

KPS Instructional Supports/AMI Activities

For our Tigers Learning at Home

Social-Emotional:

Glad Monster Sad Monster

<https://drive.google.com/file/d/12RF7yFGAkBURJdEZnaA6gNT8qduEzNiy/view?usp=sharing>

Read along with Ms. Caysi as we learn about our different feelings and practice a coping strategy we can use when we are having strong feelings.

Feelings Inside Our Hearts

<https://drive.google.com/file/d/1TpdKHUlafPNBPIKYfeMAaQBIFqyWu0dA/view?usp=sharing>

Listen along to our School Counselor, Miss Mercer, as she reads 'In My Heart' by Jo Witek. This story is about the feelings living inside all of our hearts, like it's a house. Some feelings are big and loud, while others are small and quiet. All we have to do is listen to our hearts to know how we're feeling. Then we will know how to respond!

What if Everybody Did That?

<https://drive.google.com/file/d/1c-P7wSguSIWCpUleY-1ZIURnZRGFHYFS/view?usp=sharing>

Read along with Ms. Pasa as she dives into a book of questioning, "What if everyone made poor choices?". Children have opportunities to share what our world would be like and what our school would be like if everyone made the same poor choices. It ends with a child going to hug his mom and we question again, "What if everyone did that?".

Zones of Regulation

<https://drive.google.com/file/d/1AIEOqThC9cRHVuUAIV-BuFeI5WDJqg-N/view?usp=sharing>

The **Zones of Regulation®**: A Curriculum Designed to Foster Self-**Regulation** and Emotional Control (2011, Social Thinking Publishing) is a curriculum composed of lessons and activities designed by Leah Kuypers, M.A. Ed., OTR/L to help students gain skills in the area of self-**regulation**. This can be used across environments (i.e., at school, at home, in therapy, etc) with a student so that they can better learn to manage themselves and their feelings in an appropriate way no matter what environment or situation they are in.

Thinking Thoughts and Feeling Feelings

<https://drive.google.com/file/d/1xWNYfKkZG84vVnTP1FCGDsMAYCH19aSv/view?usp=sharing>

Dive into this book with Mr. Shane to engage in some social-emotional learning regarding thinking thoughts and feeling feelings. Do you know what your brain does? What about your heart? *Thinking Thoughts and Feeling Feelings (We Thinkers Book 1)*

The Group Plan

https://drive.google.com/file/d/1K_ZVGt8BXAD7-2CPfYIKK2kaiqUkgR37/view?usp=sharing

Mr. Shane is reading all about the group plan; what it means and what it looks like to follow a group plan. Being able to follow the plan of the group is a skill that will be utilized throughout your child's entire life. *The Group Plan (We Thinkers Book 2)*

Thinking with your Eyes

<https://drive.google.com/file/d/1mWYYbWoxaaEDO0yKAzlwoSSC5L8Kml1h/view?usp=sharing>

In this story, your child will learn how to think with their eyes to show others what they are thinking about. This skill also allows others to know that you are thinking about them. *Thinking With Your Eyes (We Thinkers Book 3)*

Speech and Language:

Not-So-Polar Bear

<https://drive.google.com/file/d/1HX9SVNABBJjS3ZDFdhUmQiLDS4oyVtQT/view?usp=sharing>

This is a short story that has five follow-up questions to target verbal comprehension. All of the questions started with "Wh" - who, what, when, where, why. Read some short stories to your child and ask "wh" questions both during and after the story to see if they understood the meaning of the story. You can also ask 'wh' questions about pictures such as: Who is in the story? Where are they going? When is this taking place? What are they doing? What do you think will happen next? And lastly, see if your child can tell the story back to you with at least 3 details.

Lending a Hand

https://drive.google.com/file/d/1A5gTIsOqUXsxIDOhyh_AMWSCh7asPAtOx/view?usp=sharing

This short story describes a social situation in which Brandon helps Max, even when other friends did not offer. Four follow-up questions encourage discussion and provide opportunities

for your child to make inferences about why we should be thoughtful and help others. Take some time to talk with your child about a time when you or your child needed help and someone was thoughtful enough to offer.

