

EARLY LEARNING FULL DAY KINDERGARTEN

Early Years
are
Learning Years



Together

We can make them count.

Introduction

*"All I really needed to know I learned in
Kindergarten!"*

Robert Fulghum



Learning In Kindergarten

“The richness and quality of the experiences in Kindergarten contribute to the child’s development as a life long learner.”

Gatze 1991



How Do Children Learn?



- ▶ Stages in physical, emotional and intellectual development
- ▶ Current brain research on learning
- ▶ Piaget's developmental theory
- ▶ Literacy theories –Clay, Cambourne
- ▶ Learning through play

DEVELOPMENTALLY APPROPRIATE PRACTICE

A term used to describe practices in the Kindergarten classroom that are consistent and support a child's natural course of development.

This looks at the whole child – physical, emotional and intellectual



DEVELOPMENTALLY APPROPRIATE

"CHALLENGING BUT ACHIEVABLE, WITH
SUFFICIENT ADULT SUPPORT."

IRA and NAEYC



A DEVELOPMENTALLY APPROPRIATE Kindergarten

- Learning goals are aligned with child's development
- Teaching strategies support the child in all aspects of development
- A developmental continuum is useful in planning a KINDERGARTEN program
- Play is focus for learning

The Kindergarten Years

PLAY PROMOTES.....

- Oral Language
- Social Development
- Varied Developmental Stages
- Self-Regulation



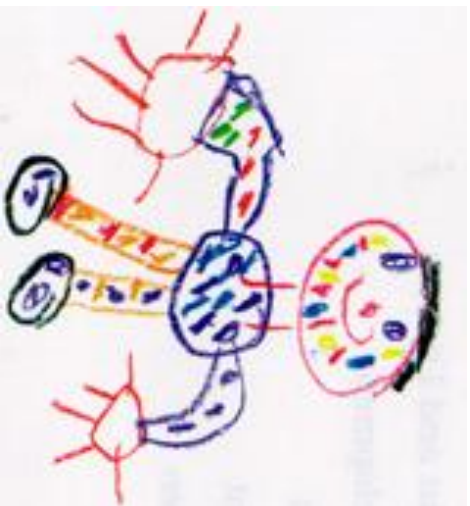
ROLE OF KINDERGARTEN TEACHER

- Understand developmental learning
- Identify stages of development in learning
- Implement strategies that support a developmentally appropriate kindergarten program
- Creates a learning environment that supports learning

ORAL LANGUAGE

- Speaking and Listening are the basis for Reading and Writing.
- Child Talk in the Kindergarten classroom is important
- The Kindergarten classroom should foster oral language

DEVELOPMENTALLY APPROPRIATE LITERACY



EMERGENT LITERACY



EMERGENT LITERACY

Literacy learning begins at birth and develops in a natural way

Signs of emergent literacy in

Kindergarten include recognizing environmental print, pretend reading, scribble that children can read

