

# Sidewalk Chalk Fun and Games



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# Hopscotch Chalk Art Contest

**Goal:** Encourage gross motor and visual motor skills.

**Materials:** Sidewalk chalk

**Preparation:** None

**How to Play:** Give each child some chalk. Each child should design a hopscotch board different from traditional hopscotch. Keep it open ended, if possible. If the children need some ideas...

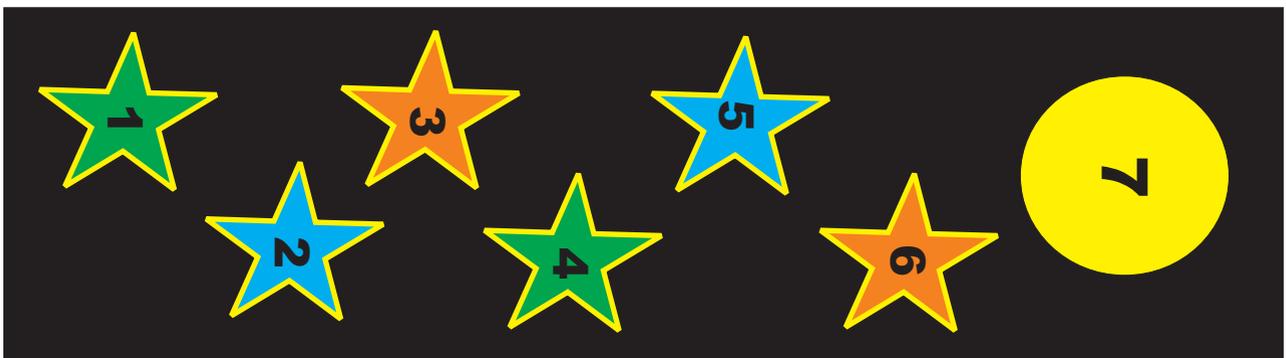
- Vary the shape of the boxes
- Vary the number of boxes
- Vary the direction i.e. sideways or backwards
- Vary the design i.e. spiral
- Vary the size of each box

Have all the children try each of the hopscotch boards by jumping, hopping or stepping on the patterns created.

When done, try to make each child a winner in a different category such as:

- Best Artwork
- Most Unique
- Most Challenging
- Easiest to Complete
- Fastest Hopscotch
- Most Fun

If you can not make up your mind, have the children vote on the winners for different categories.

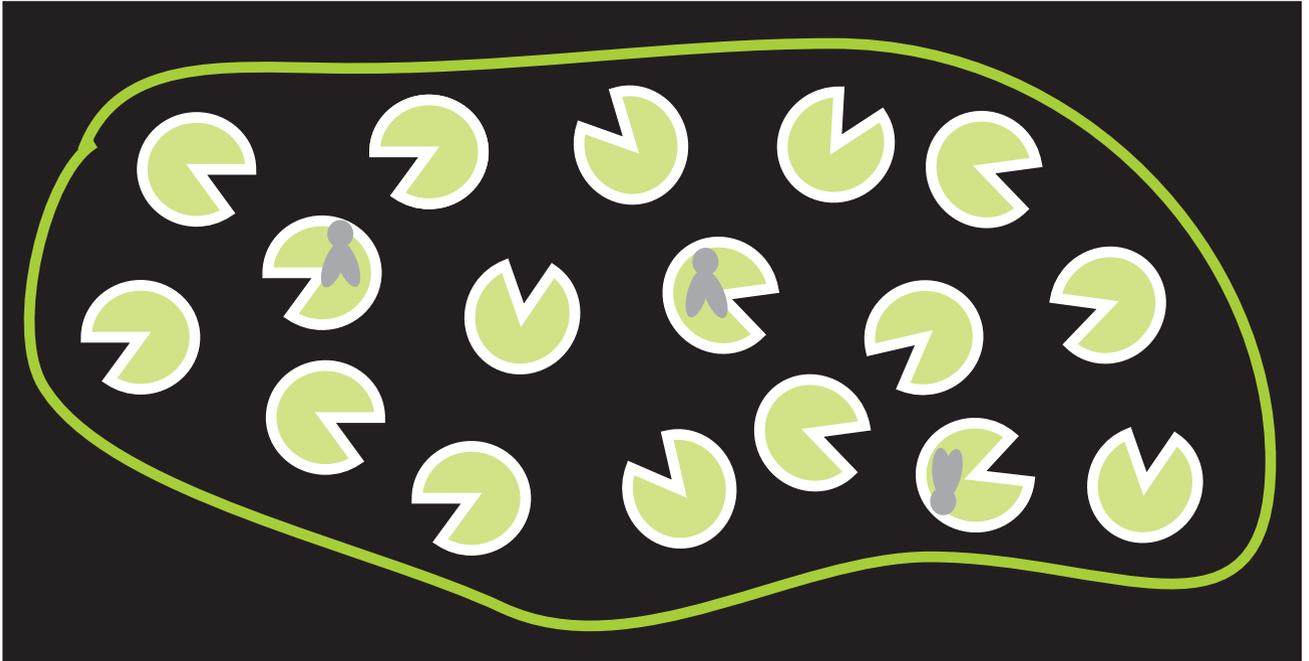


# Lily Pad Pond

**Goal:** Promote gross motor skills, body awareness and eye hand coordination.

**Materials:** Sidewalk chalk, pebbles or bean bags

**Preparation:** Draw a large pond shape on the black top. Draw many lily pads inside the pond. On several of the lily pads draw a simple, small fly.



**How to Play:** Try to jump like a frog on each lily pad without stepping into the “pond water”. Try to jump like a frog from one side of the pond to another without stepping into the “water”. Standing on the outside of the pond throw pebbles at the flies. The object is to get the pebble or bean bag to land on the lily pad with the fly on it.

## **Modifications:**

To encourage writing practice, have the child draw the flies on some of the lily pads.

If jumping is too difficult, try stepping onto each lily pad. If jumping is too easy, try hopping on one foot onto each lily pad.

# Sidewalk Spider Web

**Goal:** Encourage balance skills, gross motor skills and body awareness.

**Materials:** Sidewalk chalk, small rocks

**Preparation:** Draw a large spider web with the sidewalk chalk. Optional: to encourage fine motor practice paint the small rocks to look like bugs i.e. ladybugs, spiders, flies, etc.



## **How to Play:**

Activity idea for one child - The child throws the bug rocks into the spider web. He/she tries to get one “bug” (the rocks). Walk, jump or hop into the web but do not step on any lines. Pick up bug and walk out of web. Continue until all the bugs are out of the web.

Activity idea for more than one child - Children partner up. Children must lock arms to create one spider (8 “legs” - 4 arms and 4 legs between two players). Play the game as above but remember do not step on any lines or you are caught in the web. To get out of the web, another team must come over (without stepping on any lines) and tag you.

**Modifications:** For young children spread the lines far apart. For older children create intricate spider webs.

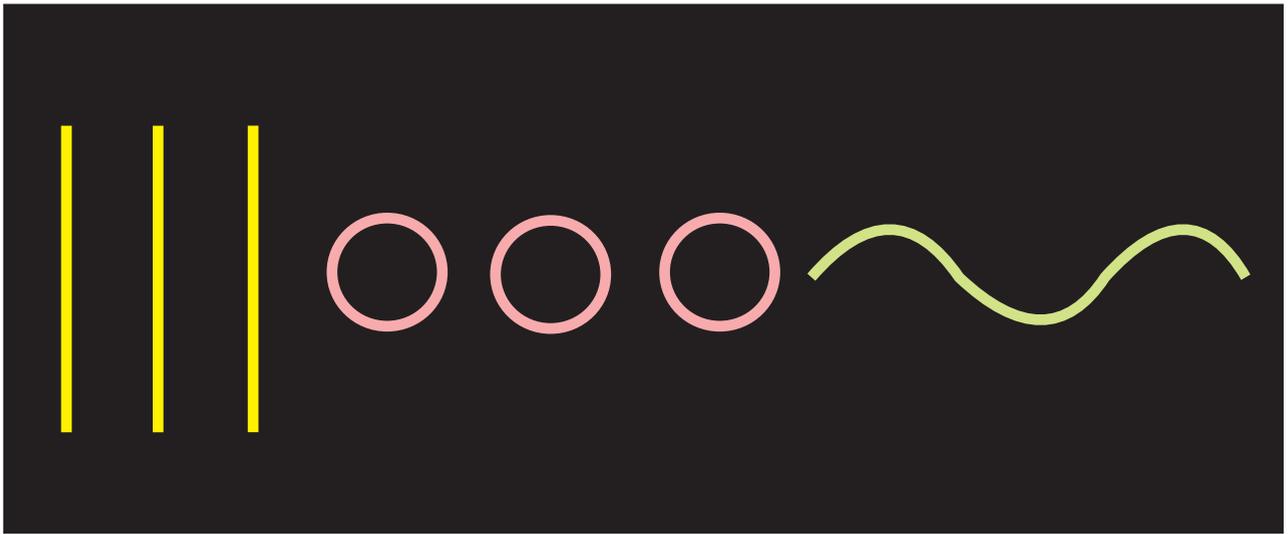
Suggest that the children each create their own webs. Then all the children try to walk or jump through all the webs without stepping on any lines.

# Obstacle Course

**Goal:** Practice balance skills, coordination and motor planning.

**Materials:** Sidewalk chalk

**Preparation:** Draw an obstacle course with the sidewalk chalk. Let the child assist if possible.



**How to Play:** The child should complete the obstacle course. Try timing the child on each trial to earn the best time.

**Modifications:**

Each time the child goes through the course, ask the child to create one more section to the course.

