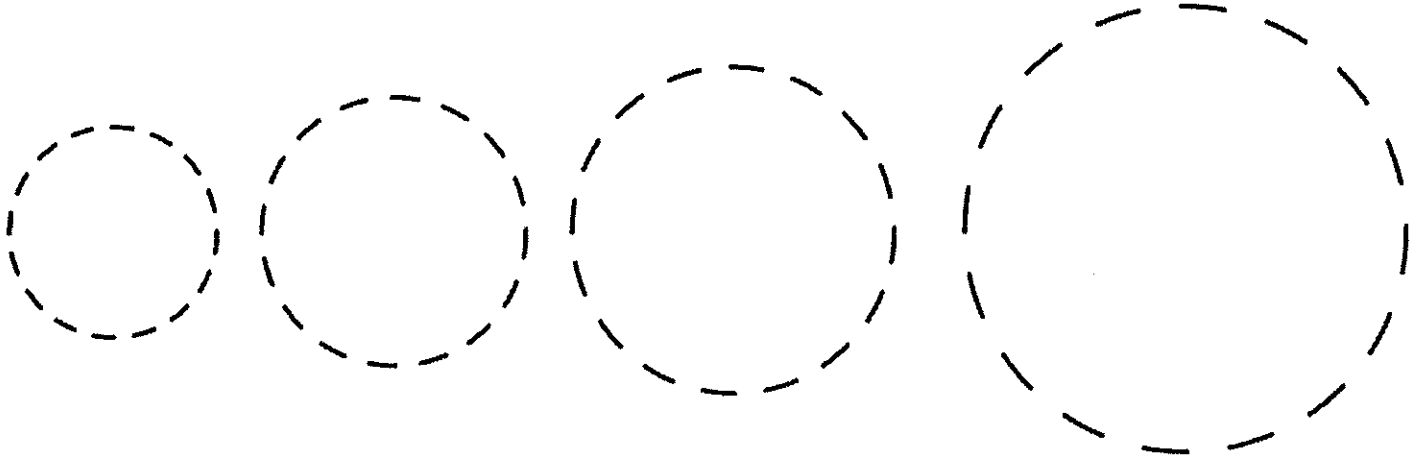
Tracing Patterns

Follow the lines with your pencil



Shapes!

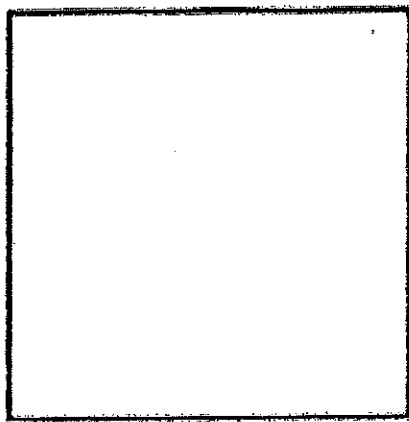
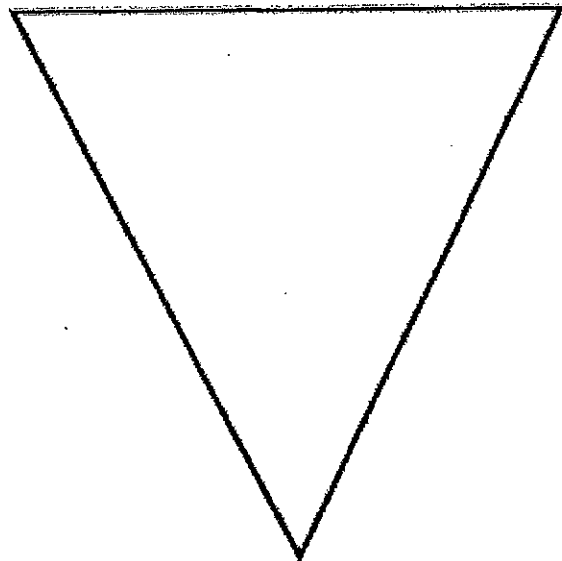
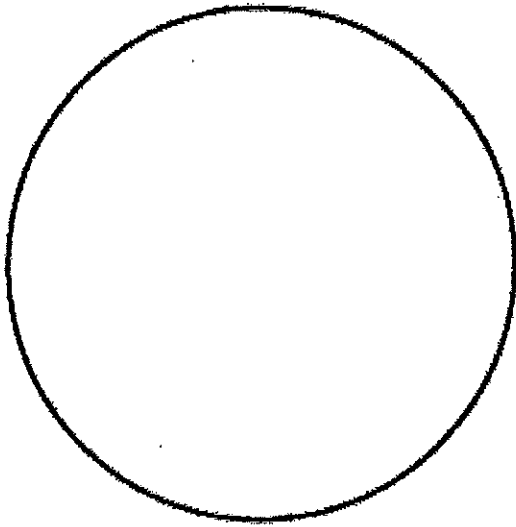
Practice tracing the shapes. Then color them all in.

