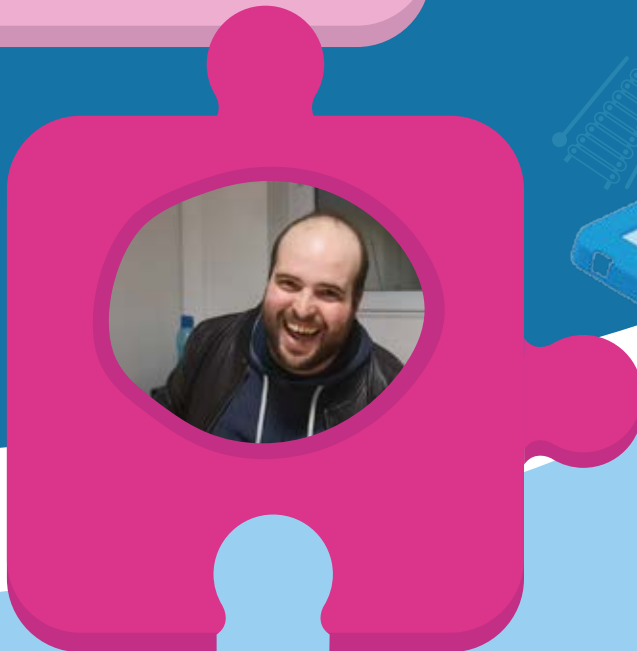




The missing piece

# Bulding skills

through play



# What is this guide for?



Our activity guide is designed to **spark curiosity and enhance playtime for children.** It offers guidance, structure, and diverse activities that cater to individual needs, fostering personal growth and bonding between adults and children.

Our activities blend fun and learning, **fostering deeper connections and creating lifelong memories.** Immerse yourself in this treasure trove of delightful activities, paving the way for your child's holistic development through joy-filled playtime.





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We support kids with special needs to unlock their potential and celebrate their strengths, By providing the necessary guidance, empowering them to overcome challenges.

“

# SKILLS

Our activities help improve key skills that are essential to children’s development.



**LOGICAL-MATHEMATICAL INTELLIGENCE**

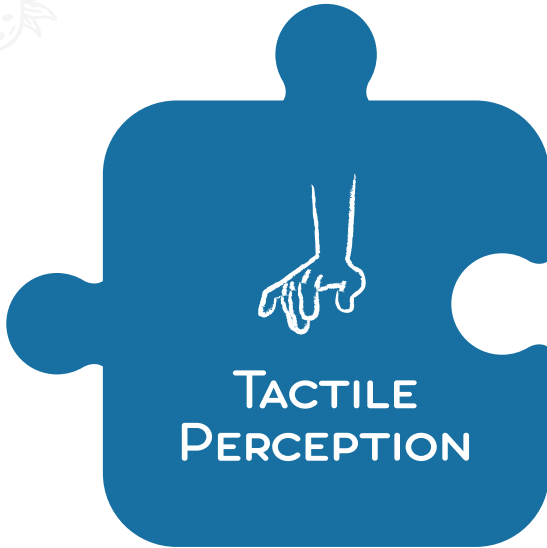
**Empowers** kids to solve problems, and understand mathematical concepts, help them to have critical thinking, and logical reasoning skills.



**SOCIAL-INTERACTION**

**Encourages** opportunities for children to make friends, and foster social connections, facilitating inclusive play activities in a supportive environment.





**Stimulates** and involves tactile exploration, helping children to differentiate textures and shapes, identifying and respecting sensory preferences.

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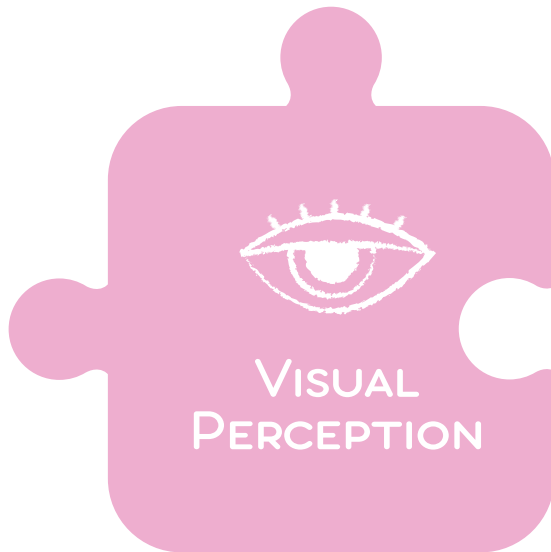


**Provides** guidance in developing social communication skills, including understanding nonverbal cues, encouraging children to express themselves in different ways.