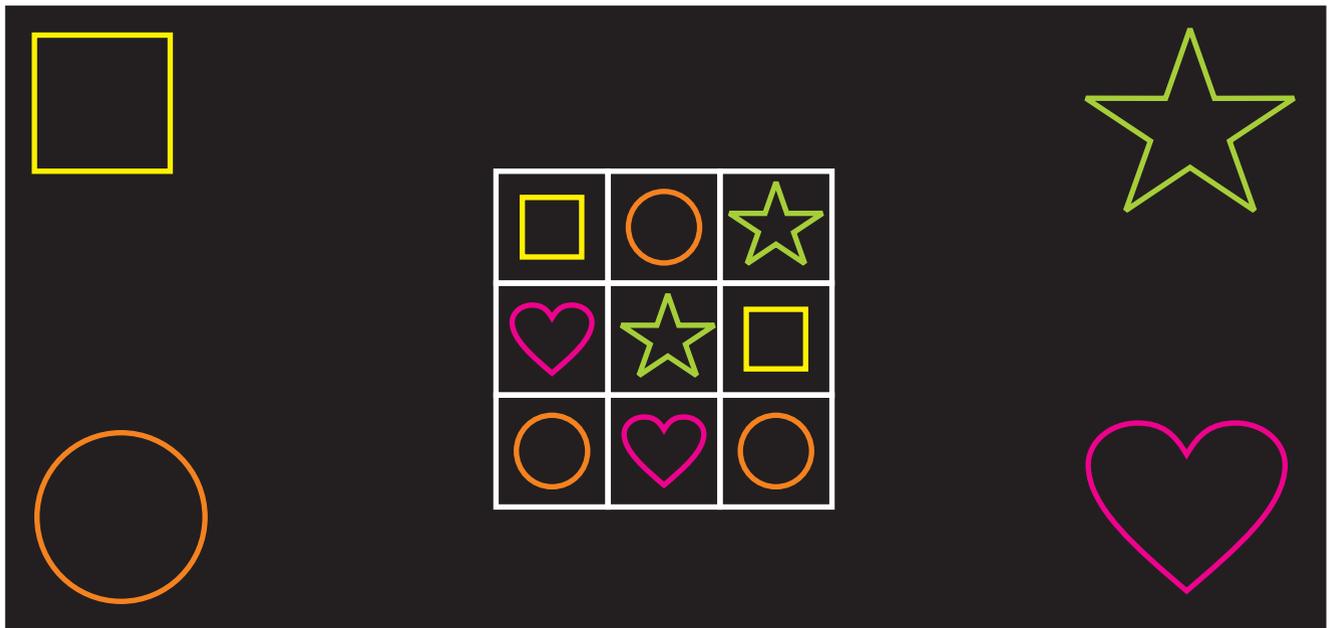
Try to perform the course backwards or sideways.

# Toss and Match

**Goal:** Encourage eye hand coordination and gross motor skills.

**Materials:** Sidewalk chalk, flat rocks or bean bags

**Preparation:** Draw a small grid with shapes, letters or numbers in each small square. Children can draw large pictures, scattered around the black top, that match each item in the small squares.



**How to Play:** All of the children gather around the grid. One player throws the flat rock or bean bag into the grid. What ever the rock lands on, the children must all run to the matching larger picture. The first child to the matching object gets to throw the rock for the next turn. Change the gross motor skill for the next turn - try jumping, skipping, galloping, walking backwards, walking sideways, walking with a partner or any other movement. Continue playing until all objects have been matched.

**Modifications:** If the same child is getting to the matching object first every time modify the rules i.e. last child throws next rock, child with red on throws rock, etc.

# River Quiz

**Goal:** Practice gross motor skills, visual motor control and reinforce academic material.

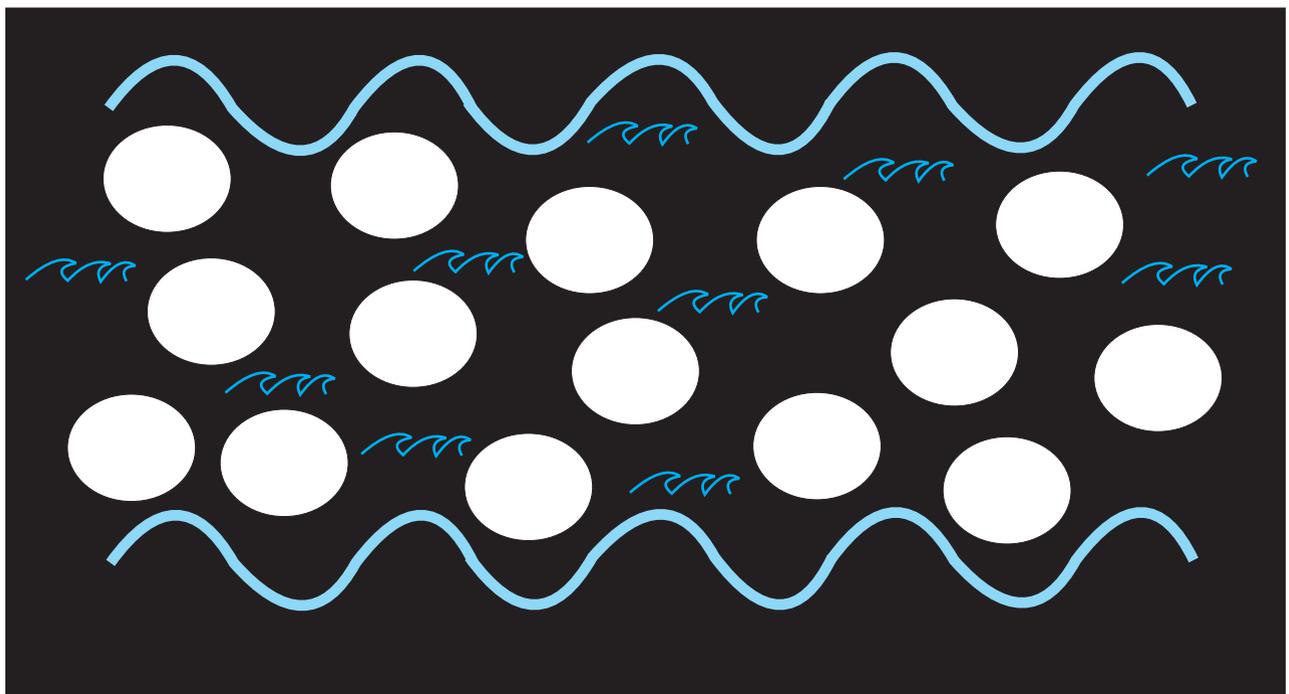
**Materials:** Sidewalk chalk

**Preparation:** Draw two lines several feet apart to create the river. Ask the children to draw rocks in the river and wavy lines for the water.

**How to Play:** All the children stand on one side of the river. Ask a question to one child i.e. What is  $2+7$ ? If the child answers correctly, the child can jump onto a rock. Don't step in the "water". If the child answers incorrectly, he/she must stay on the same rock. The object of the game is to get across the river. If playing with a group, the children can just take turns answering questions. Make a rule that you can not share the same rock.

**Modifications:**

If the child is unable to jump, just try stepping from rock to rock. If the child finds jumping easy, try hopping on one foot from rock to rock.

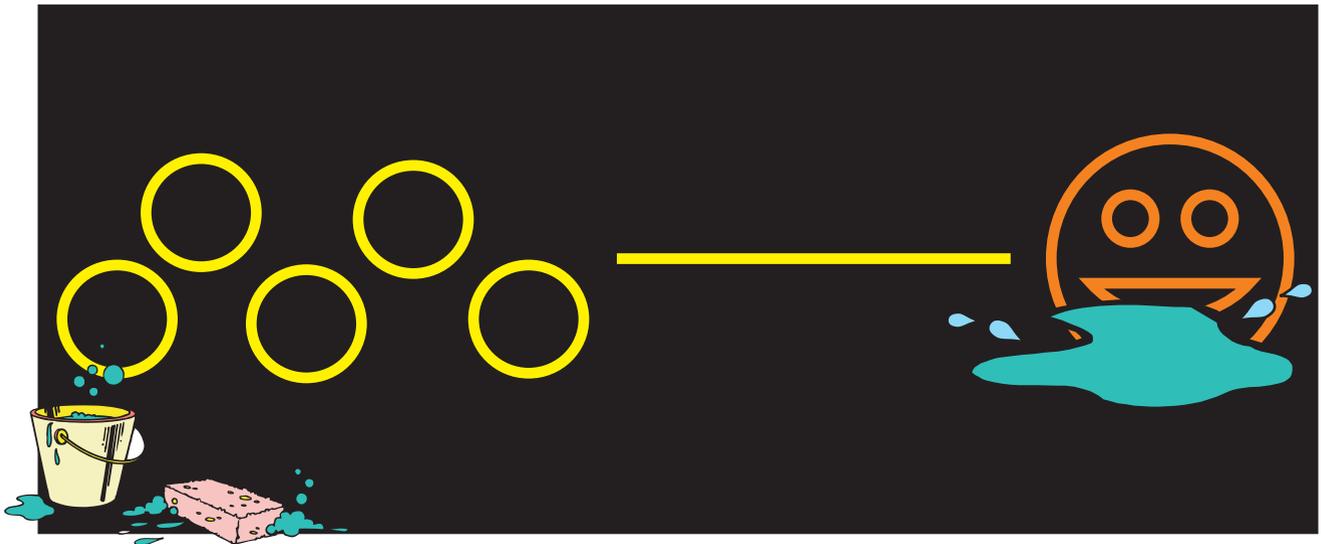


# The Race to Erase

**Goal:** Practice balance skills, coordination and motor planning.

**Materials:** Sidewalk chalk, sponge and water

**Preparation:** Draw an obstacle course with the sidewalk chalk. Draw straight lines, squiggly lines and circles to walk on/jump on. At the end, the child can draw a simple picture. Place some water in a bucket with a sponge at the start of the obstacle course.