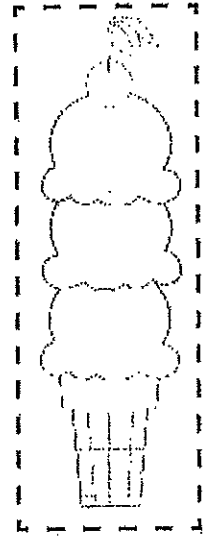
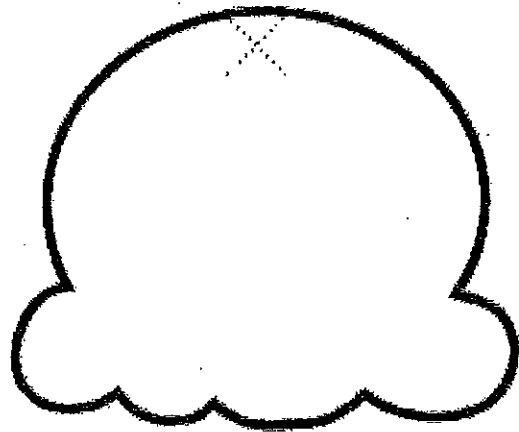
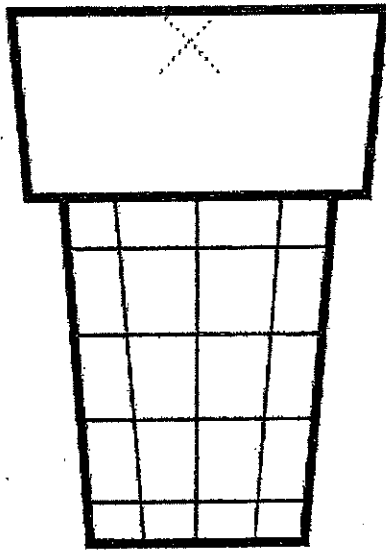
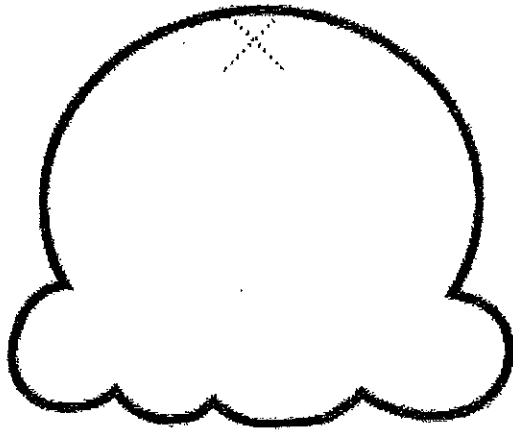
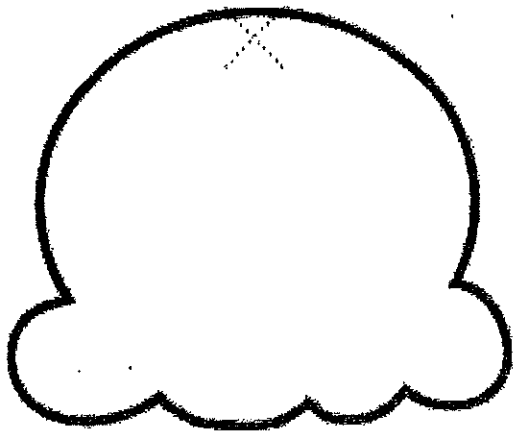


Medinakids Shapes worksheet

Name: _____

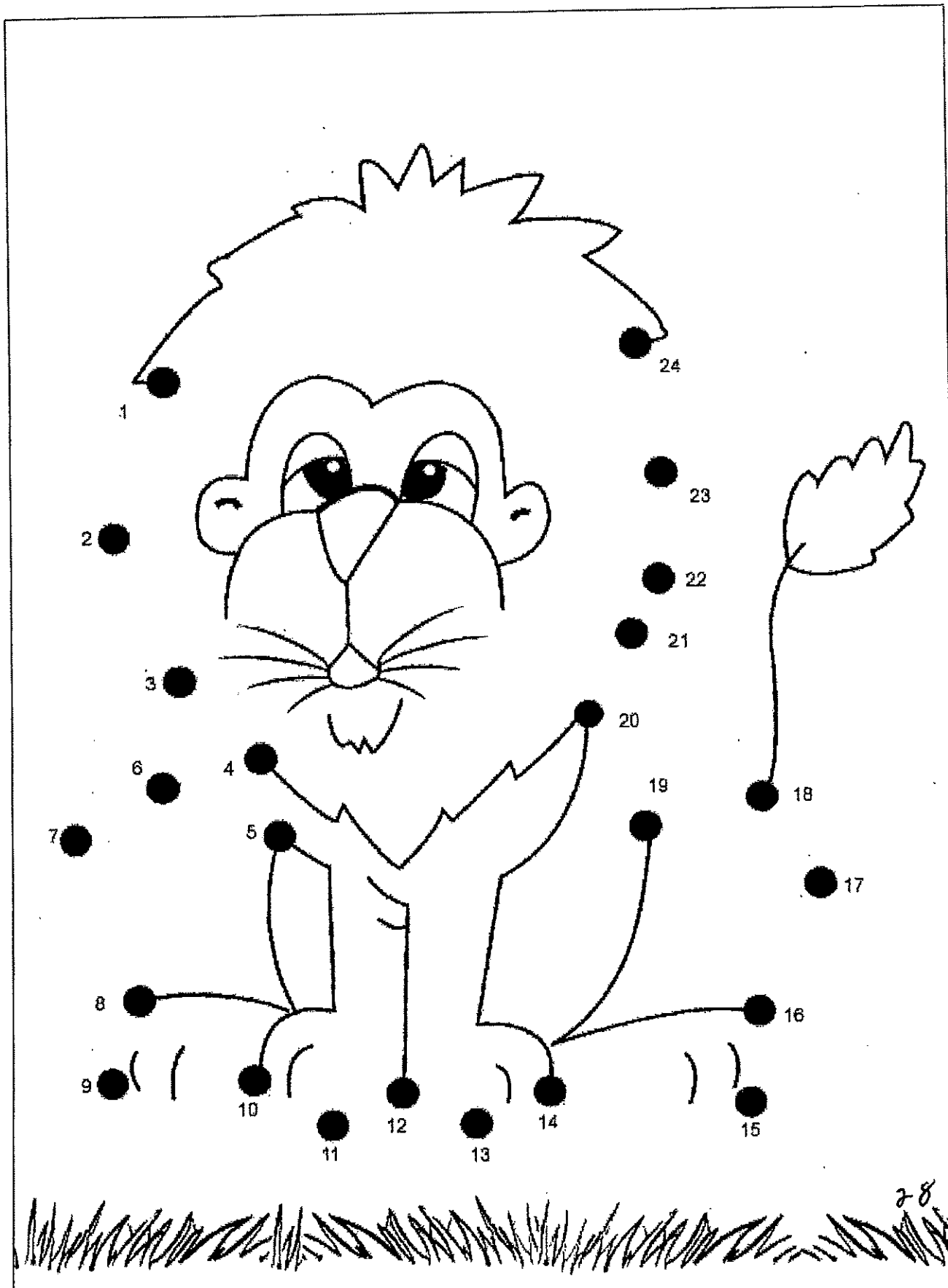
Cutting Shapes.





