CLMCAA GSRP Distance Learning

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| **GSRP Site** | **Current at Home Supports to Date** | **Family Internet Connectivity/****Available Devices** |
| Soo Township | Daily Activities are being sent home through COR Advantage.  All activities are Parent/Child Activities.  Staff are contacting parents via phone to assess any other family needs, i.e. food. | All families have internet access or are able to access COR on a smart phone, except for one.A packet of activities will be mailed. |
| Brimley | Daily Activities are being sent home through COR Advantage.  All activities are Parent/Child Activities.  Staff are contacting parents via phone to assess any other family needs, i.e. food. | All families have internet access or a smart phone. |
| Cedarville | Daily Activities are being sent home through COR Advantage.  All activities are Parent/Child Activities.  Staff are contacting parents via phone to assess any other family needs, i.e. food. | All families have internet access or smart phone except one.  A packet of activities will be mailed. |
| Drummond Island | Daily Activities are being sent home through COR Advantage.  All activities are Parent/Child Activities.  Staff are contacting parents via phone to assess any other family needs, i.e. food. | All families have internet access or a smart phone. |
| St. Ignace | Daily Activities are being sent home through COR Advantage.  All activities are Parent/Child Activities.  Staff are contacting parents via phone to assess any other family needs, i.e. food. | All families have internet access or a smart phone. |

***Shared Resources***

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| **MDE Guidance** | *Any support that programs can provide to families would be beneficial if possible.  However, programs will need to consider community and family situations to determine how those resources can best be shared.  For instance, do all families have internet access?  Is it safe to mail resources?  Do any families have problems accessing written instructions?  Any resources shared should encourage adults to interact with children, rather than activities intended for children to complete independently.  One resource to consider is the Library of Michigan's electronic catalog.  (Site included in website section below.)* |
| **Free Educational Websites for Preschool Children** | [**https://mel.org/kids**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://mel.org/kids%26amp;sa%3DD%26amp;ust%3D1587583187221000&sa=D&ust=1587583187241000&usg=AFQjCNEYcVv56K4WCZTortSPa468JlwHcA)[**https://www.curiousworld.com/**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://www.curiousworld.com/%26amp;sa%3DD%26amp;ust%3D1587583187221000&sa=D&ust=1587583187241000&usg=AFQjCNE8aMAGaptYGXHiEiiecAj3YGosVg)[**https://kids.nationalgeographic.com/**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://kids.nationalgeographic.com/%26amp;sa%3DD%26amp;ust%3D1587583187222000&sa=D&ust=1587583187241000&usg=AFQjCNF2nSC4fDaib9nZfJFKv4B7HOLJ0w)[**https://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://classroommagazines.scholastic.com/support/learnathome/grades-prek-k.html%26amp;sa%3DD%26amp;ust%3D1587583187222000&sa=D&ust=1587583187241000&usg=AFQjCNE00Gu9iFZ_RvbWjeUC7_-lS0guXg) |
| **Parent/Child Interaction Activities****60 Recommended at home Parent Child Activities** | PAT Activities (Math, Language/Literacy, Motor, Social Emotional)**(*Reach out to Cara for specific topics)***[**https://drive.google.com/file/d/1tSmhsBaG8pEN-v6fmTGbNCMjBQq1HRfT/view?usp=sharing**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://drive.google.com/file/d/1tSmhsBaG8pEN-v6fmTGbNCMjBQq1HRfT/view?usp%253Dsharing%26amp;sa%3DD%26amp;ust%3D1587583187224000&sa=D&ust=1587583187242000&usg=AFQjCNF79l0mAIe0RxggX9GKcHhjTSGHQg) |
| **Resource for Educators****Curriculum Resource****(*Highly Recommended)*** | **Using Technology with Families-**[**https://www.naeyc.org/resources/pubs/yc/sep2017/technology-and-interactive-media**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://www.naeyc.org/resources/pubs/yc/sep2017/technology-and-interactive-media%26amp;sa%3DD%26amp;ust%3D1587583187226000&sa=D&ust=1587583187242000&usg=AFQjCNF3-Xyy-W7oUXqdxVKx9679onBWVw)**HighScope/COR Supports for at home learning**[**https://360.coradvantage.com/**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://360.coradvantage.com/%26amp;sa%3DD%26amp;ust%3D1587583187227000&sa=D&ust=1587583187242000&usg=AFQjCNEh9SYkcGEBL1OudsECqdYWOTyvSg) |
| **COVID 19 Resources** | [**Healthy at Home: A Toolkit for Supporting Families Impacted by COVID-19**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://gcc01.safelinks.protection.outlook.com/?url%253Dhttps%25253A%25252F%25252Freadyrosie.com%25252Fen%25252Fhealthyathome%25252F%2526data%253D02%25257C01%25257Csargentp%252540michigan.gov%25257C70c63719ebf04d82f03f08d7ccf97cbd%25257Cd5fb7087377742ad966a892ef47225d1%25257C0%25257C1%25257C637203244224574895%2526sdata%253DokgvM4M7XT3vm1LSygm4s77yE7%25252FXGlUpYWlcq%25252FXngDI%25253D%2526reserved%253D0%26amp;sa%3DD%26amp;ust%3D1587583187228000&sa=D&ust=1587583187242000&usg=AFQjCNHrqzdb4nJekXBzfWy1kK6QBsYHvw)[**https://drive.google.com/file/d/1SdJUv6kMqtbKuJaPJLjizJnS5f5J\_iuI/view?usp=sharing**](https://www.google.com/url?q=https://www.google.com/url?q%3Dhttps://drive.google.com/file/d/1SdJUv6kMqtbKuJaPJLjizJnS5f5J_iuI/view?usp%253Dsharing%26amp;sa%3DD%26amp;ust%3D1587583187229000&sa=D&ust=1587583187243000&usg=AFQjCNGBN8kgv8fCL0dAu1E7xfupLENFrw) |
| **Additional Support ideas** | Check with building/site administration to learn protocols on creating social media and online connections with families.* Create a closed Facebook group to stay connected to families.
* Reading stories and share via YouTube, Facebook, other media platforms.
* Share science experiments via You Tube, Facebook, other media platforms and encourage families to try it out.
* Connecting as a classroom using ZOOM to hold gross motor/movement sessions/get togethers.
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