📺 WH Questions Song | Songs for Speech Therapy and ELD

Articulation /s/ Video

https://drive.google.com/file/d/1cVncd-H-GdHzGkanbLqPOnfAC_I5C_kJ/view?usp=sharing

This is a video of speech therapy with a student who has a frontal lisp. In this therapy video we start out working on the production of /s/ at the word level. When she has mastered /s/ at the word level, we then move on to the phrase level. When she has mastered the production of /s/ at the phrase level, we begin working on /s/ at the sentence level. This video describes how the tongue and oral cavity should feel and look when we are producing the /s/ sound.

Position Words

<https://drive.google.com/file/d/155LweezA13w6edIRIpYpc13bEEbrOL2D/view?usp=sharing>

In this video we are talking about 'position' words; "where" things are. You can practice this at home with your child using ordinary household items. Move items and tell your child where the item is. For example: move a toy airplane going 'up' or 'down' in the air, place a toy 'on' a chair, then take it 'off' the chair. Place a plate 'next' to a cup, and place a cup 'between' two plates. Place a cracker 'above' a table, then place the cracker 'below' the table. Then ask your child to demonstrate these 'position' words to you by saying "Show me the toy on a chair", etc. By practicing these position words your child will begin to understand and use these words in their daily conversations.

Leo the Late Bloomer

<https://drive.google.com/file/d/1PP5fNial3h1KDiN-fZGBn82OWQLjJFIR/view?usp=sharing>

A great way to enhance speech development is through auditory bombardment. Auditory bombardment is repeated exposure of a specific sound in a short period of time. If your child is struggling with producing specific sounds correctly, an easy and fun way to incorporate auditory bombardment into routines at home is to read books in which specific sounds are repeated throughout. While reading books aloud, it is important to emphasize the target sound anytime it appears. I have included a list of books that are good choices to read to your child based on the target sound he / she may need to hear.

Here is another resource:

<https://docs.google.com/document/d/12WklwwtRKKfLC2x-P2H9ilU4D6dfnk7lrNaYAxpwi0M/edit?usp=sharing>

Cognitive/Academic:

Beginning Math Skills; Number Recognition and Application

https://drive.google.com/file/d/1gZDYsXZ5nI1FHDp1VUXCZ6PJJ1aeEv_C/view?usp=sharing

Play a quick and fun math card game with Ms. Caysi to practice number recognition and showing how many.

Addition and Subtraction

▶ **Addition up to 10 Math Brain Break Game**

▶ **Addition to 20 Fact Fluency: Back to School Brain Break!**

2D & 3D Shapes

▶ **2D or 3D Shapes: Under the Sea Math Brain Break**

Count to 100

▶ **DJ Count | Count to 100 | Jack Hartmann**

[Letter Sounds Song](#): Sing the *Letter Sounds Song* with Ms. Jennifer Hamilton, a Speech-Language Pathologist at the Early Childhood Learning Center. This is a great way to practice your letter sounds.

Foundations Sound Cards A-Z

<https://photos.app.goo.gl/f8FFbr6h1NkYECff7> This video goes through each sound of the alphabet. This is the building block for the Foundations program. Your child can say it along with the video just like we do in the classroom.

Reading CVC Words

▶ **Everybody's Reading Now - CVC Phonics Song**

Reading Sentences with CVC words and Sight Words

📺 CVC Reading Lesson 7 | CVC Words in Sentences | Short Vowel Sounds | A Lesson on P...

Writing Letters and Numbers: The following writing apps have been recommended by our occupational therapist for working on writing letters and numbers in our classroom. Download the app on your iPad or phone and cue them to follow the instructions with the formation of the letters or numbers.

Apps to purchase:

Writing Wizard

Letter School

I Can Write Words

Free App:

Sparkle Paint

Letters and Letter Sounds:

<https://drive.google.com/file/d/1KSrXsJpzRbEfTmykWlNe2k98gTmVcLh1/view?usp=sharing>

This video reviews the uppercase and lowercase letters, a word that starts with each letter, and the sound of each letter. Students should watch and practice repeating what the teacher says with each Letter Sound Card

Letter Formations: Letter formation is a skill that is practiced throughout the primary grades.