ice cream
cone





ANIMALS

G E S U O M H N W R B W C W L
 X D A Q H J X O O M L T H W J
 B W S H N L H T P I C R A W M
 Y W M E F F A R I G L K D O G
 R C K R R R S Y K T H I P P O
 J T O W I E F B X X L Q R J E
 D R O T A G I L L A E B Z H X
 T H N X P I C L F C R V Z S Z
 V N H R S T H E T D R I B I Q
 N Z A C S T Y X L W I N H F L
 W U Q H K L J A E A U F A H F
 V Q Q D P O Y K N V Q Z A T V
 X M T L Q E T J Y E S Y R C H
 T A C K Q C L K M O N K E Y R
 P T S H W L Y E T D R A H T L

CAT

HIPPO

MOUSE

TIGER

DOG

SQUIRREL

MONKEY

BIRD

GIRAFFE

ALLIGATOR

ELEPHANT

FISH

LION



THINKMAZE.COM

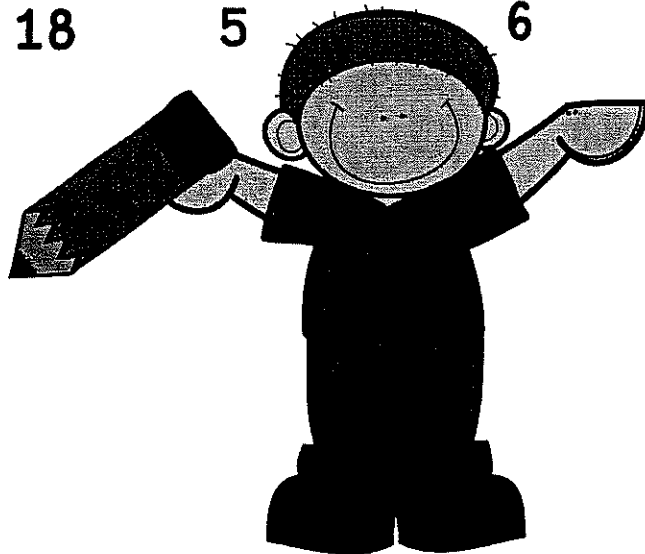
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| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

Cryptograms

HWPP6

a r e f u n!

1 18 5 6 20 14



3 18 25 16 20 15 7 18 1 13 19

Graphics by Krista Wallden
<http://www.teacherspayteachers.com/Store/krista-wallden>

Graphics by Poppydreamz Digital Art
<http://www.teacherspayteachers.com/Store/PoppydreamzDigitalArt>

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Handwriting Facts Cryptogram 1-1

LHW/P06-1

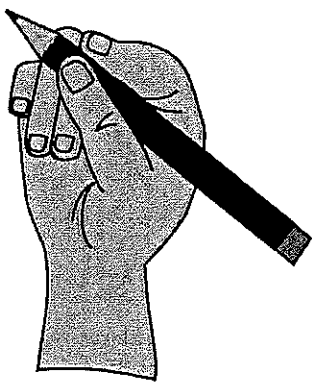
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|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

We hold our pencil with our

_____ 9 _____ 14 _____ 4 _____ 5 _____ 24 _____ finger

and with our

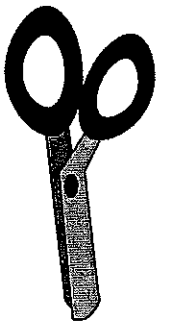
_____ 20 _____ 8 _____ 21 _____ 13 _____ 2 _____



