



Early Childhood Distance Learning PK-K

A digital version of this document can be found at <https://sde.ok.gov/covid19-instruction-support>.

This document is designed to support Oklahoma teachers and districts as they provide distance learning opportunities for students. Distance learning aims to provide students with continuous learning opportunities at home and may or may not include technology.

Questions to Consider while Planning for Distance Learning

- 1. How can families and caregivers be given opportunities to help Pre-Kindergarten and Kindergarten students continue to grow and learn?** Encourage families and caregivers to:
 - Read a variety of books or other materials with students to foster a love of reading.
 - Ask students to retell stories or ask them to answer questions about what was read during read alouds or during independent reading.
 - Count objects around the house or sort objects by shape, color or size to foster an early understanding of math.
 - Practice fine and gross motor skills by copying shapes and coloring within the lines.
 - Provide opportunities to engage in investigative play by building block towers or making shapes with playdough.
 - Promote “helping” behaviors at home. **Examples:** putting toys away, getting dressed independently, helping family members with tasks
 - Build knowledge about the world and increase vocabulary skills by asking students to explore and describe the environment around them (e.g., things in their home or the things they notice and wonder when they take a walk with family members).
 - Have students write. This could be journaling about feelings and events at home, writing about things they are learning, writing letters to friends, teachers or relatives.
 - Encourage imaginative and dramatic play. Ask children to design and create their own grocery store, classroom or other culturally relevant place.
- 2. How might Prekindergarten and Kindergarten distance learning look different than other grades?** Pre-K and Kindergarten tasks are often short and focus on students sharing their thoughts about tasks they are engaged in. Family members and guardians may be asked to share with the teacher how and what the students are doing to learn and grow at home rather than the students turning in paperwork.
- 3. In what ways can students share their learning?** Not everything needs to be “turned in” to a teacher. Students can call grandparents or other important people in their lives to share what they are learning. With assistance from parents, guardians or older siblings (as appropriate), students can write messages or draw in journals to represent the things they are learning.

- 4. How will students receive feedback on their learning?** Involve all family members in the area of feedback. Schedule calls (either individually or with a small group) with the teacher to talk about any learning activities students may be doing. Teachers can respond to scanned documents and email feedback to the student via their parent or guardian.

For specific guidance related to **Special Education** and **English Language Learner** instruction, visit [Special Education](#) and [English Language Learners](#).

Considerations for Universal Design can be made to ensure all activities are accessible for all learners. Learn more about [Universal Design for Learning](#).

Practical Advice

- As you begin the new journey of assisting your students through distance learning, identify personal support structures at home and within your school family.
- When something doesn't work, give yourself permission to move on to the next idea.
- The following schedule serves as an example of how families/districts might plan instruction for Pre-K/K. This is intended to be a flexible schedule for families and students. Home learning may occur at different times in each family's home and be spread out across the day.

Sample Structure for Learning

- 15 minute read aloud and literacy skills including a reading task and/or writing activity
- 15 minute math lesson, activity, application practice or games focused on concepts, skills or content (i.e. number sense, computation, problem solving, etc.) 3 x week
- 15 minutes of reading skills practices (i.e. rhyming, sounds in a word, letter names and letter sounds)
- Extended Learning:
 - 30-60 minutes of outdoor play
 - 10-20 minutes of reading with family (books of their choice)
 - 30+ minutes of imaginative play (small toy play, dress up play, building, etc.)

Example Activities

The following examples are meant to provide a sample structure for activities designed with the guidance provided in this document in mind. For other examples check out these [PreK-K Activities](#) and other options for [science activities here](#). If you have additional ideas for activities, please consider adding them in this [Early Childhood Community Survey](#).



Literacy Activities

- Reading to your child everyday is very important. Pick a book that your child enjoys or click on the link to take you to an online library to access a story. [Unite for Literacy](#)
- Lay alphabet cards in order on the floor or tape the alphabet letter in order on the wall. Make a second set of alphabet cards. Shuffle them to be out of order. Have your child match the letters by placing them on top of the first set.
- Say a word, such as “turtle.” Ask your child to find things in the room that start with the same sound.
- While reading a book together, point out the front and back covers. Ask your child where to start reading on each page. Use your finger to show the direction the words go (left to right).
- Review a Zoophonics book, linked here in both English and Spanish. [English version](#) [Spanish version](#)

Math Activities

- Choose a number. Count up to that number. Count back from that number to 0. Make a set of small objects that match your number.
- Choose two numbers. Make a set of objects for each number. Which number is more? Which number is less? Are the two numbers equal?
- [Math at Your Fingertips! Easy Counting Activities Using Number Gestures](#)
Research shows that both seeing and hearing information can make number concepts easier to grasp.
- Choose two numbers. Make a set of objects for each number. Combine the two sets of objects. What is the total number of objects?
- [10 Tips for Reading Math Picture Books with Young Children](#) Picture books offer many opportunities to find and talk about math concepts.

Instructional Resources

- [OPEN Phys. Ed](#) - Early Childhood Physical Education (PE) Resources (Free with registration)
- [Vroom](#) - Learning in everyday situations
- [Colorin Colorado website](#) - Early Childhood English Learner (EL) Resources

Technology Resources

For technology resources that include platforms and ways to connect with students, stay organized and more go to [Early Childhood Free Digital Tools for Instruction](#).

Stay Connected to Community

You aren't alone. There are tens of thousands of other teachers around the state and nation who are collaborating and sharing strategies, resources, and ideas for distance learning for students while at home. Sign-up for the Early Childhood Newsletter at this [OSDE newsletter link](#) and join some of the following communities and collaborate with others.



Social Media Connections	OSDE Hosted Virtual Meetings
<p>Join Facebook Groups:</p> <ul style="list-style-type: none">● #OKEarlyEd● #ELAOK Elementary● #OK Writing Project● #OKMath Elementary● Math Coach's Corner● #OKSci Elementary	<p>Join OSDE staff and early childhood teachers around the state for weekly virtual meetings to gain resources, strategies and advice for distance learning.</p> <p>PreK/K Virtual Meeting Every Tuesday 3:00 - 4:00 p.m. Connect via Zoom:</p> <ul style="list-style-type: none">● Join URL: https://zoom.us/j/615763186● Meeting ID: 615 763 186● (346) 248-7799

Contact Information for Early Childhood Staff

We are here to help in any way we can. Feel free to email any of the following people at OSDE if you have questions or need support.

- **Jennifer McKay**, Senior Director of Early Childhood Education, jennifer.mckay@sde.ok.gov
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