**How to Play:** Explain to the child the object of the game - erase the picture. The child should fill up/get the sponge from the bucket. Then complete the obstacle course i.e. jump in circles and walk on straight line. Once the child reaches the picture (i.e. smile face) squeeze the water out of the sponge to erase the image. Return to start to get more water in sponge. Repeat process until picture is erased completely.

## **Modifications:**

For wheelchair users, draw a path for them to follow and place bucket on a table rather than on the ground.

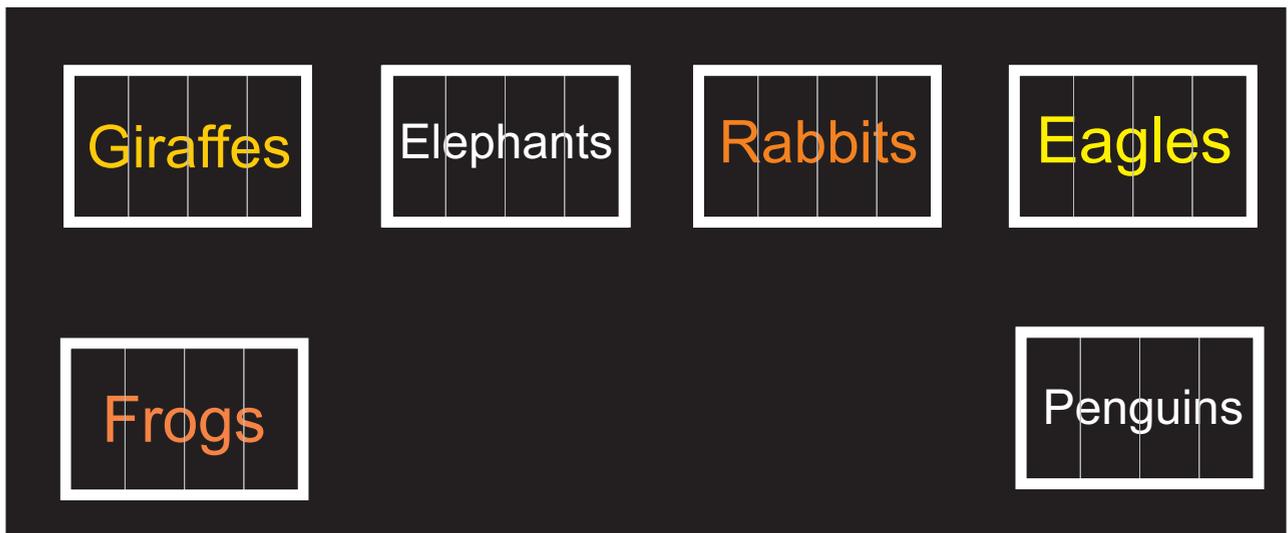
If playing with a large group, divide into teams and race to see which team can erase the picture first.

# Animals in the Zoo

**Goal:** Promote gross motor skills, body awareness and visual motor skills.

**Materials:** Sidewalk chalk

**Preparation:** Draw rectangles and the names of animals inside each box. Or have the child draw the animals in the boxes. If that is too difficult, have the child draw some vertical lines of the zoo cage.



## **How to Play:**

Pretend that you are taking a trip to the zoo. Start at the first cage. Move around like the animal in the cage. Travel to the next cage and move like that animal.

Try having a race. Stand back several feet from the cages. Call out an animal. Race to that cage. Move like that animal.

If there is a group of children, pretend you are a zoo train. Have a leader in the front. The child can line up behind one another. As you pass by each animal, you must all move like that animal. When you move past the next cage, change your movements to act like that animal. Change leaders and repeat the train ride.

## **Modifications:**

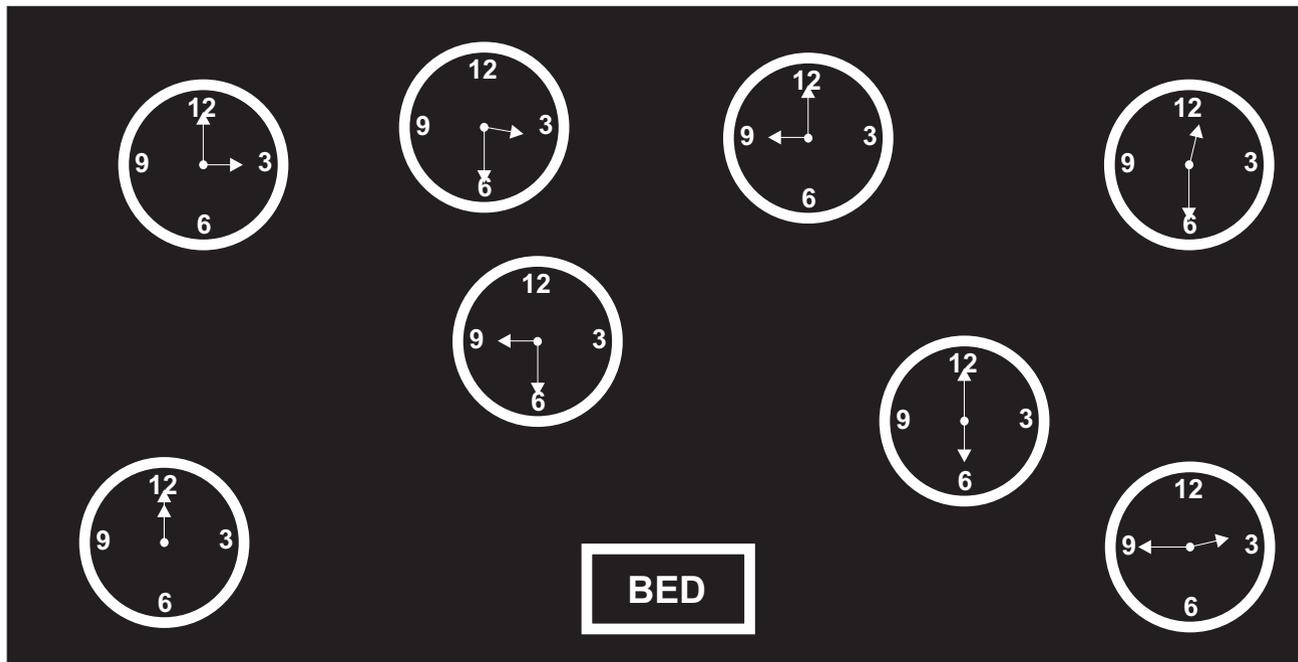
If playing with children in wheelchairs, try animals like snakes, sharks or birds so children can move arms to act like that animal.

# Bedtime

**Goal:** Encourage gross motor skills. Practice telling time.

**Materials:** Sidewalk chalk

**Preparation:** Draw several clocks with a different time on each one. Draw a rectangle. Write the word BED in it.



**How to Play:** The child or children should all stand in the BED box. The leader calls out a time. The child runs to the correct clock. The leader calls out another time. The child runs to that clock. When the leader calls out "bedtime", the child must run back to the bed. If playing with a group of children, the last child back to bed gets to call out the time.

Want to play again? Erase the hand arrows of the clocks with a wet sponge. Draw a new time on each clock. Repeat the game.

## **Modifications:**

Modify the locomotor movements to get to the clocks - try walking, jumping, skipping or hopping to the clocks.

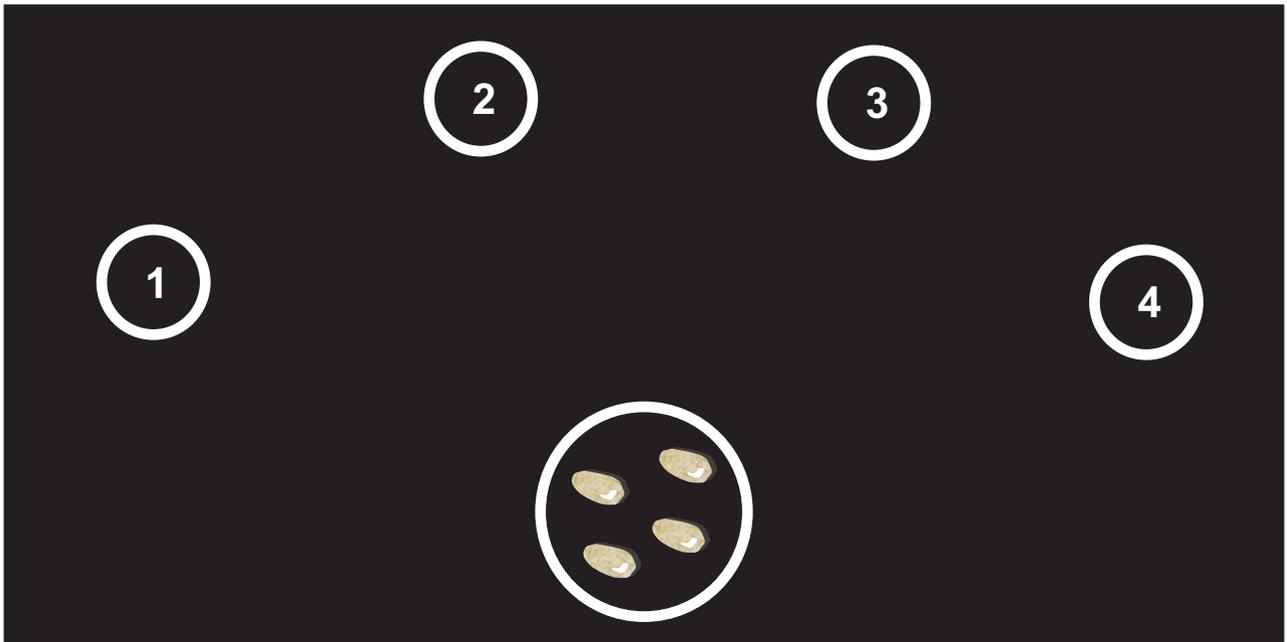
Have index cards with the digital time written on each one. The child can run and match the digital time with the correct clock face.