What's Different in Full Day Kindergarten

LESS EXPECTATIONS

**MORE TIME FOR RICH
LEARNING EXPERIENCES**

NO LITERACY BLOCK

MORE CENTRE TIME

PLAY IS THE WAY

INQUIRY VS THEMES

ELK TEAM



LEARNING THROUGH PLAY



PLAY IS A CHILD'S WORK

PLAY IS A POWERFUL TOOL FOR LEARNING

THE KINDERGARTEN TEACHER

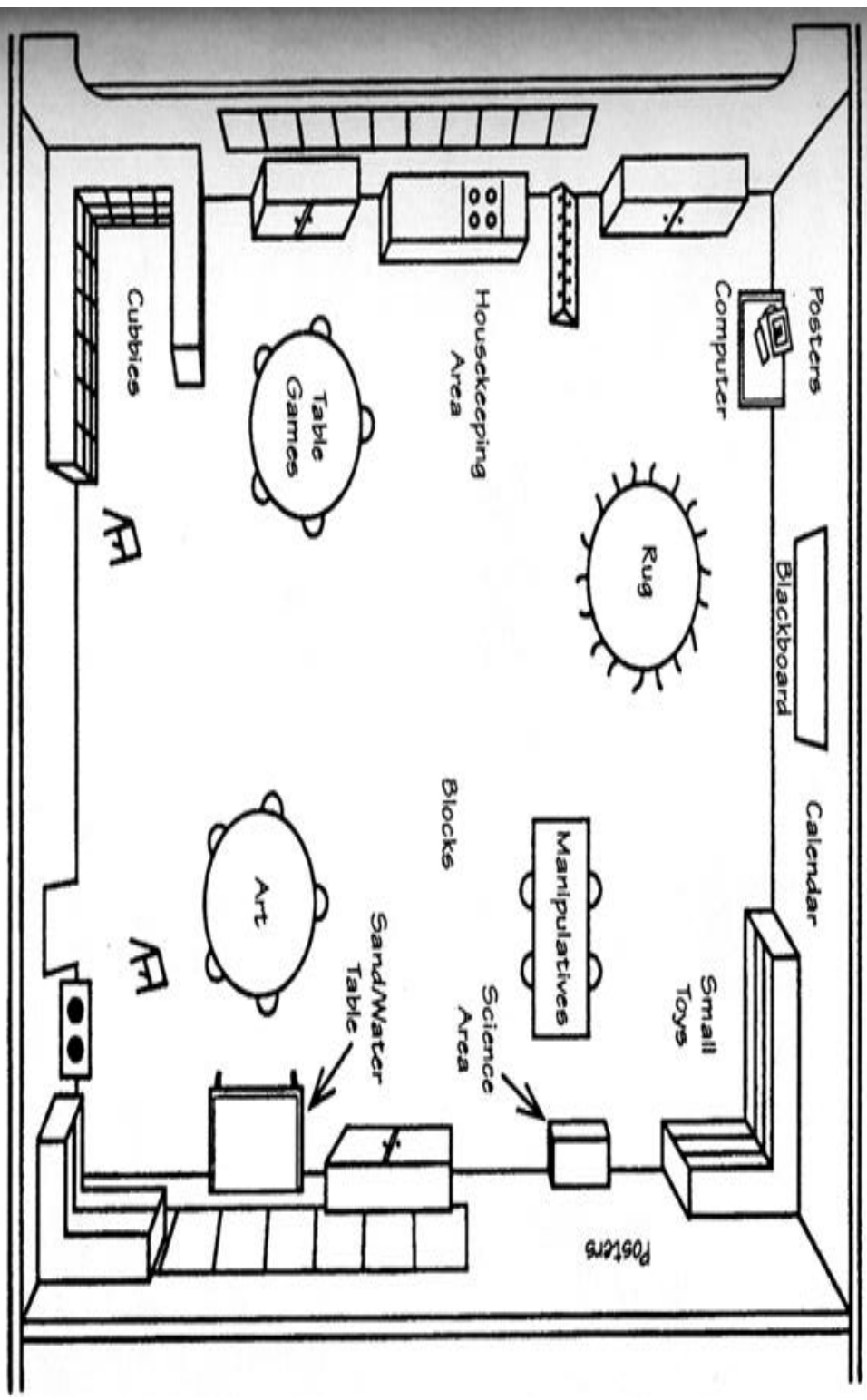
The most important part
of the Kindergarten
Classroom.

The teacher is responsible
for planning the Full Day
Kindergarten Program.