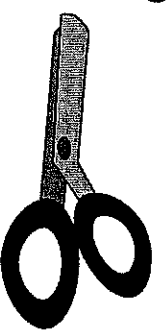
We print all our

_____ 12 _____ 5 _____ 20 _____ 20 _____ 5 _____ 18 _____ 19 _____ on the line.

_____ 19 _____ 16 _____ 1 _____ 3 _____ 5 _____ 19 _____ go between our words.



Scissor Facts Cryptogram 1-1



LHWPP6-2

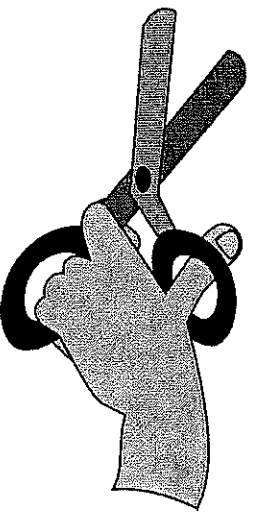
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| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

We hold our scissors with _____ up!

20 8 21 13 2 19

We _____ on the lines.

3 21 20



We hold the _____ with our helper

16 1 16 5 18

8 1 14 4

Fun Geography Facts Cryptogram I-I



HW/P6-6

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|----|----|---|----|----|---|---|----|----|---|---|---|----|----|----|----|----|----|---|----|----|----|----|----|---|---|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 26 | 25 | 3 | 11 | 12 | 9 | 7 | 19 | 10 | 6 | 4 | 5 | 16 | 24 | 15 | 13 | 20 | 22 | 8 | 17 | 21 | 18 | 23 | 14 | 1 | 2 |

The _____ is the _____

24 10 5 12 22 10 18 12 22

5 15 24 7 12 8 17 22 10 18 12 22

in the world.

16 15 21 24 17 12 18 12 22 12 8 17 _____ is the _____

highest _____ on earth.

16 15 21 24 17 26 10 24



Fun Animal Facts Cryptogram 1-2

LHM/PP6-4

| | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |

_____ have been on

earth for a millions of years and have been called



In their lifetime, alligators can _____

between 2,000 to 3,000 _____!

20 5 5 20 8

Handwriting Without Tears®

A 1 2
3

Big line
Big line
Little line

B 1 2

Big line
Little curve
Little curve

C 1 2

Big C curve

D 1 2

Big line
Big curve

E 1 2
3
4

Big line
Little line
Little line
Little line

F 1 2
3

Big line
Little line
Little line

G 1 2

Big curve
Little line
Little line

H 1 2
3

Big line
Big line
Little line

I 1 2
3

Big line
Little line
Little line

J 1 2

Big line
Turn
Little line

K 1 2

Big line
Little line
Little line

L 1 2

Big line
Little line

M 1 2

Big line
Big line
Big line
Big line

N 1 2

Big line
Big line
Big line

O 1 2

Big C curve
Keep going

P 1 2

Big line
Little curve

Q 1 2

Big C curve
Keep going
Little line

R 1 2

Big line
Little curve
Little line

S 1 2

Little curve
Turn
Little curve

T 1 2

Big line
Little line

U 1 2

Big line
Turn
Big line

V 1 2

Big line
Big line

W 1 2

Big line
Big line
Big line
Big line

X 1 2

Big line
Big line


Y 1 2

Little line
Big line

Z 1 2

Little line
Big line
Little line


🏠 Fine Motor and Letter Practice for Home



Magic c

leap on going


stop



dive down

swim up and over

around bump




Magic c

bump

up like a


back down

U turn



dive down


swim up and over



Little Magic c

turn down

curve around




Start at the top!

down bump the line

cross


Directions for tracing T:
 left hand: down bump the line, cross
 right hand: down bump the line, cross