# Move the Pebbles

**Goal:** Encourage physical activity.

**Materials:** Sidewalk chalk, small rocks, leaves or twigs

**Preparation:** Draw one large circle. Draw at least 4 other circles about 10-20 feet apart. Place four pebbles, leaves or small twigs inside the large circle.



**How to Play:** The object of the game is to place one object in each circle as fast as possible. You can only carry one object at a time though. On “GO”, the child picks up one rock from the big circle, runs to a small circle and places the rock inside the small circle. The child runs back to the big circle to get another rock. Repeat until each rock has been placed in a smaller circle.

## **Modifications:**

If there is a large group playing, break into two teams and create two sets of circles. On “GO”, the first player places one rock inside one circle and runs back. The next player then goes to get the second rock. Repeat until fourth rock. If there is more than four players, the players must run back to small circle, retrieve one rock and bring back to large circle. The first team with all the rocks back in the large circle wins.

# Work Out Fun

**Goal:** Encourage physical activity and motor skill practice.

**Materials:** Sidewalk chalk, bean bag or small rock

**Preparation:** Draw a grid with the numbers 5,10 and 20 written in each square. Draw another grid next to it. Draw a circle around both grids.

## **How to Play:**

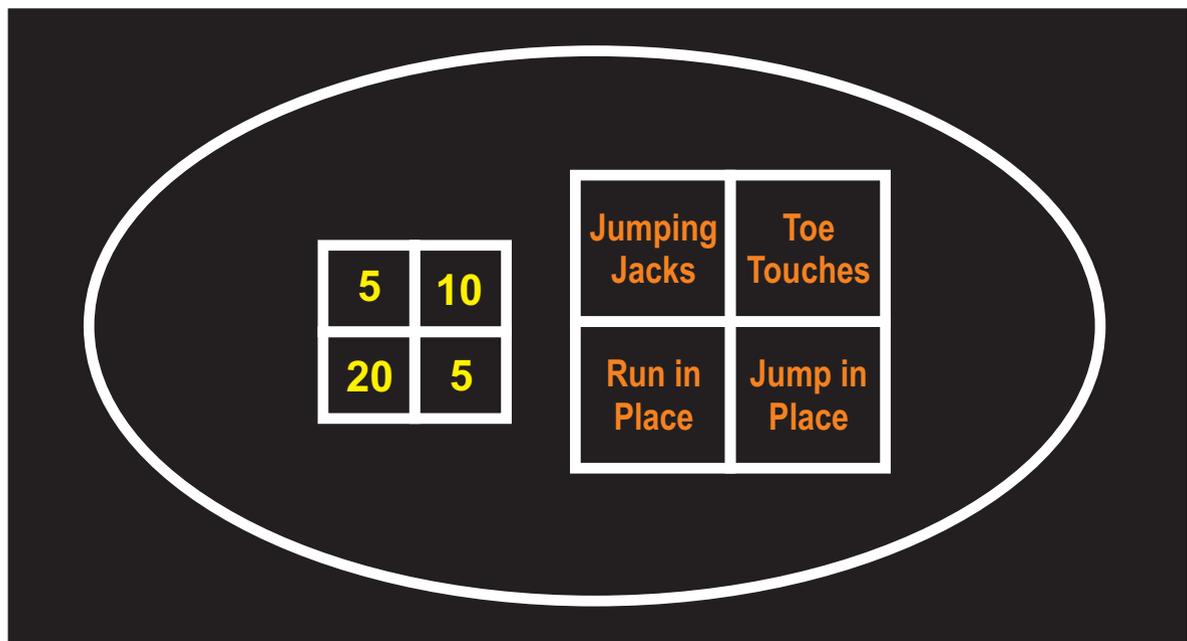
Begin by asking the children playing for exercise ideas to fill up your blank grid. Request ideas that can be done safely outdoors. Some suggestions are jumping jacks, toe touches, cross overs and running in place. Write each exercise in separate boxes. Repeat some exercises if necessary to fill the grid.

The first child throws the small rock onto the exercise grid followed by throwing a rock onto the number grid. Wherever the two rocks land, determines what exercise to complete and how many repetitions.

Continue playing repeating each step.

## **Modifications:**

Vary the exercises based on the child's physical abilities.



# Mazes

**Goal:** Promote balance skills, coordination and motor planning. Reinforce academic material.

**Materials:** Sidewalk chalk

**Preparation:** Draw several shapes, letters or numbers on one side of the blacktop. Randomly draw a set of matching shapes, letter or numbers on the opposite side of the blacktop. Draw curved, zig-zag and swirly lines in different colors connected the matching symbols.



**How to Play:** The child can walk along the lines to get to the matching symbol. Encourage the child not to step off the line. Try walking forwards, backwards, sideways and heel to toe.

## **Modifications:**

To encourage writing practice, have the child draw the lines connecting the matching shapes.

For wheelchair users, make sure the symbols are several feet apart and the maze lines are clearly separated. This will allow enough space to accommodate the wheelchair.

# High Wire Act

**Goal:** Encourage balance skills and body awareness.

**Materials:** Sidewalk chalk

**Preparation:** Draw several long rectangles of different widths as the high wire.

**How to Play:** Explain to the children that you are going to pretend to be in a circus. You must walk across the high wire in the circus. Start at the widest rectangle. The child walks across. Proceed to the next “high wire” until each high wire has been walked on without stepping outside of the rectangle. Start again and have the child think of tricks they can do on the high wire. Can they walk across sideways, backwards, with hands on hips, on tip toes, giant steps, keeping a large leaf on their heads and more. If you step outside of the rectangle go back to the beginning again.



#1

#2

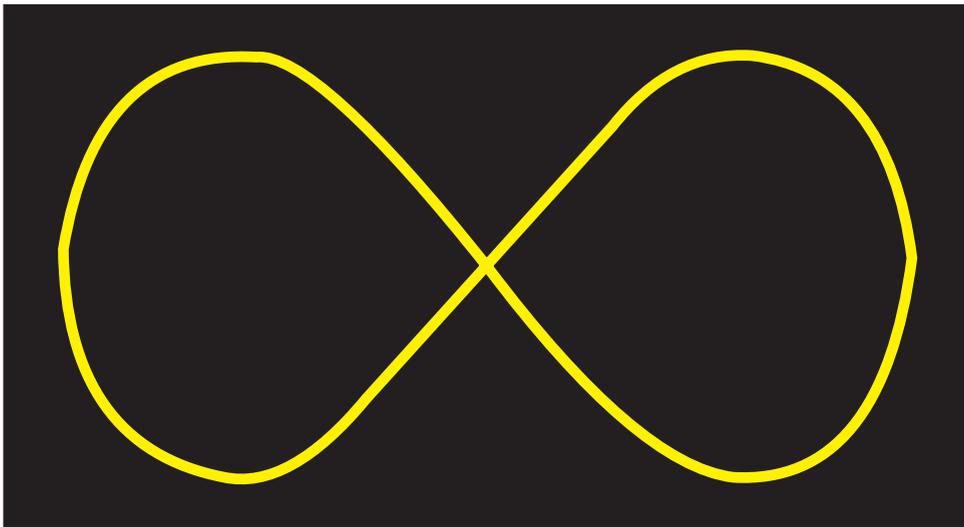
#3

# Crossed Track

**Goal:** Encourage motor skills, bilateral coordination and crossing midline.

**Materials:** Sidewalk chalk

**Preparation:** Draw a large 8 on the ground with sidewalk chalk.



## **How to Play:**

To start out, have the children march around the crossed track staying on the lines. Turn on some music. Play follow the leader again staying on the track.

Give each child a piece of chalk. The child can draw sideways eights on the black top. Make sure they are drawing sideways eights for this gives them practice on crossing midline as they draw.

**Modifications:** To make it more difficult, try dribbling a basketball while walking on the lines.

Make a very large sideways eight. The child can practice riding a bicycle or scooter board on the track.

Make a small one, and the children can drive toy cars on the track.

