



Distance Learning Grades 1-2

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 might distance learning in grades 1 and 2 look different than in other grades?** It is valuable to convey to families and guardians as they support students with learning at home that students should be expected to do a task for 15 minutes or less and then take a break and switch tasks. It is also important at this age to encourage activities that include movement, whenever possible, and for students to share their thoughts as they are working on a learning task.
- 2. How can families and caregivers be given opportunities to help 1st and 2nd grade students continue to grow and learn?** Encourage families and caregivers to:
 - Retell stories and ask or answer questions about what was read during read alouds or independent reading.
 - Have students write--journaling about feelings and events at home, writing about things they are learning, writing letters to friends, teachers or relatives.
 - 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).
 - Use dominoes, dice or decks of cards to practice addition and subtraction skills.
 - Gather different materials from around the house and yard, sort the materials into groups based on similar characteristics and then use the same items to create patterns.
 - Engage students in simple observations of the world around them. How do plants look the same or different? How is the weather different today than it was yesterday?
 - Make connections to science and social studies concepts when reading.
 - When reading, have children sound out a word they don't know. Even words that don't seem to follow the rules have regular parts the child can sound out. For example, for the word "said," the child can say the beginning /s/ and the ending /d/. An adult can provide the irregular vowel sound in the middle. Then the child can put the sounds together to say the word.
- 3. What materials can we use for reading instruction?** Think beyond a book for reading experiences. Students can read anything around them, including food boxes, recipes, or a short daily message from the parent or teacher. Utilize online resources as appropriate for reading material. Don't worry about the level of a book. Reading aloud is important--students don't need to read everything on their own. Don't forget there are social and emotional benefits to read alouds.

- 4. 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 or older siblings, as appropriate, students can write messages or journal about their learning. Either of those can be physically mailed or scanned and sent electronically to someone.
- 5. How will students receive feedback during 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 what has been learned. Teachers can respond to scanned documents and email feedback to the student.

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.
- Focus on practicing content learned earlier in the year, as well as enrichment activities that reinforce concepts, rather than feeling that you have to only address new content.

Sample Structure for Learning

- 30 minutes read aloud or independent reading, including reading tasks or writing prompts.
- 20 minutes combination of Math Lesson, Activities, Application practice or Games focused on concepts, skills, or content (i.e. number sense, computation, problem solving, etc.) 3 x week.
- 20 minutes Science/Social Studies activity or lesson connected to an overarching project or topic of study 1 time a week each
- Flexible Time for Specials (Physical Education, Music, Art, World Language)

Instructional Resources

- [Kid Zone!](#) - An interactive sites for building literacy skills
- [Supporting Your Child's Literacy Development](#) - Family toolkit for at-home literacy experiences
- [Story Online](#) - Access to a variety of stories read online



- [Colorin Colorado website](#) - Early Childhood English Learner (EL) Resources
- [Vroom](#) - Learning in everyday situations

Technology Resources

For technology resources where elementary teachers may connect with students, stay organized, and more, go to this page of [free digital tools for instruction](#) that has multiple links for all subjects and grade levels.

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 [1st and 2nd Grade Example Learning Activities](#). If you have additional ideas for learning activities, please consider adding them to [this survey](#) that will then be used to update examples.

Example Learning Activities

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| <ul style="list-style-type: none">● Practice reading sentences or short paragraphs. Accuracy is more important than speed. Children should practice reading the same sentence or paragraph several times, focusing on appropriate expression.● Prior to reading a book with a child, introduce 2-3 words that are important to the story. Have the child say the word many times, provide a child-friendly definition, and have the child use the word in a sentence.● Retell a story that they have heard or read with a sibling or adult.● Ask and answer simple questions about a text that has been read or heard using this Lexile website. | <ul style="list-style-type: none">● Practice handwriting by writing uppercase and lowercase letters, then writing short words using this Handwriting Worksheet Maker● Provide opportunities to journal and write messages to a variety of people.● Provide opportunities for students to research ideas in content areas. For example, use the San Diego Zoo for Kids website to find 5 facts about an animal. Students can also write about their explorations of the world around them.● Choose a common item a child might find in the house or yard. Go on a hunt to find those items. Then create a picture of what they found things that are similar grouped together.● 10 Tips for Reading Math Picture Books with Young Children Picture books offer many opportunities to find and talk about math concepts. |
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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 Early Childhood and/or ELAOK Elementary newsletters at this [OSDE newsletter link](#) and join some of the following communities and collaborate with others.
- Make connections with colleagues using any of the opportunities listed below.



ELA	Math	Science	Social Studies
Join Facebook Groups: <ul style="list-style-type: none"> ● #ELAOK ● #ELAOK Elementary 	Join Facebook Groups: <ul style="list-style-type: none"> ● #OKMath ● #OKMath Elementary 	Join Facebook Groups: <ul style="list-style-type: none"> ● All grades #OKSci ● #OKSci Elementary 	Join Facebook Groups: <ul style="list-style-type: none"> ● OKCSS ● #OKSS Elementary
Twitter accounts to follow: <ul style="list-style-type: none"> ● Deb Wade ● Jason Stephenson ● #elaok 	Twitter accounts to follow: <ul style="list-style-type: none"> ● Robbyn Glinsmann ● Christine Koerner ● #okmath 	Twitter accounts to follow: <ul style="list-style-type: none"> ● Susan Wray ● Tiffany Neill ● #oksci 	Twitter accounts to follow: <ul style="list-style-type: none"> ● Brenda Chapman ● #okcss

OSDE Hosted Virtual Meetings

Join OSDE staff and elementary teachers Grade 1-2 around the state for weekly virtual meetings to gain resources, strategies, and advice for distance learning.

Grade 1 and 2 Virtual Meetings Every Friday 2:00 - 3:00 p.m.

Connect via Zoom:

- Link: <https://zoom.us/j/702252449>
- Meeting ID: 702-252-449
- Phone: (346) 248-7799

Contact Information for OSDE Elementary 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:

- **Deb Wade**, Director of Elementary Language Arts, Deb.Wade@sde.ok.gov
- **Jennifer McKay**, Senior Director of Early Childhood, Jennifer.McKay@sde.ok.gov
- **Melissa Ahlgrim**, Director of Reading Sufficiency, Melissa.Ahlgrim@sde.ok.gov
- **Christine Keorner**, Secondary Director of Mathematics, Christine.Keorner@sde.ok.gov
- **Susan Wray**, Science Specialist, Susan.Wray@sde.ok.gov
- **Brenda Chapman**, Director of Social Studies, Brenda.Chapman@sde.ok.gov