bump


down, travel, up

back down bump




slide down

slide up




slide down and up

slide down and up




slide down

slide down



slide down

slide down



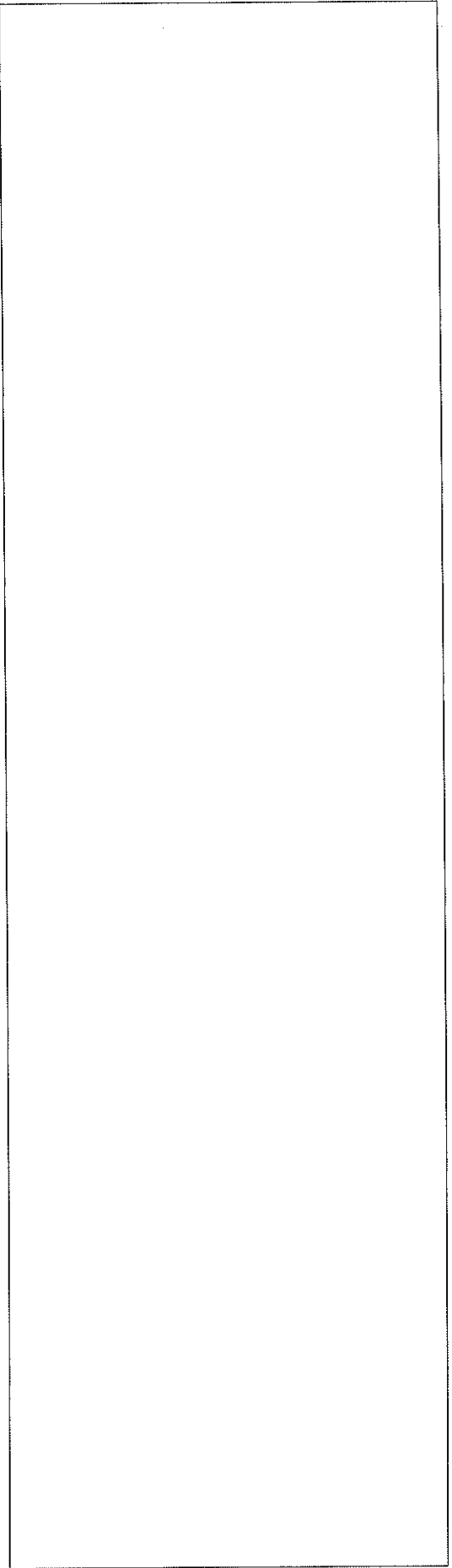
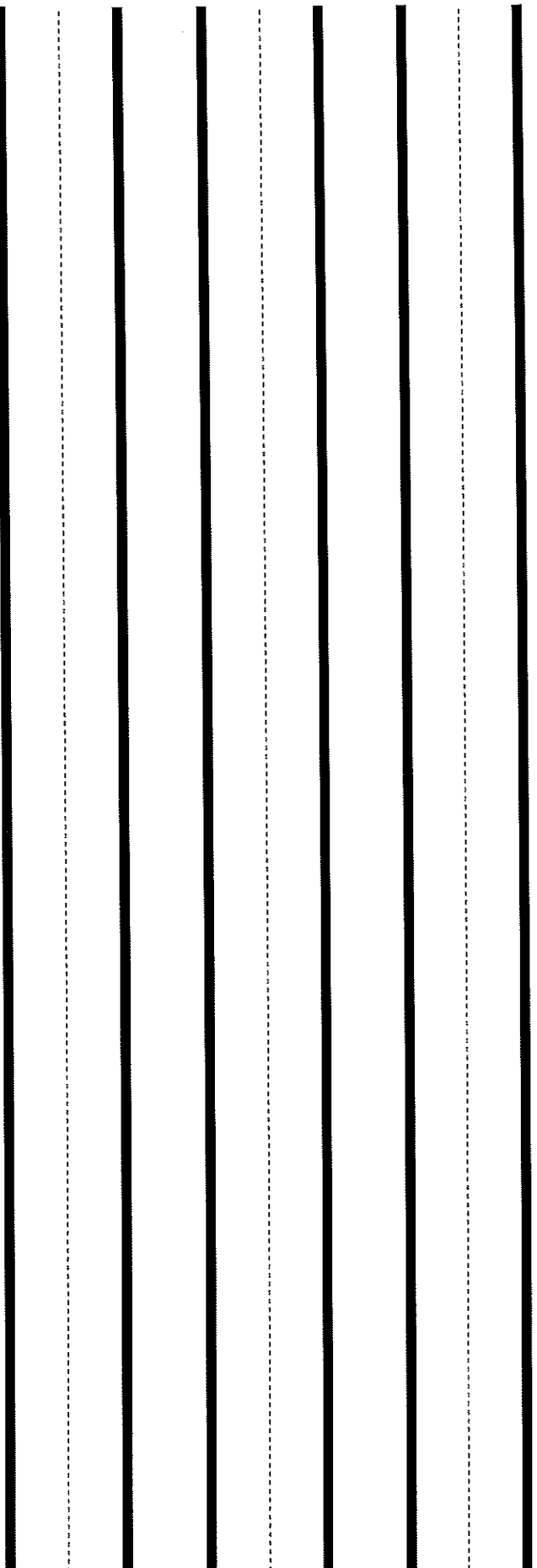
go across