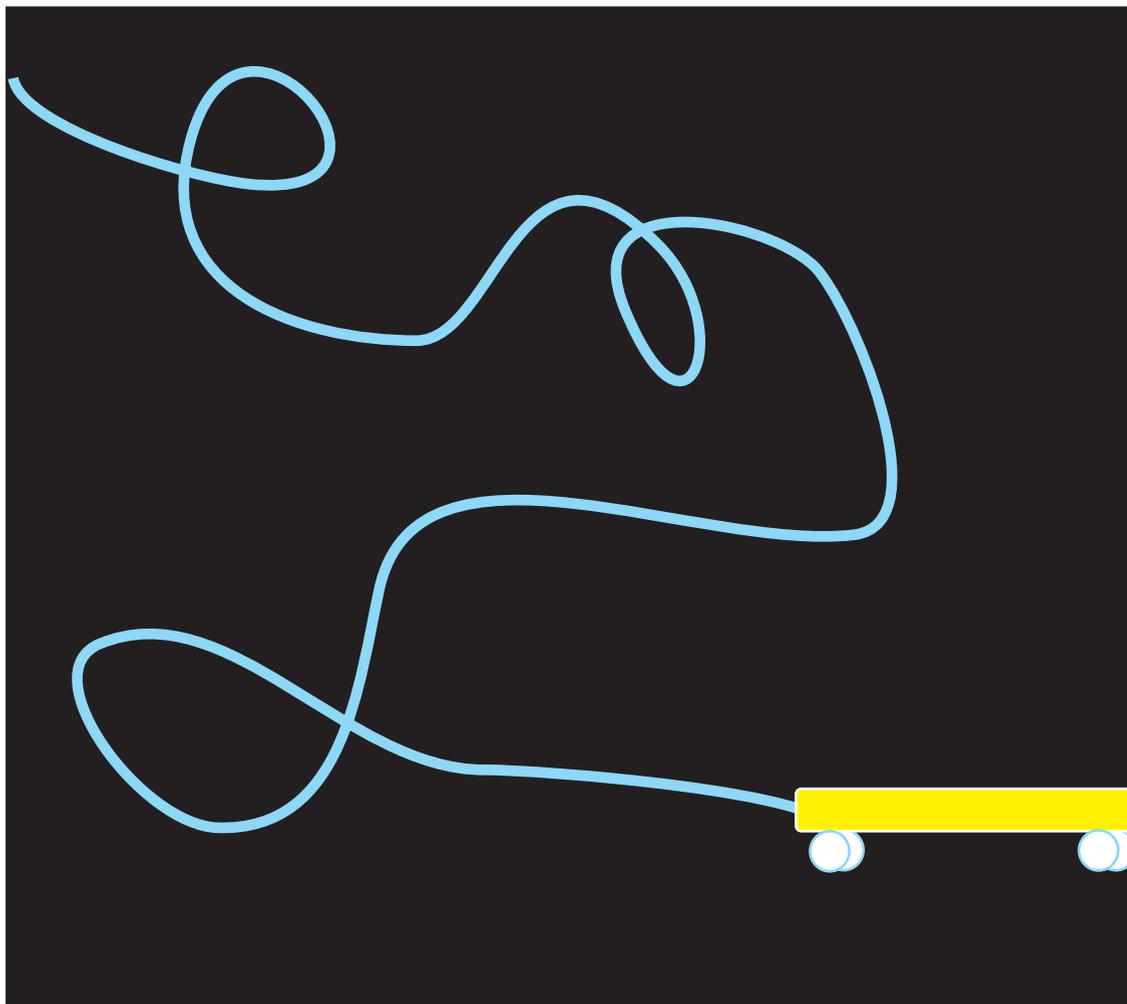
# Scooter Board Sidewalk Chalk Art

**Goal:** Encourage lower extremity and core muscle strengthening and coordination.

**Materials:** Sidewalk chalk, scooter boards

**Preparation:** none

**How to Play:** Give the child a large piece of sidewalk chalk. The child should sit on the scooter. Using the chalk, the child propels the scooter board with the legs and draws with the chalk at the same time. The child can try to create pictures, works of art or just lines. If lines are drawn, get off scooter and practice keeping your balance while walking on the lines.



# Climb the Ladder

**Goal:** Encourage physical activity, coordination, motor planning and gross motor skills.

**Materials:** Sidewalk chalk

**Preparation:** Draw a ladder on the black top with the sidewalk chalk.

**How to Play:** Stand at the bottom of the ladder. Practice different ways to climb the ladder. Start off by just climbing the ladder by stepping on each ladder rung. Progress to more difficult tasks such as:

- jump in between the rungs
- jump with feet outside the rungs
- jump feet in and then feet out
- jump backwards
- jump sideways
- try hands on rails and feet on rungs
- hop on one foot between the rungs
- jump to every other rung

Have the children create their own ways to climb the ladder. If playing with a group play follow the leader up the ladder.



# Put Out The Fire!

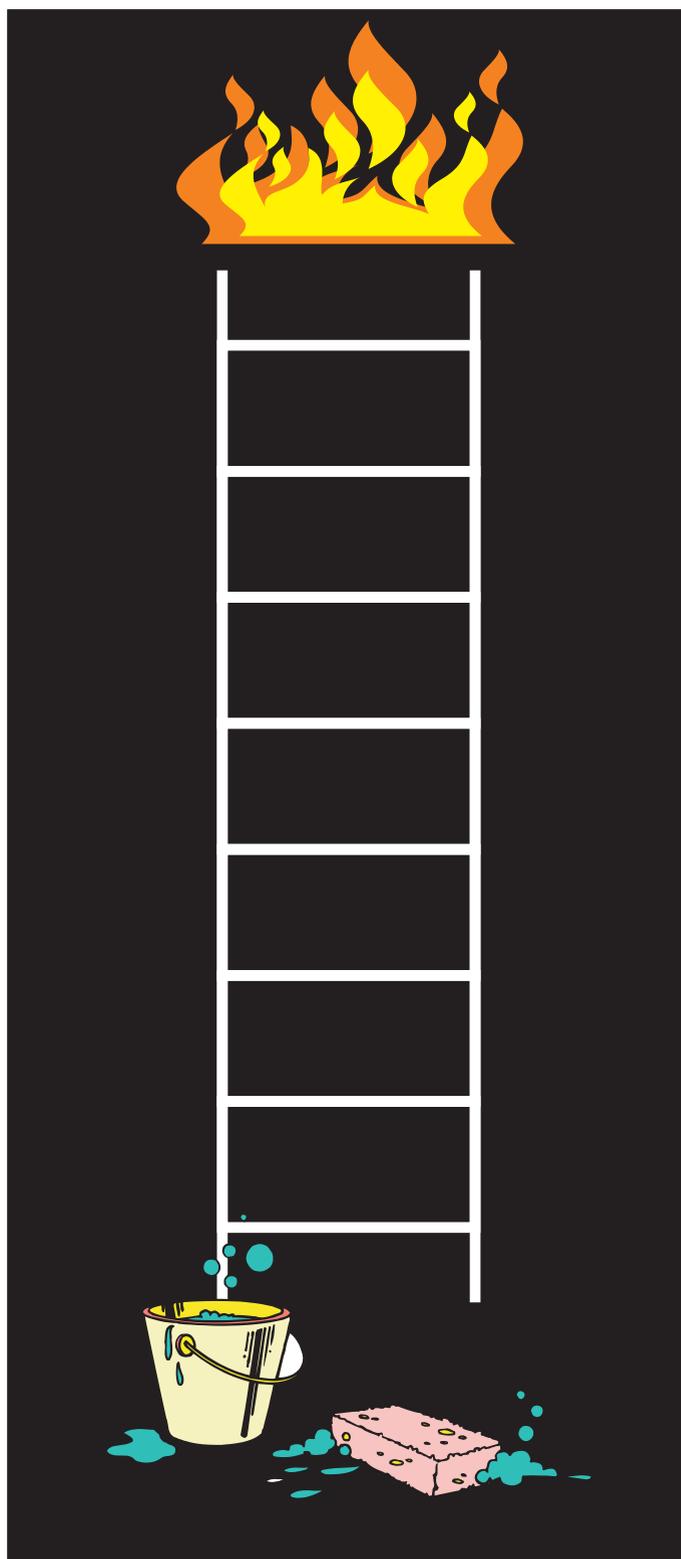
**Goal:** Encourage physical activity, coordination, motor planning and gross motor skills.

**Materials:** Sidewalk chalk

**Preparation:** Draw a ladder on the black top with the sidewalk chalk. Draw a simple fire with large flames. Place bucket with water and sponge at bottom of ladder.

**How to Play:** The child wets the sponge in the bucket. The child holds the sponge and climbs up the ladder (by walking, jumping or hopping). At the top of the ladder, the child squeezes the sponge. This will erase the sidewalk chalk flames to put the fire out. The child walks back down the ladder, gets the sponge wet again and climbs back up. Repeat until the entire fire is put out (erased).

**Modifications:** For wheelchair users, place the bucket on a table. The child must drive wheelchair between the railings to bring water to put the fire out.



# Hopscotch Categories

**Goal:** Encourage physical activity.

**Materials:** Sidewalk chalk

**Preparation:** Draw a large rectangular box with many rectangles inside the box. Next to each box write a category topic i.e. girls names, boys names, teachers, state capitols, movie titles, singers...

**How to Play:** To start, stand in the first box. The child jumps, steps or hops to the first box. The child must say aloud an answer for the specific category of the box that they are standing in. Once an answer is stated, the child jumps to the next box and provides an answer for that category.

**Modifications:** For children who can not read, say aloud each category instead of writing it.

For wheelchair users, make the boxes very large. The object is to drive your wheelchair and stop in each box without hitting any lines.



