

Southeast Delco School District
 Continuity of Education and Planned Instruction
 April 27th – May 1st

Content: OT				
Kindergarten				
Teachers: Kathy McCloskey, Jacki Schloegel, Suzanne Stratton and Jennifer Truax				
Day 1	Day 2	Day 3	Day 4	Day 5
Resources: Paper, Pencil, Highlighter if tracing	Resources: Scissors, paper, glue	Resources: Crayons, Scissors, empty paper towel or toilet paper roll	Resources: Paper, pencil, highlighter if tracing	Resources: Paper, markers, scissors
ABC sentences Have students write or trace a sentence for letters A-M A is for apple B is for ball Draw pictures to match sentences	Mosaic pictures Have students rip or cut colored paper and create a picture.	Have students draw a face on the empty paper roll. Draw lines from the top of the roll to center of tube to resemble hair. Have students cut the lines to create hair. Have students give their “person” a haircut throughout the week.	ABC sentences Have students write or trace a sentence for letters N-Z N is for noodles O is for oval Draw pictures to match sentences	Have students (or parents) draw lines from the left to the right side of the paper. Draw straight, curvy, wavy lines. Have students cut on the lines when done.

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Content: SEL
Kindergarten
Teachers: Kathy McCloskey, Jacki Schloegel, Suzanne Stratton and Jennifer Truax

Day 1	Day 2	Day 3	Day 4	Day 5
Resources: Paper, crayons, pencil	Resources: Paper, crayons, magazines	Resources: Paper, pencil	Resources:	Resources: Paper, crayons
Feelings journal Have students pick three emotions to write about this week. The sentence starter can be Today I feel___ because. Have the students draw a picture to match their sentences.	All about me. Have students draw a picture of themselves then cut out some of their favorite things from magazines (or they can draw) to decorate their paper. Some ideas include -Favorite foods -Favorite color -How old they are. -What they like to play	Kindness calendar. Have students create a calendar with kind acts for people in their family. Parents can draw boxes on paper and write one kind act in each box. Students can color the box as they complete the act. Examples-draw a picture for mailman, sing a song for mom, help pick up toys, set the table.	Explain that kids will be practicing mindfulness, which is a skill that helps us stay calm and in control. Have kids look around their room to find 5 things they can see, 4 things they can touch, 3 things they can hear, 2 things they can smell, and 1 thing they can taste. This is a grounding exercise that can help manage tough emotions and provide a mental reset when needed. After giving it a try, you can move to another room and try the same	Coping strategy board. Fold paper in half horizontal and vertical to create four boxes. Together draw and label strategies for when students are upset. Hang the paper in the same area that students are using to complete daily work for a visual support. Some ideas -Pretend to blow out candles -Take a break -Get up and dance -Count to 10

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Content: PT				
Kindergarten				
Teachers: Kathy McCloskey, Jacki Schloegel, Suzanne Stratton and Jennifer Truax				
Day 1	Day 2	Day 3	Day 4	Day 5
Resources: Paper, Pencil,	Resources: Outside space	Resources: Paper, pencil	Resources:	Resources:
<p>Animal moves Have students think of the different ways animals walk. Parents write down on paper and put in a bag/hat/cup. Students pick one paper and act it out until all papers are done. Examples Frog jump Elephant stomp Snake slither Bunny hop</p>	<p>Have students go outside and play games with the family. -Hopscotch -Tag -Duck duck goose -Follow the leader -Simon says</p>	<p>Activity log. Keep a daily log of physical activity. Some ideas are.. Jog in place while you sing the alphabet. Touch the sky and then your feet five times in a row. Pretend you're playing the drums. Fly around the room like a bird.</p>	<p>Learning scavenger hunt Write things your students are learning on sticky notes – they may be letters, numbers, shapes, sight words, etc. Put the sticky notes in various places around the room (some hidden and some obvious), and see how many students can find and identify.</p>	<p>Play “find and tag it” This is a versatile game that can be used to review many different skills. Just tell your learners to find something and tag it. For example, “Find and tag something blue.” Or “Find and tag something that starts with /s/.”</p>