**Promotes** independence, helping with tasks such as dressing and self care activities, encouraging them to use their hands.





Improves visual processing abilities, enhancing the ability to sustain attention, understand their environment, spatial awareness and cognitive development.



Improves their motor control, visual tracking, and overall coordination, enabling kids to participate more effectively in different activities.



Staged-based learning, children learn at their own pace



## STAGES

Stage 1   
Learning level

Exploring the world with basic concepts like object recognition.

Stage 2   
Learning level

Exploring the world with complex concepts utilizing association, imagination, and memory.

Stage 3   
Learning level

Exploring abstract concepts such as emotions, problem-solving, and logical reasoning.

Stage 4   
Learning level

Exploring new contexts of linguistic vocabulary, as well as stimulating writing and reading skills.

We believe that each child is unique and special, so our games are based on learning by stages, regardless of age.





# 10 Kindness rules for playing

with kids with special needs

- 
- 1 Be patient and allow extra time
  - 2 Show empathy and understand their emotions
  - 3 Use positive language and encourage their efforts
  - 4 Be inclusive and involve them in group activities
  - 5 Adapt activities to their needs and abilities
  - 6 Listen actively and show genuine interest
  - 7 Respect personal boundaries and space
  - 8 Offer assistance while encouraging independence
  - 9 Foster teamwork and cooperation
  - 10 Have fun and embrace a playful attitude





# ACTIVITIES

## stage 1

Learning level

In this stage, we have games that are perfect for kids who are **just starting to learn about the world**. These games use a lot of real images to help children understand and perceive the world around them. It's all about **getting that initial knowledge**, learning the basics of the world, and forming mental images and recognizing objects.

So cool, right?... It means that the little ones are starting to mentally represent the things around them!



\*Remember to anticipate and explain the rules of each activity.

## Match Images

1. The top pieces should be placed inside the storage cup, piece by piece, and should be taken out matched with the corresponding image on the base.
2. As pieces are taken, the adult should verbally state a word out loud, for example:  
**Airplane!** [Drawing] and connect it with the real image of the airplane.
3. Then create a sentence "The airplane flies to Paris"

## Find the Object

1. To increase the complexity of the activity, two bases can be placed simultaneously on the table.
2. The pieces should be placed inside the storage cup.
3. The child, either independently or with assistance of an adult, must retrieve one of the pieces and place it on the corresponding image as quickly as possible.  
(Adult: Remember to verbalize the word out loud)

The constant repetition of words is important for children with special needs as it helps them learn and remember vocabulary, strengthens the connection between words and concepts, this type of activities enables a better understanding of abstract concepts in a more concrete manner.

\*Remember to anticipate and explain the rules of each activity.

## Super Bingo

The objective of this activity is to introduce and facilitate interaction among children.

1. Each participant (Adult/children), should have their own game base.
3. All the top pieces should be placed inside the activity box.
4. The adult will take one piece at a time and verbally state the word out loud what it represents.
5. The rest of the participants will check their own game bases to confirm if they have the corresponding object and cover it with the game piece.
6. The first participant to cover the entire base will win.

Remember to celebrate small achievements of children, as they are the stepping stones to their great successes.



\*Remember to anticipate and explain the rules of each activity.

## Syllable Game

Kids should guess objects based on clues using the first syllable.

1. The pieces should be placed inside the storage cup.
2. The adult will take one piece at a time and start by giving a clue about the object they need to guess, using the first syllable of its name.

For example: If the object is a watermelon, you can say "The first syllable is [Wa]".

3. Encourage the children to guess the object using the provided clue, and allow them to give their answers.
4. Adapt the clues or the way they are communicated according to each child's needs, such as allowing non-verbal responses like pointing to the object.





# ACTIVITIES

## Stage 2

Learning level

During this exciting second stage of development, kids are **able to create mental images of familiar concepts**. They start absorbing new ideas about various actions, professions, and even different shapes.