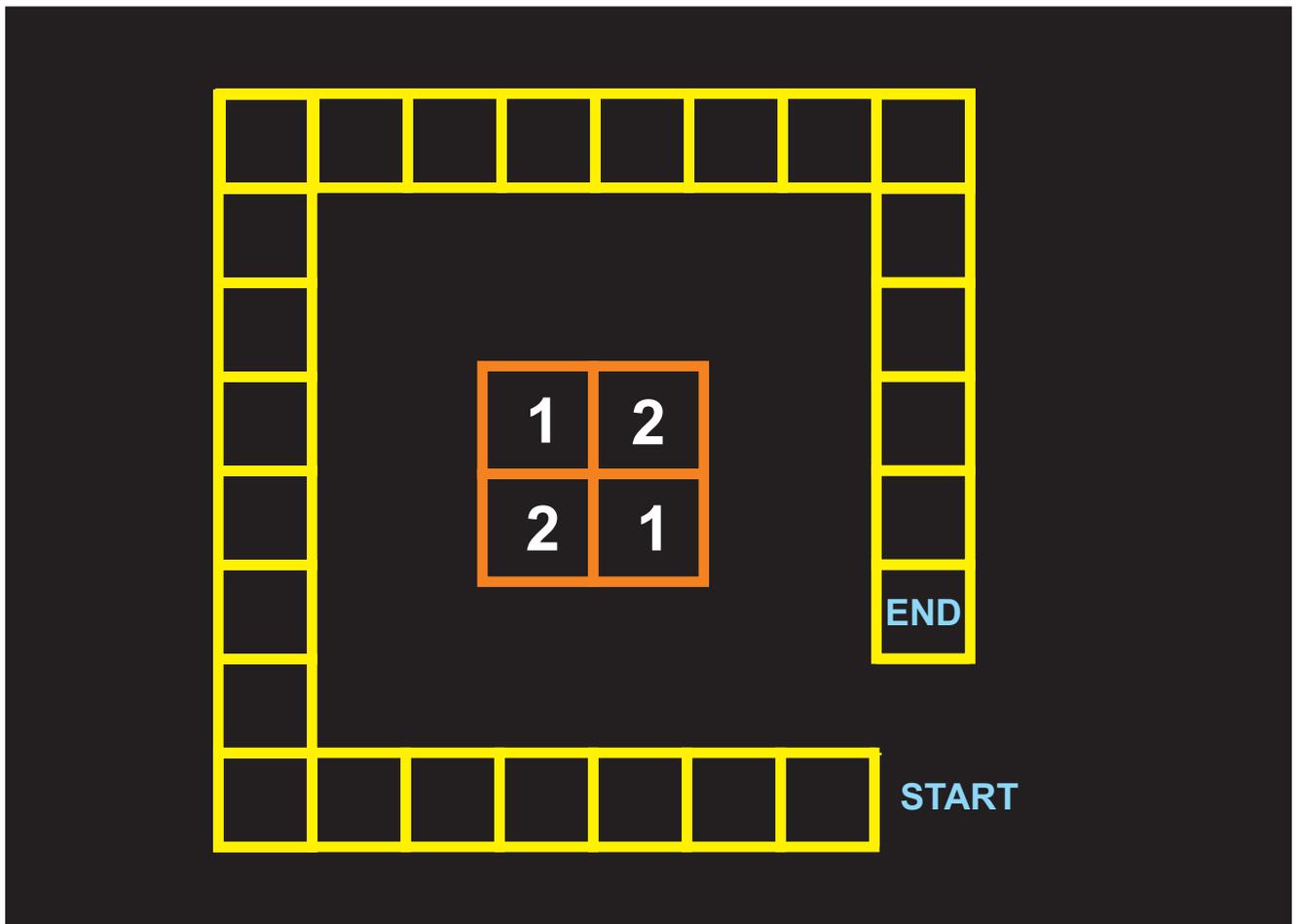
# Life Sized Board Game

**Goal:** Encourage eye hand coordination and gross motor skills.

**Materials:** Sidewalk chalk, flat rocks or bean bags

**Preparation:** Draw at least one small grid with the numbers 1 and 2 in it. Draw a path around the grid.

**How to Play:** One player stands at the start of each path. Each player should have a small rock or bean bag. Player one throws the rock at the number grid. Player one moves forward that number of spaces. Player two does the same on his/her turn. The first player to the end is the winner. Try different motor skills to move to each box - walking, tip toes, jumping, hopping, backwards or sideways. Draw the number grid in different areas so children have to throw in different directions.

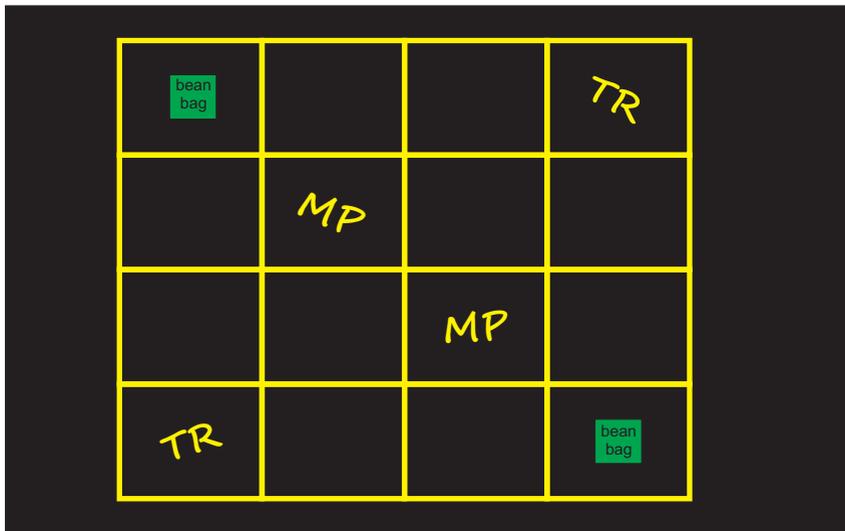


# Initials

**Goal:** Promote gross motor and fine motor skills.

**Materials:** Sidewalk chalk, timer

**Preparation:** Draw a grid that is at least 4 squares by 4 squares.



## **How to Play:**

**Group Play** - Give each child a piece of chalk. On “GO” start the timer for at least 30 seconds. Each child runs to the grid. The child should write their initials in a box. Your initials can only be written in the box if it is blank. When the time expires, count who had the most initials written in the boxes.

**Individual Play** - Give child a piece of chalk. On “GO”, start the timer for at least 30 seconds. The child runs to the grid and writes his/her initials in a box. The child runs back to starting line and touches it. Child runs back to grid and writes initials again. Then back to starting line. Repeat task until time runs out. Count how many boxes have initials in them. Go for the best score.

To play again, erase initials with a small sponge or draw a new grid.

## **Modifications:**

Wheelchair users can drop a bean bag into a box instead of writing initials.

Vary what the child writes in the box. Try spelling, vocabulary or foreign words.

# The Alphabet Race

**Goal:** Promote gross motor and fine motor skills.

**Materials:** Sidewalk chalk, timer

**Preparation:** The child should write in chalk the letters of the alphabet scattered all over the blacktop in a random order.

**How to Play:** Begin the game standing in the start box. On “GO”, start the timer. The child must perform a locomotor skill going from one letter of the alphabet to the next in the correct A,B,C... order. The child returns to the start box when finished going through the alphabet. Stop the timer. Try again to beat your first score.

**Modifications:** Try to play the game following the letters of the alphabet backwards, Z,Y,X... Compare your times.

If you have a large group or children with decreased endurance, modify the task. Perhaps have the children perform locomotor skills following three letters and back to start for the next player to complete the next three letters, repeating that pattern until all the letters of the alphabet have been touched.

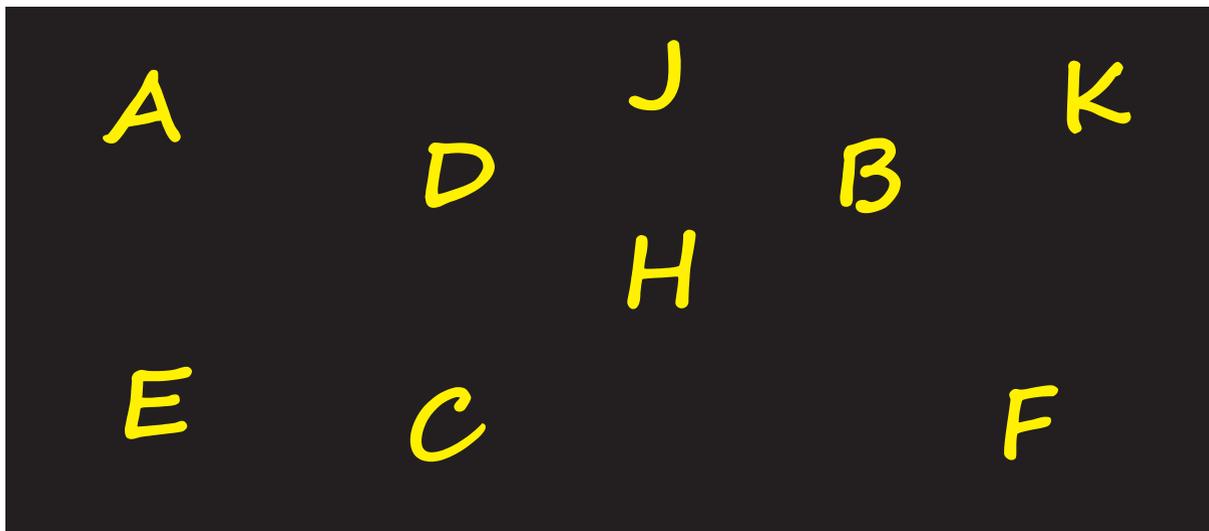


# Review Race

**Goal:** Promote gross motor, fine motor and visual motor skills. Reinforce academic material.

**Materials:** Sidewalk chalk, index cards, bag

**Preparation:** The child can write in chalk the material that needs to be reviewed i.e. letters, sight words or spelling words. Write the letters scattered around the black top. Write the same items on index cards.



**How to Play:** Put the index cards inside a bag. An adult or child can take out one index card from the bag. Read it aloud. The child must perform various locomotor skills to the matching letter, number, sight word, etc. The following locomotor skills could be performed: walking, running, skipping, hopping, jumping, backwards walking, etc. Continue play until all the cards have been removed from the bag.

**Modifications:** If playing with a large group, break the group into two teams. Player one takes index card and runs to matching location. Once player one reached the location, player two can remove a card and run to matching location and so on. The first team to have all players in the correct location holding the matching index cards is the winner.

