

All Day Kindergarten:

Expanding Learning Opportunities and Building Success for ALL Children



Previous research provided a foundational premise built upon 2005-06 data that suggests:

All Day Kindergarten provides the time needed for teachers to implement more best practices on a daily basis which positively impacted student learning in later school years (3rd/4th grades)

Current evidence-based practice has built upon that research base and has moved the teaching profession toward making intentional decisions that are based upon data and focused on meeting the needs of all children. In Kansas, the framework for making those decisions is MTSS: a **Multi-Tiered System of**

Supports that provides a framework for data-driven decision making that occurs in a systematic and systemic way and promotes fluency and accuracy in the critical skills necessary for later success in school.

Best Practices (2005-06)	Evidence-Based Practices: MTSS (current)
Time for children to learn through play exploration or self-instruction is provided	Multiple opportunities within a meaningful context are provided so children can learn and practice skills with corrective feedback provided by the teacher/peer
Multiple grouping methods (e.g. whole group small group, individual one-on-one, guided discovery) are used when providing instruction	Explicit instruction carried out in small groups and/or learning centers, where individuals or small groups of children are provided explicit instruction through targeted lessons in game-like activities.
<u>Hands-on materials</u> , such as unifix cubes, games, small toys or art materials are provided for the students in multiple subject areas.	Teaching focuses on learning and practicing critical early literacy and numeracy skills in ways that are <u>concrete</u> , <u>fun</u> , repeated, and carried out in game like situations.
Students are encouraged to move independently to new activities when finished with a project.	Multiple opportunities within a meaningful context are provided so children can learn and practice skills. The classroom is a learning environment that supports individual learning needs.
Students are allowed <u>extra time</u> , if needed, to complete a project task.	Children are provided time to learn and 'over learn' critical skills rather than being exposed to a new idea/concept quickly and then moved on to another new idea/concept before deeper understanding occurs.
Advance notice about upcoming transitions, both in and outside the classroom is provided to students.	Teachers provide advance notice about transitions to upcoming activities to set the stage for meaningful learning.

Why do we need all day kindergarten?

Research (both old and current) suggest that the use of uninterrupted instructional time devoted to **explicit instruction** of critical skills and practice with corrective feedback within a **meaningful context** leads to a much **deeper level** of skill and knowledge, thus increasing fluency, and promoting future success in later grades. All day kindergarten provides time for teachers to provide the instruction that guides children to 'get it right the first time' - and time for children to practice the 'right skills' over and over so that they fully understand and use these critical skills throughout their school years. **Result: students who have the skills, knowledge and understanding necessary to be successful!**



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Half Day

Kindergarten Schedule

Time	8:30 AM	8:40 AM	9:05 AM	10:05 AM	10:10 AM	10:30 AM	11:00 AM
Description of Activity	Arrival: Greeting and personal sharing with the teacher as the student(s) enter the room, lunch count, attendance	Group Time/Academic Content: Literacy, math, or social skills,	Learning Centers	Clean-up/Bathroom	Outdoor/P.E.	Class meeting/ Review of the day	Depart
Purpose(s)	Relationship Building	Provide instruction on academic content (as specified for that day on the daily lesson plan), Discuss related activities to follow (e.g. specific small group/learning center activities supporting specific learning outcomes)	Provide opportunities for individual children to explore the concepts learned in group time and/or other concepts in more depth and within meaningful context	Routine	Large motor development, play skills, or more formal learning outcome if participating in P.E.	Recall of the day, personal sharing, closure	NA
Structure/ Type of Instruction	Routine/ One-one-one	Large group	May include small group and/or individualized instruction	Follows routine and/or directions	Large group	Large group	NA
Engagement Behaviors/ Opportunities for Corrective Feedback & Practice	Child engages in reciprocal communication with the adult	Listening and following directions provided by the teacher/adult Primarily choral responses, though individuals may be asked to respond	Listens/follows directions provided by the teacher/adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/student in activities	NA	Follows established rules and associated routines	Follows established rules and associated routines, choral/ individual responses	NA
Opportunity for: Differentiated Instruction, Corrective Feedback and/or Practice	Multiple opportunities	Limited opportunities	Multiple opportunities	NA	*May provide multiple opportunities in situations where this activity has been intentionally designed	Limited opportunities	NA

