

Full-Day Kindergarten

Riverview School District

January 20, 2016

Welcome

▶ Introductions:

➤ Kindergarten Teachers:

Vanessa Hair, Laura McGinnis, Rebecca Johnsen, Ellie Materi, Nicole Dice,
Roxanne Luchini, Krista Mattison, Emily Anderson, Angela Olson

- Jack Madigan, Principal-Stillwater Elementary
- Heather Sanchez, Principal-Cherry Valley Elementary
- Dr. Randy Stocker, Principal-Carnation Elementary
- Judy Harris, Principal-ERMA
- Dr. Anthony L. Smith, Superintendent
- Roni Rumsey, Director of Teaching and Learning
- Dr. Ken Heikkila, Director of Student Services

Purpose of the Evening

- ▶ Explain benefits of Full-Day Kindergarten
- ▶ Define Full-Day Kindergarten in Riverview School District
- ▶ Compare beginning of the year activities to end of the year activities and possible schedule

Washington State Full Day Kindergarten

Program Elements

- ▶ At least 1,000 hours of instruction in 180 school days. However, schools may use up to three days at the beginning of the school year for the WaKIDS “Family Connection”
- ▶ Curriculum that offers a rich, varied set of experiences that assist students in:
 - ▶ Developing initial skills in the academic areas of reading, mathematics, and writing;
 - ▶ Developing a variety of communication skills;
 - ▶ Providing experiences in science, social studies, arts, health and physical education, and a world language other than English;
 - ▶ Acquiring large and small motor skills;
 - ▶ Acquiring social and emotional skills including successful participation in learning activities as an individual and as part of a group; and
 - ▶ Learning through hands-on experiences.
- ▶ Establish learning environments that are developmentally appropriate and promote creativity.
- ▶ Demonstrate strong connections and communication with early learning community providers.
- ▶ Participate in kindergarten program readiness activities with early learning providers and parents.
- ▶ Administer the Washington Kindergarten Inventory of Developing Skills (WaKIDS).



Why Full-Day Kindergarten

We Believe:

Kindergarten is a place to learn and grow.

All children are capable and competent learners.

Why Full-Day Kindergarten

We Believe:

It is not the job of the child to be ready for kindergarten, but it is the responsibility of the system to be prepared to welcome and respond to each child in an intentional and appropriate way.

Why Full-Day Kindergarten

We Believe:

Kindergarten is a time for children to explore, make sense of the world around them, and begin to find their place within it.



Why Full-Day Kindergarten

We Believe:

Children thrive with secure relationships with adults and in environments that are safe, positive, age-appropriate, and use purposeful play, in a program that is balanced between independence and structure.

Why Full-Day Kindergarten

We Believe:

A high-quality kindergarten provides developmentally appropriate and academically rigorous learning opportunities that are balanced between child-initiated and teacher-guided.



What Research Shows Regarding Full Day Kindergarten

- ▶ Positive transition to kindergarten has been associated with greater frustration tolerance, better social skills, fewer conduct problems, fewer learning problems, and more positive approaches to learning (LoCasale-Crouch et al., 2008).
- ▶ Experiences shape a young child's brain, and it's never too late to support development, but earlier is better (Harvard Center on the Developing Child).

What Research Shows Regarding Full Day Kindergarten

- ▶ High-quality kindergarten programming hinges on fostering children's development and learning in all domains; including physical, social-emotional, cognitive, and language.



What Research Shows Regarding Full Day Kindergarten

- ▶ Cognitively, kindergartners show more flexibility in their thinking than younger children and greater advances in reasoning and problem solving (NAEYC 2009).
 - Experience based learning is key to this period of development.

What Research Shows Regarding Full Day Kindergarten

- ▶ Children who fail to develop minimal social skills and suffer neglect or rejection from peers are at risk for later outcomes such as school dropout, delinquency, and mental health problems (Dodge et al, 2003; McClelland, Acock & Morrison 2006).
 - Opportunities for children to develop these skills in a safe environment with guidance proves to be beneficial in later years.

What Research Shows Regarding Full Day Kindergarten

- ▶ Physically, kindergartners become increasingly more competent in physical skills such as balance and eye-hand coordination. Many kindergartners initially struggle with fine motor tasks such as writing, drawing, and precise cutting.
 - Kindergartners benefit from activities such as constructing with blocks, stringing beads, buttoning, using scissors, and painting.



What Research Shows Regarding Full Day Kindergarten

- ▶ Language and vocabulary skills of kindergartners vary widely. Kindergartners can generally answer open-ended questions with relatively complex sentences, can retell a story or relay details about an experience or event, and can participate appropriately in conversations.
- ▶ Their vocabularies are growing at a fast pace and they still make frequent incorrect generalizations and grammatical errors when they speak.

Providing opportunities for students to interact and increase their vocabulary in the early grades proves to be extremely beneficial in later years.