# Sidewalk Spell It

**Goal:** Encourage eye hand coordination, gross motor and visual motor skills. Reinforce academic material.

**Materials:** Sidewalk chalk, small rock

**Preparation:** Draw a large grid with 28 boxes in it (7 columns and 4 rows). The child can write a letter of the alphabet in each box.

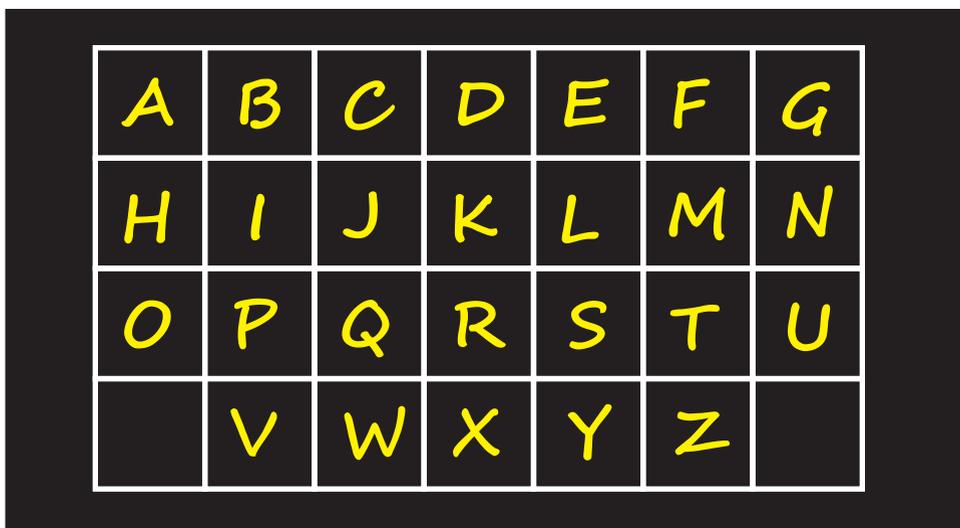
## **How to Play:**

Activity Idea #1 - Throw the rock at the grid. Using the letter of the box that the rock lands in, write a word that starts with that letter in sidewalk chalk. Repeat with more letters.

Activity Idea #2 - Throw several small rocks in the grid. Using the letters that the rocks landed on, see how many words you can create using only those letters.

Activity Idea #3 - Throw a rock in the grid. Using the letter of the box that the rock lands in, run to an object near by that starts with that letter i.e. rock lands in 'G' box and child can run to the grass. Try walking backwards, jumping, hopping or skipping to different objects.

**Modifications:** If the child tires of writing, ask the child to just say the word rather than write it down.



# Alphabet Relay Race (Group Game)

**Goal:** Encourage fine motor, visual motor and gross motor skills.

**Materials:** Sidewalk chalk

**Preparation:** Divide the group into team teams. Each team needs to write each letter of the alphabet on the black top in a designated area.

**How to Play:** On “GO”, player one from each team runs to the letter ‘A’ and crosses it out using sidewalk chalk. Player one runs back to start and passes the chalk to the next player. Player two runs to find the letter ‘B’ and cross it out. Repeat until one team has crossed out the entire alphabet.

**Modifications:** If a child uses a wheelchair, drop a bean bag on the letter rather than cross it out.

To add in muscle strengthening in the hands and wrists, use wet sponges. The child has to wring water out of the sponge to cross off the letter.

Try using scooterboards back and forth to cross off the letters.

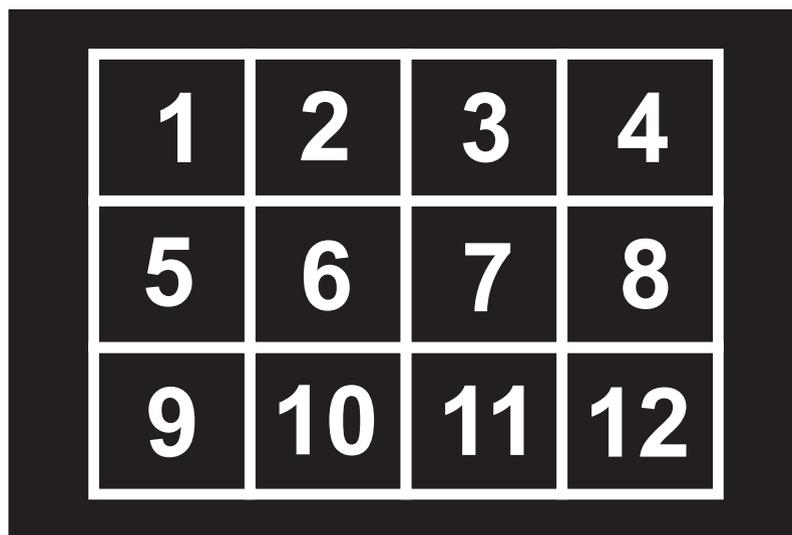


# Movement Math

**Goal:** Encourage gross motor skills and coordination. Reinforce academic material.

**Materials:** Sidewalk chalk, tennis or playground ball

**Preparation:** Draw a grid with numbers drawn in it.



**How to Play:** This game will vary depending upon the child's abilities. Try the following activities:

- jump in numerical order from box to box
- count backwards and jump backwards
- jump on two boxes and add, subtract, multiply or divide the numbers
- call out less than or more than - the child must jump to a number higher or lower than the one he/she is standing on
- jump in the correct order of your phone number
- jump in the correct order of your zip code

**Modifications:** Try different locomotor skills i.e. walk from box to box, walk on tip toes, hop on one foot, etc.

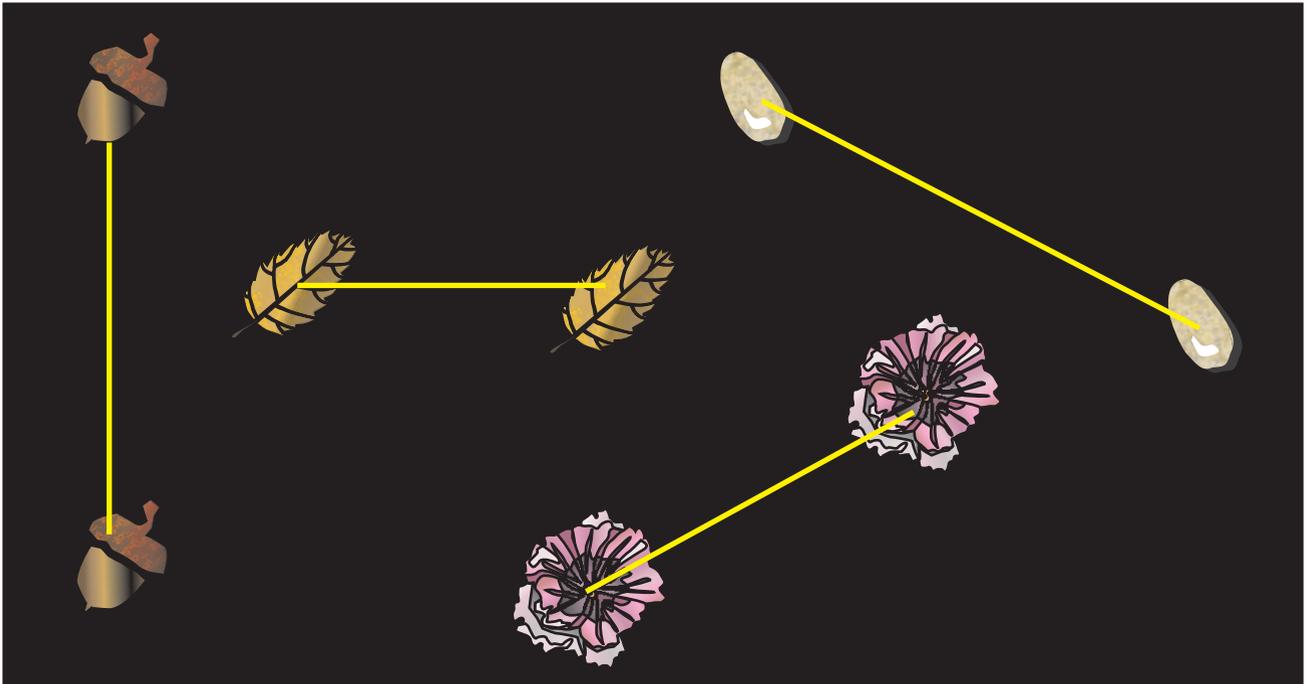
Try standing outside the box and bouncing a ball in the boxes to create math problems, phone number, zip code and more.

# Nature Matching Game

**Goal:** Promote fine motor, gross motor and visual motor skills.

**Materials:** Sidewalk chalk, objects found in nature (2 of each kind)

**Preparation:** Begin by going on a walk to find matching objects in nature i.e. 2 small rocks, 2 matching leaves, 2 acorns, 2 twigs, 2 blades of grass, etc.



**How to Play:** An adult should place the matching objects on the blacktop apart from each other. The child should draw a line connecting the matching objects together.

**Modifications:** Place the objects further apart. Instead of drawing a line between the matching objects, the child can perform locomotor skills. For example, the child can jump from the leaf to the matching leaf. Next, the child can skip from the acorn to the matching acorn.