As they grow, they begin to develop their own imagination and memory skills, which help create even richer pictures in their minds. It's fascinating to watch as they begin to observe the world more closely and gain a deeper understanding of their surroundings however, at this point **children still see things only from their perspective**.



\*Remember to anticipate and explain the rules of each activity.

## Rhyme Game

1. The pieces should be placed inside the storage cup.
2. Children, along with an adult, select a piece from an object and name a word that rhymes with that object.  
For example: If they pick a picture of a **clarinet**, they can say "**clarinet**" and then mention a rhyming word like "**cabinet**".
3. The children are encouraged to repeat both words after the adult can even make gestures, sounds or movements related to the objects to make it more interactive and enjoyable.
4. This process is repeated with different objects and rhyming words.



Saxophone / Phone

Clarinet / Cabinet



## Guess Game

Describe the objects and guess their identity.

1. The pieces should be placed inside the storage cup.
  2. The adult will take one piece at a time and start to describe them in detail to the child.
  3. Then, do questions to guess which object is being described (Provide additional clues if necessary and praise their efforts)
  4. The process should be repeated with different objects, adjusting the difficult level according to the child's abilities.
- \*Remember to be patient and provide additional support as needed

## Group Objects

1. In this case, we will only use the pieces from the three games, should be placing randomly on a table.
2. The adult, knowing the categories, will place one representative piece from each category on one side of the table as a reference.  
For example, if the categories are "**Transportation**," "**Musical instruments**," and "**Professions**," the adult will place one boat piece, one musical instrument tile, and one profession tile (e.g., judge).
3. The child will then categorize the rest of the pieces one by one. They should place each piece in the corresponding category based on their judgment, comparing them with the references.  
(Adult: Remember to verbalize the word out loud)



Routines provide stability to children with special needs, promoting adaptive skills, emotional stability, independence and self-confidence

## My Routines

Using the [Actions 1] board, you can carry out the following activity:

1. Start by creating a conversation with the child, asking questions like "What do you need to brush your teeth?" This helps with recognizing the action associated with the object. As you discuss the answers, cover each corresponding picture with the top pieces.

[Adapt the clues or the way they are communicated according to each child's needs, such as allowing non-verbal responses like pointing to the object]

2. Then take only the top pieces of the board [Actions], the adult writes on a piece of paper the numbers from 1 to 9.

3. Having the numbers on the piece of paper, the child needs to position the pieces in the order of preference, creating a personalized routine.

[Adult: Remember to verbalize the action word out loud]



# ACTIVITIES

## Stage 3

Learning level

During this stage, children are **growing and building on their previous knowledge** by exploring more complex concepts such as emotions. They are gaining a greater ability to **think critically and logically to find solutions to real-world problems.**

As they develop, kids are also learning how to group objects and symbols based on similarities or differences. It's amazing to see how they are growing socially as well, becoming more empathetic and understanding of moral concepts like right and wrong.



Emotions are one of the most important topics to work on, and using images provides a visual and concrete tool to help children with special needs understand, express, and regulate their emotions. These images can be an effective way to facilitate communication, stimulate empathy, and promote greater emotional well-being.

## I Understand You

1. In this activity, participants will work together to identify each of the emotions represented in the illustrations, making connections with real-life situations.
2. A conversation will be generated around the emotion pieces, asking questions such as "How do you think the child is feeling?" or "How can you imagine they would feel in different situations?" and exploring the reasons behind those emotions.
3. Additionally, the activity will involve exploring if they have ever experienced that emotion and discussing the underlying factors. The goal is to foster emotional understanding and expression, as well as promote empathy and personal reflection in an engaging and enriching environment.



## It Looks Like...

1. For this activity, the pieces from all three games should be placed inside the activity box, and taken one by one.
2. The goal of this game is to discover and define images that are associated with each other, encouraging the child to find connections and associations between them.

For example, if an image of an **ice cream cone** and a **penguin** is shown, they can describe and associate characteristics such as the color white, round shape, and the sensation of cold. This will contribute to expanding their vocabulary and developing associative thinking skills.

It's fun to find things that look alike even though they're different





This activity is a favorite in homes and preschool classrooms, and using our boards will be even more fun.

