

Full Day Kindergarten

Preparation for the future

Hillcrest Elementary



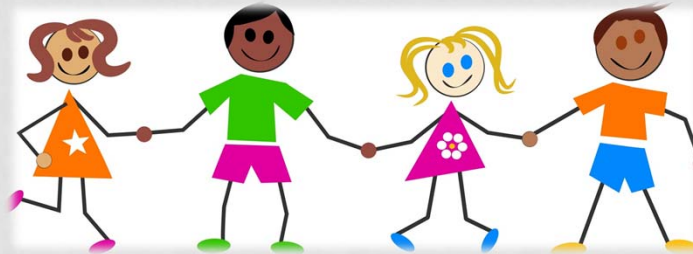
Good Evening.

Tonight I am joined by Kathy Niemi, Principal of Hillcrest, Kristina Guntharp, Assistant Principal AUGS Middle School, and Kindergarten Teachers; Sarah Chudd, Laura Fanella, Amy Whipple, Mary Marturano, Audrey Phelan, Deon Obrochta, and Project Lead the Way teacher Taryn Brussally, .

We are here to share detailed information on the 2015-2016 Full Day Kindergarten program.

FULL DAY KINDERGARTEN GOAL

To improve the quality of educational and social experiences for young children through a carefully developed full day kindergarten program.



Kindergarteners are now expected to learn many of the skills that have traditionally been taught in first grade.

Research has demonstrated that the benefits of full day-kindergarten include:

- Greater exposure to educational experiences and materials
- Extended opportunities for interaction with other children
- Significant social, emotional, and behavioral gains
- We anticipate that the implementation of full day kindergarten will greatly increase the opportunities for our students to be reading at grade level by the end of first grade.

FULL DAY KINDERGARTEN HISTORY BASIC FACTS

- Three year board approved pilot program
 - 2002-2003, 2003-2004, 2004-2005
- Offered to the general public (lottery)
- Two classes of 25 students
- Two teachers (Ms. Guntharp/ Mrs. Eggert)
- Pilot ended due to space and cost

Historically: During the 2001-2002 school year, the board of education approved a three year full day kindergarten pilot program. Students were randomly selected through a lottery to participate in the pilot. The pilot operate for the entire three years with regular updates to the board of education.

FULL DAY KINDERGARTEN HISTORY RESPONDING TO NEEDS

- Reducing the number of transitions
- Expanding structured learning time
- Securing a wide range of academic skills
- Responding to increased academic demands



The reason for the Full Day Kindergarten pilot was to provide a learning environment where students had additional time and opportunities to practice and secure social emotional and academic skills.

As a teacher of the pilot program, the greatest benefits observed were the increase time:

- to effectively work through the gradual release process with all subject areas
- to reteach and “dive deeper”
- for the teacher to conference with students and work with small groups
- for students to practice skills and learn from each other
- to work through the writing process
- to work within Blooms Taxonomy

And the confidence of students in first grade

Overall academic performance in the Full Day Kindergarten Pilot program out performed those in the half day program.

CURRENT REALITY

- Primarily whole group instruction
- Instruction devoted to academics limited in social emotional
- No science or social studies, limited time for writing
- Limited time for:
 - small group instruction
 - social interaction/centers
 - technology instruction and application
 - teaching district curriculum



In kindergarten, students learn the foundational reading and English language Arts skills that set them on the path to become lifelong readers, writers, and effective communicators. Reading is the most important skill that students develop during their early academic years, and kindergarten through grade three is the optimal period of time for such learning. The challenge for teachers is to organize and deliver effective, efficient instruction in the essential skills and concepts that students must master.

INCREASING MATH EXPECTATIONS

IL Learning Standards	New Common Core
Count to 30	Count on from a given number
Investigate addition and subtraction	Fluent in addition and subtract
Recognize and identify basic shapes	Analyze and compare 2 and 3D shapes
	Model/compose shapes

Sources: IL Early Learning Standards, Common Core State Standards

In Kindergarten Math, instructional time should focus on two critical areas: (1) representing and comparing whole numbers, initially with sets of objects; (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, or eventually with equations

Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.

Students describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes

INCREASING ELA EXPECTATIONS

IL Learning Standards	Common Core Standards
Engage in shared/independent reading of predictable text	Actively engage in group reading activities
Identify beginning and ending sounds.	Isolate and pronounce the beginning, middle and ending sounds.
Begin to write simple sentences.	Use a combination of drawing, dictating, and writing to compose opinion, informative and narrative pieces.
Represent stories through pictures, words and play	Explore digital tools to produce and publish writing

In ELA (English Language Arts), Kindergarten students determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Example: Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

With guidance and support from adults, explore word relationships and nuances in word meanings.