# Scavenger Hunt

**Goal:** Encourage physical activity.

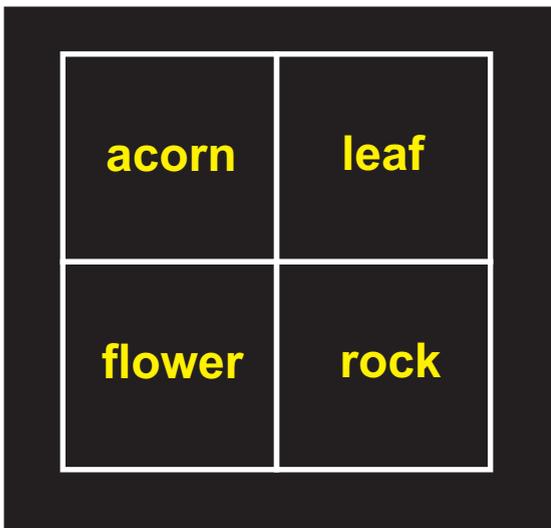
**Materials:** Sidewalk chalk

**Preparation:** Create a grid of at least 4 squares. Inside each square write an item that is found outdoors.

**How to Play:** On 'GO' the child has to run and find each object written in the boxes. For example, the child finds some grass and brings it back to the box. The child should bring back only one item at a time.

If playing with a group, see who finds all his/her objects first.

**Modifications:** If the child is not a reader, instead of writing the words put objects in the boxes. The child has to find the matching object in nature and bring back to the grid.



# What's Different?

**Goal:** Encourage fine motor and visual memory skills.

**Materials:** Sidewalk chalk

**Preparation:** none

**How to Play:** If playing with a large group, break up the children into groups of two. Both partners begin by drawing a simple picture together with the sidewalk chalk. One player then walks away and hides eyes. The player left behind makes one or two small changes to the picture. When the player returns, he/she must guess what changes were made to the picture. Change roles with your partner and play again. After several turns, start over by drawing a new picture together.

**Modifications:** If a child can not reach the ground to draw the picture, try using an easel for that set of partners.

If the task is too simple, make the changes to the picture much smaller i.e. extend lines by one inch. If the task is too difficult, make larger changes to the picture.

Step 1: Draw a picture together



Step 2: Change picture.



# Erase Painting

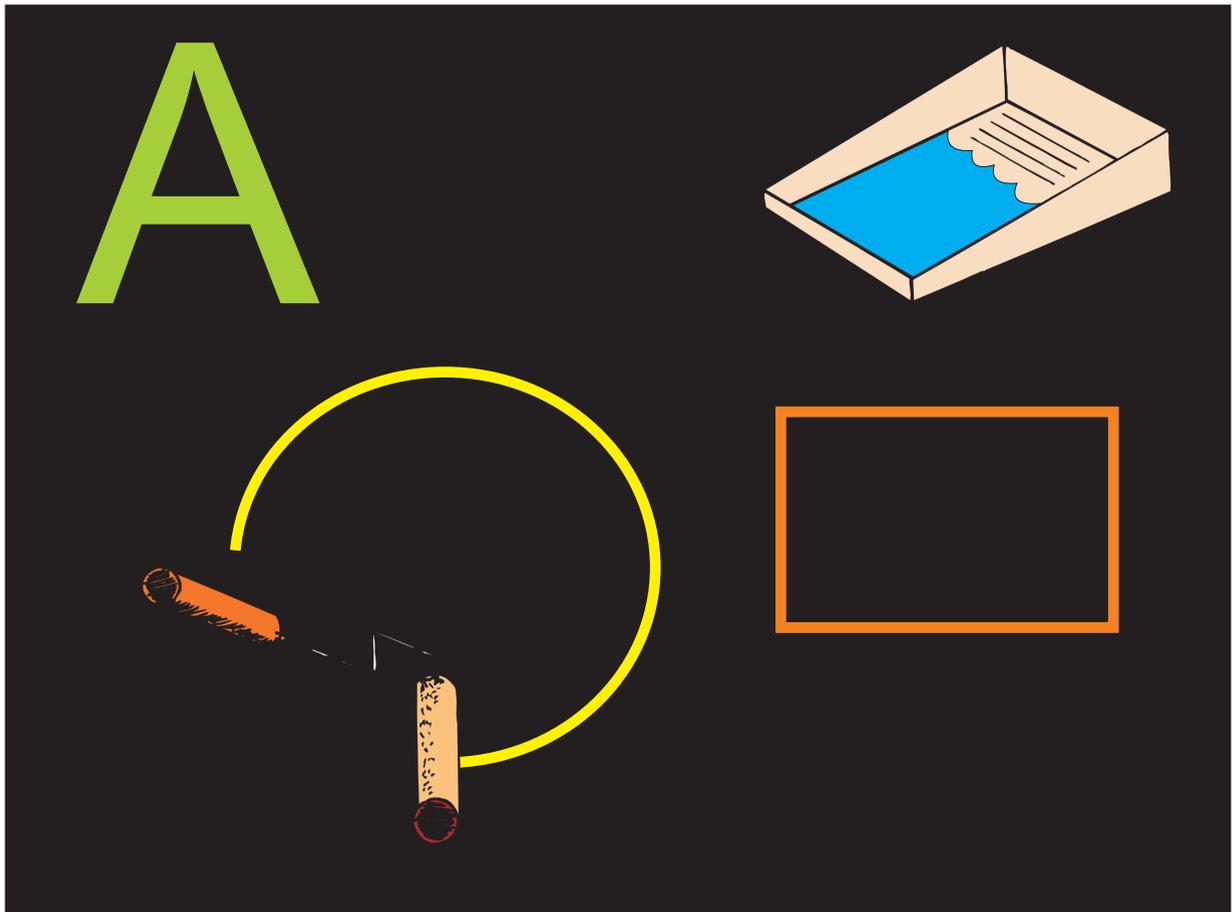
**Goal:** Encourage proprioceptive input in the shoulders and arms, fine motor skills and eye hand coordination.

**Materials:** Sidewalk chalk, paint rollers, paint trays, water

**Preparation:** Put water in the paint trays.

**How to Play:** The children draw pictures with the sidewalk chalk. Try drawing different lines, letters, shapes, numbers or other simple objects. Then give the child a paint roller. The child should put the paint roller in the tray to get it wet. Now use the wet paint roller to erase the sidewalk chalk lines.

**Modifications:** Use paint rollers with extended handles for children in wheelchairs.



# Water Painting

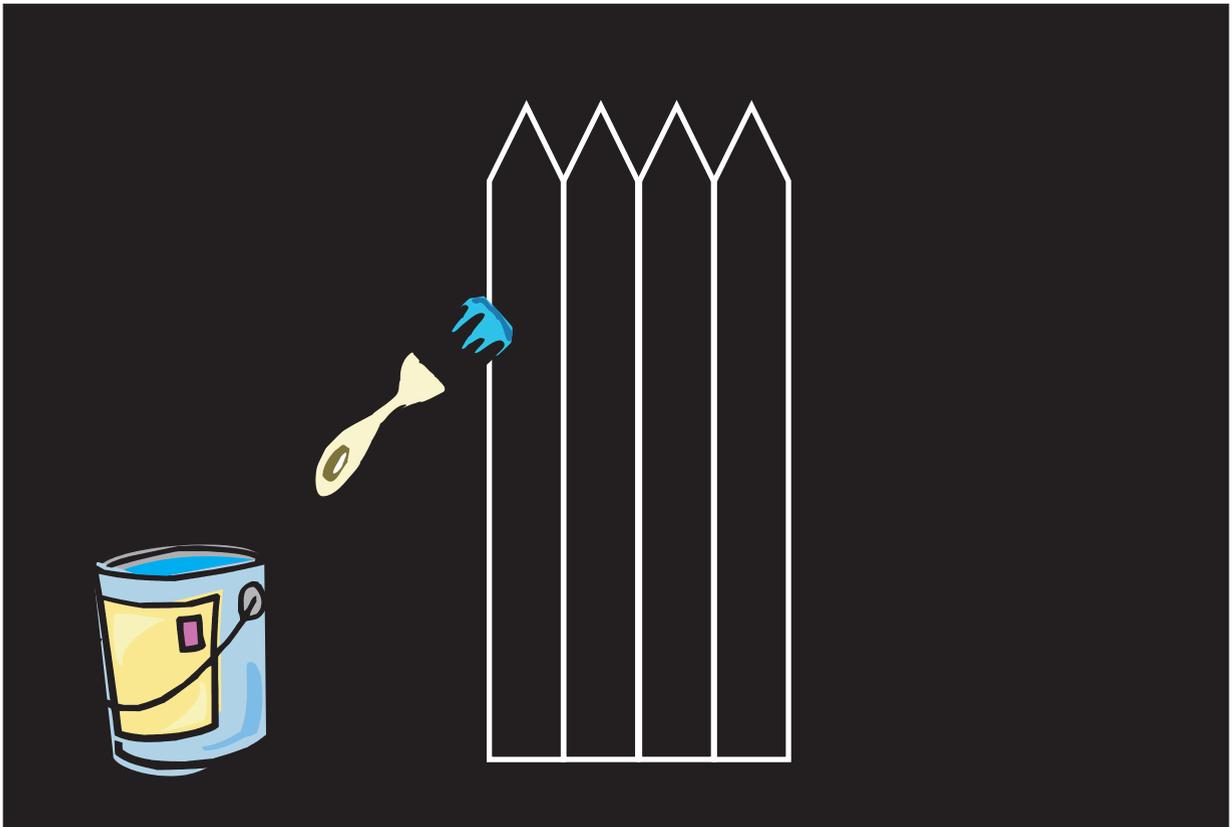
**Goal:** Encourage proprioceptive input in the shoulders and arms, muscle strengthening in the arms and shoulders, fine motor skills and eye hand coordination.

**Materials:** Sidewalk chalk, paint brushes (2" wide or more), buckets with handles and water

**Preparation:** Put water in the buckets.

**How to Play:** The children draw pictures with the sidewalk chalk. Try drawing large pictures of houses, fences and barns. Give each child a bucket filled with water and a paint brush. The children can pretend to paint the houses, fences or barns.

**Modifications:** Use paint rollers with extended handles for children in wheelchairs.



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