slide down

go across

Name: _____

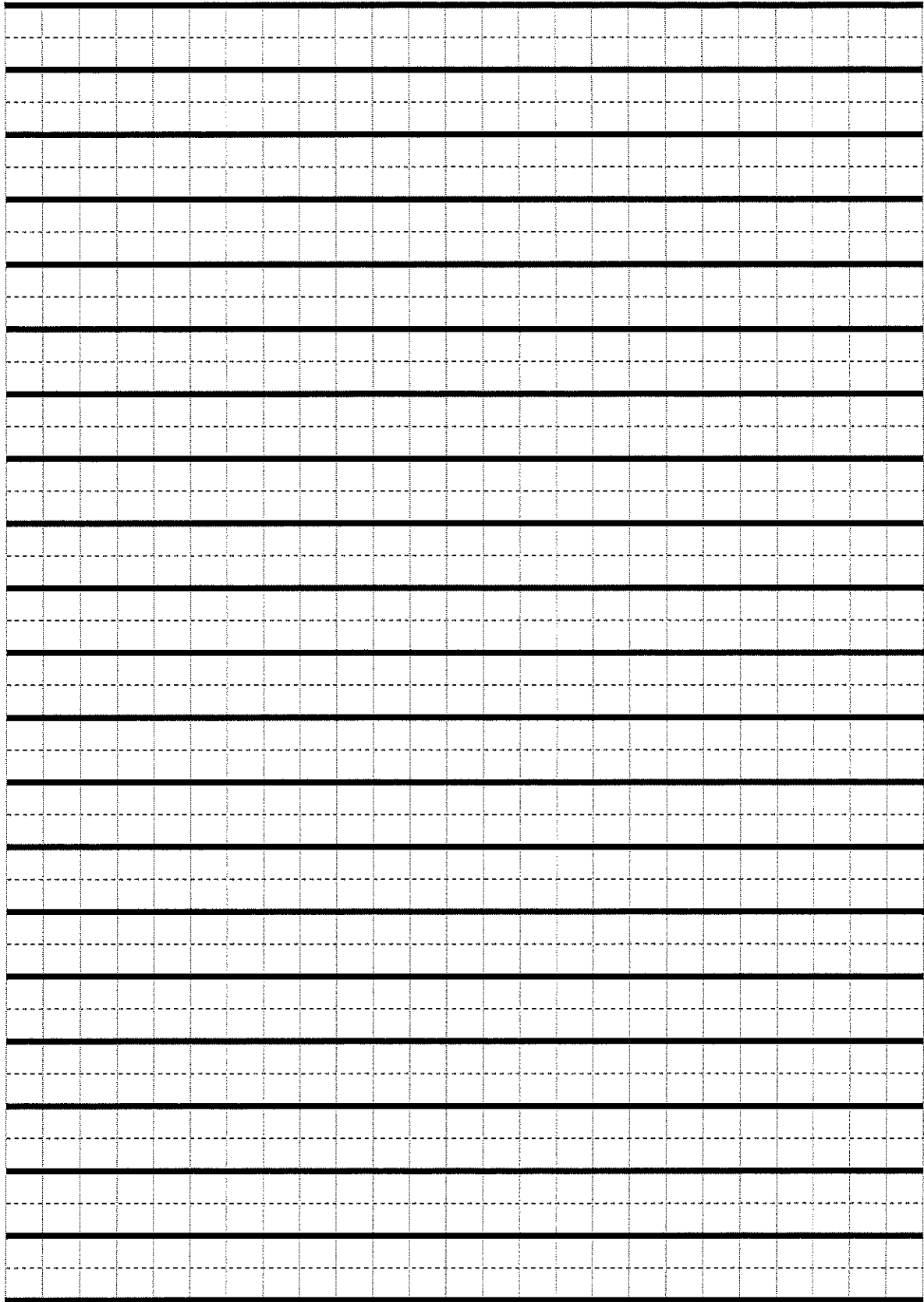
Date: _____

A large, empty rectangular box with a thin black border, occupying the right half of the page. It is intended for a drawing or a detailed response.A set of four horizontal writing lines. Each line consists of three parallel lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are spaced evenly down the left side of the page, providing a guide for handwriting practice.

Name _____

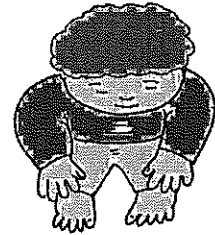
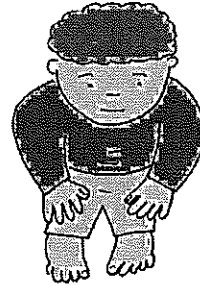
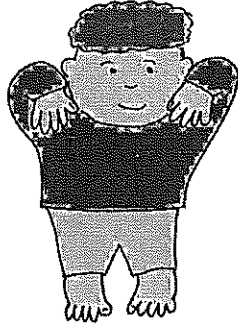
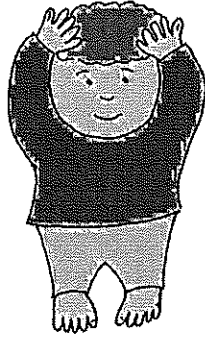
Date _____

The page contains 15 sets of horizontal lines for handwriting practice. Each set consists of three lines: a solid top line, a dashed midline, and a solid bottom line. These sets are arranged vertically down the page, providing a guide for letter height and placement.



It's Time for a Sensory-Movement Break

Head
Shoulders
Knees and
Toes
5 times



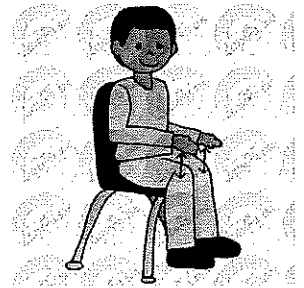
Clap and Pat
10 times



Clap your hands



Clap your hands



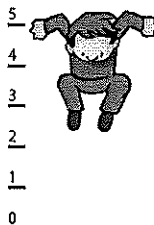
Reach up,
Bend down -
touch and look
at your toes
5 times



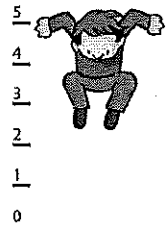
Stomp your
feet and Jump
in place
5 times



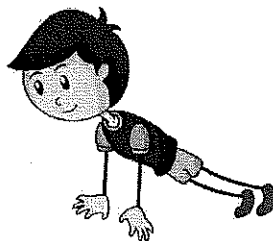
shutterstock.com • 1160989813



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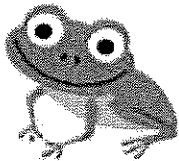


Desk pushups
5 times



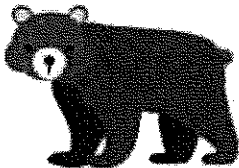
KIDS 7 MINUTE HIIT WORK OUT FOR SELF-REGULATION

Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!