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

NATIONAL FULL DAY KINDERGARTEN STATISTICS

- 60% of schools in the U.S. offer full day kindergarten
- 10 states require school districts to offer full day kindergarten
- Only 14 states mandate that a student attend kindergarten

More than 3 million students are enrolled in kindergarten programs in the United States. Slightly more than half of those students are enrolled in full-day programs, and the remainder attend more traditional half-day kindergarten. However, there is no consistency across states regarding requirements for kindergarten. In some states public schools must offer kindergarten; in other states it is optional. Some kindergarten programs are fewer than 2 hours per day while others provide 6 hours or more of daily instruction and activities. Typical half-day programs are about 3 hours in length, while full-day programs are 5–6 hours in length.

Interest in academic preparation to ensure later school success has created a demand for early school programs. Full-day kindergartens appear to have many advantages to school districts and to parents. However, to be effective, both half-day and full-day programs must be geared to the development young children.

ILLINOIS AND LAKE COUNTY FULL DAY KINDERGARTEN

Illinois – 76%

Lake County – 61%

Lake County Districts that offer FDK

Barrington	Lake Zurich
Beach Park	Mundelein
Gages Lake	North Chicago
Grass Lake	Prairie Crossing
Gurnee Dist. 56	Winthrop Harbor
Hawthorn Woods	Woodland (Dist.50)
Lake Forest	Zion School District

BENEFITS OF FULL DAY KINDERGARTEN



- More time and opportunities to play with language, as well as to explore subjects in depth
- A more flexible and individualized learning environment
- More individual and small-group interaction with teacher than is possible in half day classrooms
- Leads to higher academic achievement
- Supports literacy and language development

Small group and individualized teacher-directed activities, as well as child-initiated activities, are essential to successful kindergarten programs. High quality programs recognize the importance of play and view teachers as facilitators of learning.

The National Association for the Education of Young Children's (NAEYC) list of the "Top 10 Signs of a Good Kindergarten Classroom":

Children:

- active, playing and working with other children and materials.
- have access to variety of activities and materials.
- receive individual and small-group work time with teachers, not solely large-group work time with teachers.
- work decorates the classroom.
- learn numbers and the alphabet during everyday experiences, not solely during instructional times.
- have long periods (at least an hour) of playing and exploring, including playing outside daily, and do not fill out worksheets.
- are read to by teachers during the day and in small groups, not just during group story time.
- receive curriculum individualized to meet their own needs and strengths.

- and parents look forward to school.

The focus of the classroom is on the development of the whole child, not just academic readiness.

IN ADDITION...



Teachers have:

- opportunities to work with their students
- ability to divide students into smaller groups
- time to work with students on an individual basis
- can reteach subjects to students who are struggling
- more time to do activities and lessons that interest the students

Developmentally appropriate full-day kindergarten can offer a more relaxed atmosphere and more opportunities for child-centered, creative activities, as well as more opportunities for developing social skills. Full-day programs provide more time for activity centers, projects, and free play. Students at-risk for school problems owing to delayed development, disabilities, or limited preschool experiences, and who attend rigorous and nurturing full-day programs, are more likely to have stronger achievement in basic skill areas and generally better preparation for first grade. For most children, full-day kindergarten programs can help increase academic achievement while reducing the probability that children will be retained in the early elementary grades.

In the next several slides we will highlight a typical full day kindergarten schedule.

MORNING MEETING/MESSAGE



- Sharing
- Calendar
- Number Line Activities
- Counting
- Beginning Reading & Writing Skills

Morning meeting is a wonderful way to build the classroom learning community and teach a variety of academic and social and emotional skills. It helps set the tone for the day and creates a daily routine that provides security and comfort. It is also a time when children and the teacher can share news about what's going on at home and at school. It's a time to feel safe, loved, and important.