Sept/Oct

Looks more
like preschool

Kindergarten

May/June

Looks more
like first
grade

Transition THROUGH Kindergarten

Beginning of Year Daily Schedule EXAMPLE

9:10	9:30	Entry Task-sight words, learning tasks, , jobs, etc.
9:30	10:00	Centers: Independent work, self-directed tasks, purposeful play
10:00	10:20	Class meeting: Go over schedule, student observations, possibly calendar
10:20	10:30	Snack (student provided)
10:30	10:45	Recess
10:45	11:45	Math/Literacy: Whole group/small group/stations
11:45	12:25	Lunch/recess
12:25	12:45	Read Aloud
12:45	1:55	Math/Literacy Whole group/small group/stations
1:55	2:10	Recess
2:10	2:40	Center
2:40	2:50	Pack up
2:50	3:25	Specialist
3:25	3:30	Dismissal

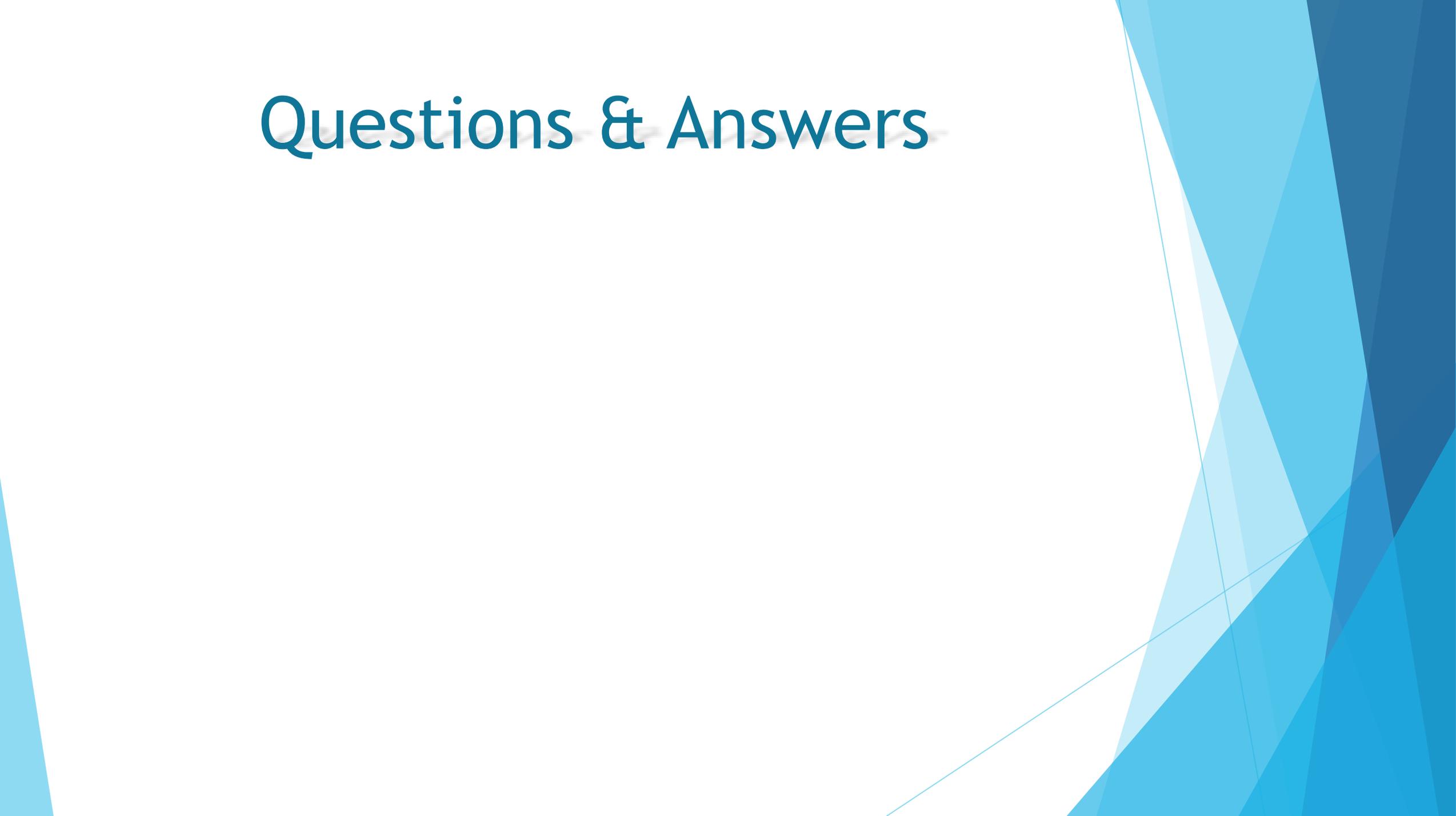
End of Year Daily Schedule EXAMPLE

9:10	9:30	Entry Task-sight words, independent writing (sentences), learning tasks, practice skills from previous day, jobs, etc.
9:30	10:00	Centers: Independent work, self-directed tasks, purposeful play, content more connected to daily learning, conversations more focused with students, facilitating conversations to include academic rigor
10:00	10:20	Class meeting: Go over schedule, student observations, possibly calendar, GLAD strategies for vocabulary development
10:20	10:30	Snack (student provided)
10:30	10:45	Recess
10:45	11:45	Math/Literacy: Whole group/small group/stations, Workshop model for literacy, some for math, increased academic rigor focused on student need, more differentiation to meet target instructional areas, rigorous discussion, talking about our thinking, productive talk
11:45	12:25	Lunch/recess
12:25	12:45	Read Aloud
12:45	1:55	Math/Literacy Whole group/small group/stations, Workshop model for literacy, some for math, increased academic rigor focused on student need, more differentiation to meet target instructional areas, rigorous discussion, talking about our thinking, productive talk
1:55	2:10	Recess
2:10	2:40	Science/SS/ART
2:40	2:50	Pack up
2:50	3:25	Specialist
3:25	3:30	Dismissal

Upcoming Kindergarten Registration

Look for school specific information in upcoming newsletters and school websites after Mid-Winter Break.

Questions & Answers

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