Full Day

Kindergarten Schedule

Time	8:30 AM	8:50 AM	9:15 AM	10:25 AM	10:30 AM	11:00 AM	11:30 AM	12:30 PM	1:00 PM	1:20 PM	1:50 PM	2:00 PM	2:30 PM	2:45 PM	3:00 PM
Description of Activity	Arrival: Greeting and personal sharing with the teacher as the student(s) enter the room, lunch count, attendance	Story and group time for literacy	Learning Center/ Small Group Literacy	Clean-up/ Bathroom	Music and Movement	Class meeting	Lunch/ Recess	Journal writing: Book Reading	Math	Learning Center/ Small Group Early Numeracy	Clean-up/Bath Room	P.E. or Music	Recess	Class meeting/ Review of the day	Depart
Purpose(s)	Relationship Building	Early literacy development: <ul style="list-style-type: none"> Phonological Awareness/ Phonemic Awareness Print Awareness Alphabet Knowledge Story Narrative/ Comprehension Vocabulary 	Provide differentiated of the core curriculum to small groups of students on specified early literacy targets, pulled from large group lesson Provides opportunities for individual students to explore skills/concepts in depth and practice within a meaningful context <i>Tier 2/3 Instruction is provided within this block (MTSS)</i>	NA	Facilitate development of skills including, motor, social, cognitive and appreciation of the arts	Recall of the literacy activities, personal sharing, may include positive behavior/ social skills development	NA	Quiet activities that provide opportunities for written reflection	Early numeracy development: <ul style="list-style-type: none"> Verbal Counting Comparing and Ordering Reorganizing & Subitizing Geometry 	Provide differentiated of the core curriculum to small groups of students on specified early literacy targets, pulled from large group lesson Provides opportunities for individual students to explore skills/ concepts in depth and practice within a meaningful context <i>Tier 2/3 Instruction is provided within this block (MTSS)</i>	Prepare for the next activity	Large motor development, play skills OR Music related learning outcomes	Large motor development	Recall of the day, personal sharing, closure	NA
Structure/ Type of Instruction	Routine/ One-one-one	Large Group –Teacher directed	Small Groups- Teacher Directed Intentionally designed learning centers- with/without adult	Routine	Large group- balance of teacher directed and child-initiated	Large group	Routine		Large Group –Teacher directed	Small Groups- Teacher Directed Intentionally designed learning centers- with/without	Routine	Large group	Child directed	Large Group	NA
Engagement Behaviors/ Opportunities for Corrective Feedback & Practice	Child engages in reciprocal communication with the adult	Listening and following directions provided by the teacher/adult. Primarily choral responses, though individuals may be asked to respond.	Listens/follows directions provided by the teacher/ adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/ student in learning center activities where adult is present . Individual responses and reciprocal communication related to instructional topic, between peers.	NA	Listening and following directions provided by the teacher/adult Primarily choral responses, though individuals may be asked to respond	Follows established rules and associated routines, choral/ individual responses	NA		Listening and following directions provided by the teacher/adult Primarily choral responses, though individuals may be asked to respond	Listens/follows directions provided by the teacher/adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/student in learning center activities where adult is present Individual responses and reciprocal communication related to instructional topic, between peers	Follows routine and/or directions	Follows established rules and associated routines	Follows established rules and associated routines	Follows established rules and associated routines, choral/ individual responses	NA
Opportunity for: Differentiated Instruction, Corrective Feedback and/or Practice	Multiple opportunities	Limited opportunities	Multiple opportunities	NA	Limited opportunities	Limited opportunities	NA		Limited opportunities	Multiple opportunities	NA	Limited opportunities	Limited opportunities	Limited opportunities	NA