LANGUAGE ARTS

FOUNTAS AND PINNELL PHONICS LESSONS (HEINEMANN)
FOUNTAS AND PINNELL CONTINUUM OF LITERACY (HEINEMANN)



- Shared reading
- Shared literature with children participating in the reading process

Fountas and Pinnell resources support Phonics and Word Study instruction and there is a strong relationship with the Common Core Standards. Teachers can use the month-by-month planning guide, the assessment checklists, and the lesson selection map to choose the lessons that align with their students' needs. The Word Study Continuum encompasses nine scientific categories of learning:

Early Literacy Concepts

High-Frequency Words

Phonological and Phonemic Awareness

Spelling Patterns

Letter Knowledge

Word Structure

Letter/Sound Relationships

Word-Solving Actions

Word Meaning

GUIDED READING



- Small group instruction with flexible groups

Guided reading allows the teacher to guide students through text with a high level of support. It is conducted with a small number of students and focuses more on the individual reading needs of each child. During guided reading, teachers work with students at their instructional level to guide them in using the context, visual, and structure cues within text to generate meaning. By using instructional level texts that gradually increase in difficulty, students apply strategies in context and demonstrate success! The end goal, as with any literacy component used in kindergarten, is for students to become confident, proficient readers who LOVE to read!

Guided reading in kindergarten can be conducted one on one or in small groups using books with predictable text, decodable text, books containing a large number of sight words, specially leveled books in a series, or trade books. Students in a full day kindergarten program have the opportunity to participate in guided reading daily.

WRITING

BEING A WRITER

(CENTER FOR THE COLLABORATIVE CLASSROOM)



- Write Around the Room
- Shared Writing
- Interactive Writing
- Journal Writing
- Handwriting

The Being A Writer program will serve as the core writing instructional resource.

This resource offers student-centered, deeply interactive instruction that incorporates the Common Core vision of students who are confident writers and critical thinkers, able to convey knowledge, share experiences, make and defend claims. This resource allows teachers to develop in each student the creativity and skills of an accomplished writer while simultaneously developing the social and ethical values of a responsible person.

MATH

GO MATH (HOUGHTON MIFFLIN HARCOURT)



- Counting
- Cardinality
- Problem Solving Structures
- Place Value
- Measurement
- Geometry

Currently kindergarten is using Go Math and the Illinois Model Math Curriculum as resources for instruction.

Next year several Kindergarten teachers will pilot Eureka Math which is currently the core math resource in grades 2-5. Data from the pilot classes will be analyzed to identify the most effective math resource.

CENTERS



- Literacy Centers
- Math Centers
- Computers
- Free Choice Centers

Children learn best when they are actively engaged. Classroom learning centers:

- Promote independence
- Help students become more responsible
- Allow students to learn through self-discovery
- Provide teachers with time to pull students one-on-one or in small groups to target specific academic

Learning centers promote structure play in which children will interact and communicate with peers. Students will have opportunities to draw pictures, role play, tell stories, and listen to others. Learning centers teach students how to; problem solve, make friends, express themselves, recognize letters and numbers and enjoy the world around them.

ENCORE CLASSES



- Music
 - 2 days a week)
- Physical Education
 - 5 days a week
- Project Lead the Way
 - 2 days a week
- Library Visits to Check-Out Books

Students will participate in Encore classes throughout the day. They will receive Music Education, Physical Education, access to the library and computer lab, and Science instruction through Project Lead the Way

PROJECT LEAD THE WAY (PLTW)

- The first step in building a Kindergarten Science Curriculum
- Aligned to the Next Generation Science Standards
- Kindergarten Students will participate in PLTW twice a week for 30 minutes.



Currently the district does not have a formal Kindergarten Science program. In our full day program next year this will not be the case. Project Lead The Way provides a comprehensive approach to Science Technology Engineering and Mathematics (STEM) Education.

The Kindergarten modules include Exploring Design and Pushes and Pull concepts which are aligned to the Next Generation Science Standards.

FULL-DAY KINDERGARTEN

Concerns

- Too Tiring for students
- Not adequate academic improvement
- Too Costly
- Too difficult for students

Research Findings

- Studies show that FDK students generally out-perform HDK students
- Lessons and time frames are developed to be academically and age appropriate for the kindergarteners, therefore they don't get too tired

Longitudinal data provided by researchers Walston and West report that children in full-day kindergarten classes show greater reading and mathematics achievement gains than those in half-day classes. The Education commission of the States tells us that Full-day kindergarten can produce long-term educational gains, especially for low-income and minority students. The Center for Evaluation and Education Policy states that In full-day kindergarten classrooms, teachers have more time to get to know kids and identify and address their learning challenges early—saving money and resources over the long term and increasing the odds that children will be successful later in school.

THANK YOU

HILLCREST ELEMENTARY FULL DAY KINDERGARTEN