You may use all of the lessons or simply the ones that your child may be struggling with. Each lesson contains about 3 letters. Those letters have a video describing the proper formation and the practice materials to match in the same folder.

Lesson 1 (CAO) [Video](#)

Lesson 2 (DGQ) [Video](#)

Lesson 3 (RNM) [Video](#)

Lesson 4 (BHP) [Video](#)

Lesson 5 (VXZ) [Video](#)

Lesson 6 (ILK) [Video](#)

Lesson 7 (ESU) [Video](#)

Lesson 8 (JTF) [Video](#)

Read Alouds

  Kids Book Read Aloud: WE DON'T EAT OUR CLASSMATES by Ryan T. Higgins

  Kids Read Aloud: THE GOOD EGG by Jory John and Pete Oswald You don't have to ...

  Kids Book Read Aloud: CARLA'S SANDWICH by Debbie Herman and Sheila Bailey

Occupational Therapy (OT)

Zippping and Hooking A Jacket on Your Own:

[Teach Your Youngster How to Zip & Unzip in 3 Simple Steps](#)

Provided here you will find an online video that Jeff Silvernail, our Occupational Therapist uses to teach your youngster how to zip & unzip in 3 simple steps. This video is provided by Dana Carry, another OT who explains to parents the motor planning, strength, postural control, bilateral coordination, and step sequencing skills involved learning how to zip a coat or jacket. The video demonstrates how to zip on an object in front of the child to start, giving some tips on how to guide the students' hands & encourage positioning through verbal cues for the best motor success. Other helpful ideas like adding a pull to a zipper to make for easier success to start is also discussed. In the second step she goes onto model the hand positioning "thumbs on top" and set up to hook and unhook a zipper, giving a story and naming zipper parts to make the task easier to understand and follow. The last step Dana shows is the student zipping on themselves, and helps the caregiver know where to stand and how to assist with hand placement and steps to follow while wearing a jacket or coat.

Handwriting: [Pencil Grip](#):

[3 easy Activities to Teach Your Youngster How to Hold a Pencil](#)

Here you will find a video that shows 3 easy activities to teach your youngster how to hold a pencil. This is a video provided by fellow Occupational Therapist, Dana Carry, that our OT Jeff Silvernail uses when working with parents and teachers on how to help a student better grasp a

pencil. In this video like others she goes onto explaining the motor mechanics, skills and body positioning behind holding a pencil with a functional grasp. Dana shows what a 2-3 pincer “crab finger” grasp looks like and how to encourage strength and use of these fingers through a list of activities, some discussed, others shown. Lastly, the video shows how using simple broken crayons encourages the correct finger grasp and through simple practice of strokes, drawing, and coloring together an improved pencil grasp can emerge.

Shoe Tying:

[1st step of shoe tying.mp4](#)

[Shoe Tying Steps - Example 1](#)

[Shoe Tying Steps - Example 2](#)

Here you will find a group of short videos that have some of our students demonstrating the steps of shoe tying guided and encouraged by Jeff Silvernail, our Occupational Therapist. In these lesson examples you can see the steps of shoe tying modeled by peers that have learned the process and talk about the key parts of the most common way of shoe tying taught in therapy. Learning this helpful self care skill not only encourages visual motor skills, but it also works on learning steps in sequence, two handed coordination and visual orientation. One of the videos shows the 1st step of shoe tying taught with the student explaining the key steps to making a simple knot, only focusing on this part of the process before going on to the next step.

Gross Motor (PT)

[Gross Motor Activities:](#) Mr. Lee has provided some gross motor activities that you can do at home.

[Catching Video-Gross Motor:](#) A video to help you and your family enjoy some catching activities. It is designed to help students at all levels. There are lots of benefits to playing catch including but certainly not limited to providing social interaction, teaching turn taking, encouraging following directions, and helping improve body control and awareness.