

**Distance Learning**  
**Rachelle Gilbert**  
**Early Childhood Special Education Teacher**  
**Dilworth Elementary**

**Email :** [rgilbert@dgf.k12.mn.us](mailto:rgilbert@dgf.k12.mn.us)

**Phone number :** 218-477-6830

**Google Meet:** [How do I join a Google Meet](#)

**Office Hours :**

Monday	8am-9am, 6pm-7pm
Tuesday	9am-11am
Wednesday	1pm-2pm
Thursday	10am-11am, 6pm-7pm
Friday	1pm-2pm

**How can you reach me? :**

- By phone
- By email
- By Google Meet
- Other formats (Facetime, etc) that have been mutually agreed upon by family and myself

**How will I meet your child's needs? :** Will meet student needs through virtual options (google meet, zoom etc), through activities sent home,

through email or phone call. How students services are provided will be mutually agreed upon with each family based on their individual needs.

**When does this start :** 3/30/2020

## **RESOURCES:**

<https://www.giftofcuriosity.com/product/alphabet-dominoes/>

<https://www.giftofcuriosity.com/product/bee-do-a-dot-printables/>

<https://www.giftofcuriosity.com/product/beginning-sounds-alphabet-clip-cards/>

<https://www.giftofcuriosity.com/product/insects-roll-cover-math-games/>

<https://homeschoolpreschool.net/virtual-playdate-ideas/>

<b>Science Activities</b> Adapted from Illinois Early	around them. They learn to manipulate physical, chemical and biological objects. Science explorations	stories. Encourage children's reasoning about their own experience and the world around them.	push limits while questioning what is and what can be. Prediction and cause-effect
--	---	---	--

38

	<b>Birth to 3 years old</b>	<b>PreK - K</b>	<b>Grades 1 - 2</b>
Learning and Development Standards	increase critical thinking skills and increase higher level thinking. Encourage families to provide explorative activities and allow children to test and push limits while questioning what is and what can be.	Participate in recycling activities. Participate in meal preparation and mixing ingredients.	questioning promote critical thinking.
	<b>Birth to 3 years old</b>	<b>PreK - K</b>	<b>Grades 1 - 2</b>
<b>Suggested Social Studies Activities</b>  Adapted from Illinois Early Learning and Development Standards	Encourage families to share family stories, talk about the structure of their specific type of family, explore culturally specific foods, clothing, music, dance, etc.	Encourage families to share family stories, talk about the structure of their specific type of family, explore culturally specific foods, clothing, music, dance, etc. Give young children the opportunity to be active participants in the family by allowing them to share appropriate chores at home, and to make certain choices and decisions.	Through the social systems of economics, human connection, self-awareness, geography and families, young children begin to understand their place in the world. To promote this understanding, encourage families to share family stories, talk about the structure of their specific type of family, explore culturally specific foods, clothing, music, dance, etc. Give young children the opportunity to be active participants in the family by allowing them to share appropriate chores at home, and to make certain choices and decisions.

39

emotions with the help of the family.

	Birth to 3 years old	PreK - K	Grades 1 - 2
<b>Suggested Language Arts in All Languages Activities</b>  Adapted from Illinois Early Learning and Development Standards	Listen to and talk about stories. Singing together and teaching songs will promote children's use of language. Practice rhyming words. Increase vocabulary by introducing new words. Encourage reading experiences as much as possible.	Play letter sound games. Listen to and talk about stories. Encourage reading experiences as much as possible. Songs will promote children's use of language. Create a journal or a diary, even if it is just with pictures, to set up a routine of drawing and writing. Promote self-expression and creativity. Increase vocabulary by introducing new words.	Engage in authentic writing activities. Draw attention to environmental print in objects in the home environment. Encourage reading and writing experiences as much as possible. Increase vocabulary by introducing new words. Use art to promote self-expression and creativity.
	Birth to 3 years old	PreK - K	Grades 1 - 2
<b>Suggested Math Activities</b>  Adapted from Illinois Early Learning and Development Standards	Practice reciting numbers and play with shapes. Possible activities include counting out loud and counting objects in the home, identifying colors and sorting games. Students could also hunt for objects with certain shapes in a room.	Practice counting forwards and backwards, count objects, explore shapes, identify colors, writing numbers, sorting and classification games. Possible activities include counting out loud up to 100, counting objects in rooms, and looking for objects with certain shapes in a room. Board games are also encouraged.	Practice addition and subtraction, skip counting, and measurement. Possible activities include counting objects in the home and adding or taking away and counting objects by 2's, 5's or 10's. Other activities include using one object to measure another, such as using paper clips to measure a pencil or a toy. Playing board games is also encouraged.
	Birth to 3 years old	PreK - K	Grades 1 - 2
<b>Suggested Science Activities</b>  Adapted from Illinois Early	Through the application of science, young children begin to understand the world around them. They learn to manipulate physical, chemical and biological objects. Science explorations	Observe the environment and describe through words, images and stories. Encourage children's reasoning about their own experience and the world around them.	Encourage families to provide explorative activities and allow children to test and push limits while questioning what is and what can be. Prediction and cause-effect