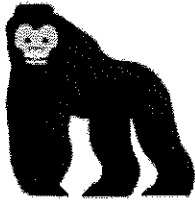
FROG JUMPS

Hop, hop, back and forth like a frog



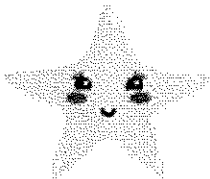
BEAR WALK

Hands & feet on the floor, hips high - walk left and right



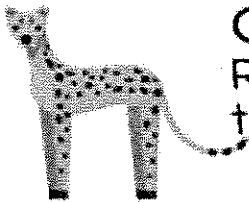
GORILLA SHUFFLE

Sink into a low sumo squat, with hands on the floor, shuffle around the room.



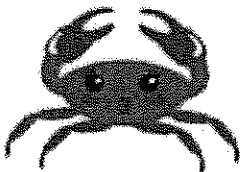
STARFISH JUMPS

Jumping jacks as fast as you can, with arms and legs spread wide.



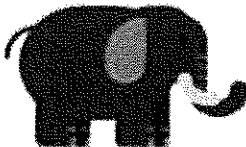
CHEETAH RUN

Run in place, as FAST as you can! Just like the fastest animal in the Sahara.



CRAB CRAWL

Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.



ELEPHANT STOMPS

March in place lifting your knees as high as you can and stomping the ground as hard as you can!

TIPS For Living Life To Its Fullest

ESTABLISHING MORNING ROUTINES FOR CHILDREN



THE MORNING ROUTINE is sometimes the most dreaded part of the day. Parents have to get themselves and the kids up, dressed, fed, prepared for the day, and out the door in a timely fashion. How can you stay on schedule while supporting your children and helping them become more independent?

The following tips are from pediatric occupational therapy practitioners who have experience in establishing healthy and efficient morning routines.

If you want to:

Help children get up on time.

Consider these activity tips:

- Identify a wake up time for children starting at around 1 year, and be consistent. Allowing children to get up at different times every day makes it difficult for them to know what to expect.
- After about 4 years of age, children who are early risers can be told that it is okay to get out of bed, but they must play quietly in their room until an established time or until you enter their room.
- For families with multiple children, staggering wake up times can help ensure an efficient morning routine by helping one child at a time, beginning with the youngest child first.
- Sleep patterns can be influenced by temperature, lighting, natural rhythms, and diet. An occupational therapy practitioner can help review the family routines and environment and make recommendations as needed.

Promote positive mood and behavior.

- Even if parents are not morning people, a positive morning attitude can help make children happier during the morning routine. Greetings of "good morning" and "have a wonderful day" help set the tone and prepare a child to socialize well in school.
- Affection is also an important way to start the day, so begin with some cuddle time or a hug. This can be a quick way to start the morning routine with care.
- Consider how your child's sensory experiences may impact mood or behavior. During breakfast, is the kitchen crowded with people or objects? Are new foods being prepared, accompanied by new smells? Watch your child for signs of enjoyment or distress.

Establish organized and timely morning routines.

- Plan ahead. Things like choosing clothes, determining breakfast, and putting homework in backpacks should be done the night before.
- Remove unnecessary clutter, and review calendars and weather projections to avoid the unexpected.
- Including children in decisions about clothing and food is important, and doing it the night before can avoid long discussions in the morning. Also, be sure to limit younger children to two choices (e.g., "you may wear the polka dot or striped outfit") so the decision is quicker and easier.

If you want to:

Consider these activity tips:

Prepare children for morning time demands.

- Talk to your children the night before about what will happen each morning. Ask them to name the steps of the morning routine.
- Reviewing the morning routine helps to reinforce it. In the morning as they complete a task, ask them what is next.

Keep on task.

- Creating a visual checklist can help a child participate in the morning routine. Spend a weekend afternoon creating a checklist with your child so he or she gets excited about using it. Ask for suggestions on what to include and ask him or her to draw pictures for each step. As the child ages, you may update the checklist to avoid boredom.
- Help avoid distractions by leaving the television off in the morning.

Promote participation and independence.

- It may be faster and easier to dress children or do their hair, but it is important for them to practice and learn to engage in the morning routine independently.
- Allow children to dress independently on weekends and then progress to weekdays as they become more skilled. Start with a certain aspect of dressing, like putting on socks, then add more complicated clothing, like shirts with buttons. It is okay to let them go to school with a unique outfit or hairdo!

Promote flexibility as well as structure.

- Despite the importance of structure and routine, there are some days, like weekends and holidays, where the routine can be relaxed.
- Plan pajama days or fun breakfast times on weekends and holidays to let your children know that sometimes the routine can be changed.
- Remember, fun and play are important ways to promote a child's healthy development.

Make morning routines fun.

- If routines are fun, children will be more engaged. Think about being creative with dressing and grooming activities. Play upbeat music while children are getting dressed. If they get dressed early, allow them to play with a special toy. Reward them for a job well done.