”



“I spy with my little eye.”

1. The three games should be placed on a table with their pieces.
2. One of the participants is going to be the “Spy” who takes a look around the area and selects an object that is visible to the other players, but doesn't have to physically take it.
3. Once the object is chosen, the participant says, “I spy with my little eye...” and provides the first clue.
4. The other children make guesses based on the clues given. The participant responds with a “yes” or “no” to indicate whether their guess is correct. If there are multiple children playing, they take turns guessing. If the players are having difficulty finding the answer, the Spy can offer additional clues such as “hot” and “cold” to indicate how close they are to the correct answer.
5. The player who guesses correctly gets the (piece) and becomes the next Spy, providing clues for a different object.

The player with the most collected objects (pieces) at the end is the winner.

This is a printable extra activity that requires a dice or our numbers game, introducing them into the storage cup and taking one by one, and also will need something who represents each participant, Be creative!

1. One player starts by rolling the dice or taking a pice with the number from the storage cup, and moving their game piece the number of spaces indicated.
2. At each emotion square, the child must express that emotion, and they can be asked when they have felt that emotion, providing options if needed.
3. The first player to reach the finish line will be the winner.





# ACTIVITIES

Stage **4**   
Learning level

During this stage, kids are **soaking up all sorts of exciting new ideas beyond the basics**. Plus, they're starting to get the hang of reading and writing - or maybe they can already read! This means they can put words to concepts, even without a picture to help them out. And when it comes to tricky puzzles and shapes, they're getting good - with or without having seen similar things before.



# The Storyteller

1. In this case, we will only use the pieces from the three games, placing them randomly on a table.
2. Then, the child select a certain number of pieces from different categories. They can choose pieces that catch their attention or use a communication strategy such as pointing or indicating their desired piece.
3. The adult assist the child in organizing the selected pieces in the desired story order.
4. As the child interacts with the pieces, the adult encourage them to tell the story using verbal or nonverbal communication methods like gestures, facial expressions, pointing, or utilizing visual aids.
5. The adult should observe and show interest in what the child is communicating, providing a sense of support and validation. Optionally, if the child shows interest or ability in drawing, you can create simple illustrations on the whiteboard or large paper to accompany the story. This can reinforce understanding and provide a visual representation of the narrative created.

It was a sunny day, the bear was walking, when suddenly started to rain, The queen saw him and very kindly invited him to drink a coffee.





## Fine Motor Skills

In this fine motor activity, place the pieces and the storage cup on a flat surface.

1. The child explores the pieces, feeling their shapes.
2. Then, they place the pieces on top of each other or inside the storage cup.
3. The child is encouraged to experiment and vary the way they place the pieces, fostering creativity and free exploration.
4. As the child progresses, more challenging pieces and containers can be introduced.

\*During the activity, the child's achievements are celebrated and positively reinforced to motivate them and create a supportive environment.



# Sequences

1. The pieces are organized into categories on the boards.
2. Two categories should be chosen based on the child's preferences and abilities.
3. The sequences are presented by showing the child series, For example, **Color - Number - Color - Number**
4. The child is invited to visually explore the images and discuss the sequence, encouraged to point or name the images in the correct order. Questions like "What happens first?" and "What image comes next?" are used to promote participation. The child then reconstructs the sequence by rearranging the mixed-up images in the correct order, with visual or verbal support provided if needed.
5. As the child becomes comfortable with the activity, they are encouraged to create and memorize their own sequences using the pieces.



color - number - color - number



# out of context

For this activity, all the pieces from the three games will be used. They should be placed on the table.

1. The adult will group together pieces that belong to the same category and add one piece that does not belong. For example: Group (Pumpkin, Kiwi, Onion, Grape...) then add one piece who shows a (Elephant)
2. It is important to name the objects out loud
3. Ask the child which is the piece that is out of context.



"The Elephant is out of context"





We value diversity as a world of endless possibilities, just like our activities. With our games, we aim to discover children's maximum potential, encouraging the freedom to play in their own way. There are no limits or strict rules because we believe in the uniqueness of each individual.

Your review is important for us.  
Share with us your experience !





The missing piece



Every child deserves an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be.



Support our mission,  
Follow us!