Young children learn through everyday play, exploration, and consistency in a safe and stimulating environment. Your child's relationships with you, caregivers, and family members are key for their healthy development. Children learn best by having the freedom to actively engage with their environment.

Children's play is a highly supportive context for development and learning. Children's learning and development are multidimensional, so we need to use a holistic approach to cover children's mind and body needs. Teachers should provide students and their families with ideas to construct an understanding of the world around them, especially supporting and encouraging their communication and social-emotional skills.

36

This is a time for teachers to promote activities and ideas for students and their families to make connections with their background knowledge and to support students' critical thinking skills.

	<b>Birth to 3 years old</b>	<b>PreK - K</b>	<b>Grades 1 - 2</b>
<b>Unique Learning Characteristics</b>	<ul style="list-style-type: none"> <li>• Learn best in small blocks of time with repetitive activities.</li> <li>• Observing things, watching faces.</li> <li>• Listening to sounds and voices.</li> <li>• Touching textures.</li> <li>• Experimenting with objects.</li> <li>• Stimulating all the senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn best in small blocks of time with repetitive activities.</li> <li>• Active exploration of their environment in child-initiated activities and in teacher/adult-initiated activities.</li> <li>• Choices based on their own interests can increase learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Are becoming more confident and independent.</li> <li>• Self-discovery and independent exploration can increase learning.</li> <li>• Literacy skills play a key role in their learning and development.</li> </ul>
	<b>Birth to 3 years old</b>	<b>PreK - K</b>	<b>Grades 1 - 2</b>
<b>Social-Emotional Needs</b>	To support the social-emotional development at this age level, establishing and maintaining nurturing relationships with the student in conjunction with responsive caregiving is key. Assist students with identifying basic emotions.	To support the social-emotional development at this age level, providing child-directed choices within a structured environment is key. It is important to set limits to this exploration. Maintaining freedom with limits provides some stability and predictability that encourages positive growth and development across all domains. A calendar of activities created by each family can help them to do that. Encourage children to identify, label and manage emotions with the help of the family.	To support the social-emotional development at this age level, encourage opportunities for sharing feelings, needs and thoughts. Promote empathy through conversations about other people's feelings and perspectives. Use a journal to self-reflect. Talk about responsibilities and managing emotions. Encourage positive self-talk.

37

[https://www.education.com/game/numbers-1-to-10-puzzle/?utm\\_medium=email&utm\\_campaign=basic\\_onboarding\\_2020](https://www.education.com/game/numbers-1-to-10-puzzle/?utm_medium=email&utm_campaign=basic_onboarding_2020)

<https://www.education.com/game/match-rhyming-words/>

[https://www.youtube.com/watch?v=DA\\_SsZFYw0w&feature=youtu.be](https://www.youtube.com/watch?v=DA_SsZFYw0w&feature=youtu.be)

[https://www.education.com/game/color-simon/?utm\\_medium=email&utm\\_campaign=basic\\_onboarding\\_2020](https://www.education.com/game/color-simon/?utm_medium=email&utm_campaign=basic_onboarding_2020)