Need More Information?

Pediatric occupational therapy practitioners promote participation of all children and their families in everyday activities or occupations, including morning routines. When there is a particular area of concern, the occupational therapy practitioner can create an individualized strategy based on the specific needs of the child and family.

Occupational therapy practitioners work with children in their homes, at school, in private practice, at children's hospitals, and in other community locations, providing interventions that are individualized, appropriate, and effective. Ask your pediatrician or school administrator for a recommendation, or look online to find an occupational therapist in your area.

You can find additional information through the American Occupational Therapy Association (AOTA) at www.aota.org.

AOTA thanks Joy Doll, OTD, OTR/L, for her assistance with this Tip Sheet.

Occupational therapy is a skilled health, rehabilitation, and educational service that helps people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations).

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TIPS For Living Life To Its Fullest

ESTABLISHING BEDTIME ROUTINES FOR CHILDREN



SLEEP IS AN ESSENTIAL PART OF OUR DAY to ensure we are healthy and ready to engage in what life has to offer. Going to sleep and getting enough sleep are important skills for children to learn. Optimal sleep helps to ensure that children are able to play and ready to participate in daily activities at school or at home, and it promotes growth and development. Parents often struggle with bedtime routines and making sure children go to bed at a reasonable time. A bedtime routine can help both parents and children make the daily activity of going to sleep a pleasant experience.

Sleep is one of the many daily occupations (activities) that occupational therapy practitioners help to promote. The following tips are from pediatric occupational therapy practitioners who have experience with educating parents on promoting healthy daily routines, including bedtime.

If you want to:

Establish a specific bedtime and a bedtime routine.

Help your child relax to get ready for sleep.

Consider these activity tips:

Select a bedtime that you feel is appropriate for your child based on his or her age and schedule, and be consistent, even on weekends and during vacations. If you have multiple children, you may want to identify different bedtimes to ensure you can help each one.

Establish a predictable, regular sequence of events to prepare for sleep and relaxation. Begin this bedtime routine about a half hour before.

If your child is able to talk, share reminders about when bedtime is coming, stating something like, "First we eat dinner, then we play, followed by taking a bath and putting on our pajamas. Then we read a story and get into bed to go to sleep."

To reinforce the bedtime routine, encourage your child to be part of the process. Ask what step comes next; offer choices of books, songs, etc.; and suggest he or she put a favorite doll or stuffed animal to bed. Use a transitional item, such as a blanket or a soft toy.

Avoid exercise or TV immediately before bedtime because these can make children more alert.

As part of the bedtime routine, have your child pick up and put away toys. Reducing clutter can help the child focus on bedtime.

Turn off the TV and play soothing music during the bedtime routine, to help your child calm down and signal that bedtime is arriving.

If you want to:

Help your child feel comfortable for bedtime.

Ensure that your child is safe while sleeping alone.

Help your child become more independent in sleep.

Consider these activity tips:

If a child expresses fear of the dark, make checking the closet or under the bed part of the bedtime routine. A nightlight can also help reduce this fear.

Dim the lights while getting ready for bed to help the child prepare for the dark and to reinforce that nighttime is for sleeping.

Think about sensory experiences: are pajamas or blankets itchy? Do the fabrics breathe? Is the room too warm? Too cool? Are the window coverings letting in too much light? Are there smells wafting in from the kitchen?

Support the child by saying things like, "I believe in you," or "I know you can do it" in response to anxieties or fears that interfere with sleep. Overcoming a fear in a safe, supported environment can help the child gain confidence.

For young children, help prevent sudden infant death syndrome (SIDS) by not putting items like blankets or stuffed animals in the crib. Minimizing stuffed animals in the bed of any child teaches that the bed is for sleeping, not for playtime.

If a child makes nighttime trips to the bathroom, place nightlights in the bedroom and bathroom.

Make sure there are no cords dangling from the blinds or other items that could be a choking hazard. If a child is at risk for falling or rolling out of bed, consider placing a large pillow on the floor to prevent the child from getting hurt. Use a baby monitor or intercom system to listen for your child's needs.

Beginning at about 2 months of age, place a child in bed prior to being asleep so he or she can learn to fall asleep independently. White noise can provide comfort and help to drown out other noises. Sound machines, fans, or even aquariums can be used for white noise.

Make sure your child isn't drinking soft drinks that contain caffeine during the day.

Older children should go to bed at the established time even if they don't feel tired, so they don't fall asleep in another room and have to relocate to bed. Encourage them to read in bed or read to them for a set amount of time to help them relax.

When old enough, the child can learn to make his or her bed.

Need More Information?

An occupational therapist can evaluate your child for any issues underlying his or her ability to go to sleep and stay asleep, then create an intervention plan to address them. For example, an evaluation could reveal that the child is particularly sensitive to noise, textures, or odors, making it very difficult to relax enough for routine sleep. The occupational therapist can work with the entire family to help create an individualized strategy based on their particular situation and needs. You can find additional information through the American Occupational Therapy Association at www.aota.org.

Occupational therapy is a skilled health, rehabilitation, and educational service that helps people across the lifespan participate in the things they want and need to do through the therapeutic use of everyday activities (occupations).

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