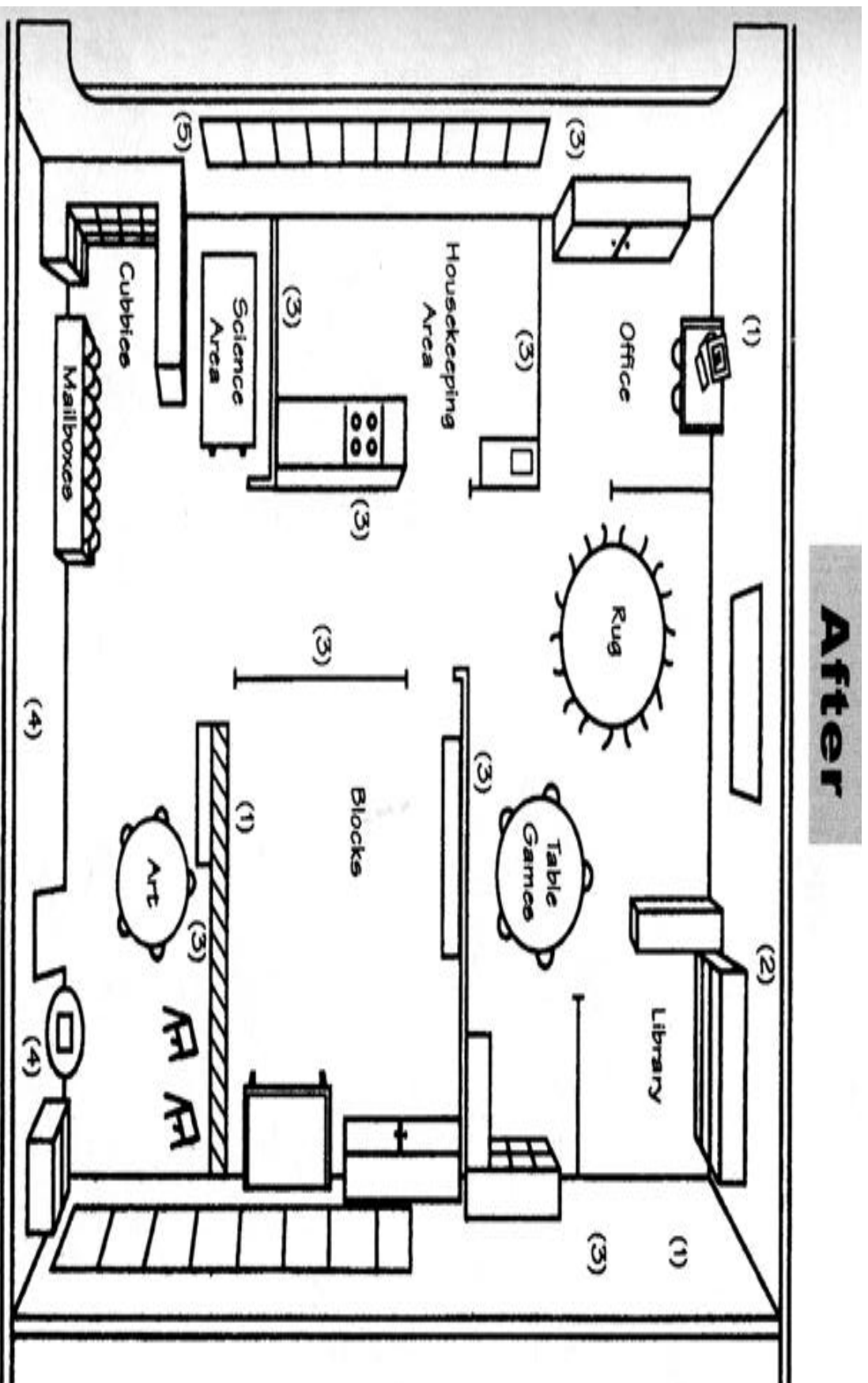
CLASSROOM ORGANIZATION

Before



CLASSROOM ORGANIZATION

After



HEALTH AND SAFETY

- WASHROOM FACILITIES WITHIN THE CLASSROOM
- CUBICLE AREAS FOR CHILDREN'S PERSONAL ITEMS
- SINK IN CLASSROOM
- NATURAL LIGHT (WINDOWS)
- LARGER CLASSROOM SIZE
- CLASSROOM EQUIPMENT THAT IS CHILD-SIZED

CIRCLE TIME-GATHERING TIME LARGE GROUP TIME



**CIRCLE TIME/GATHERING TIME FOSTERS ORAL
LANGUAGE THROUGH READ-ALOUD, SHARED READING,
MODELED WRITING AND LANGUAGE ACTIVITIES**

PLAY / LEARNING CENTRES



PLAY CENTRES PROMOTE LEARNING

LEARNING CENTRES IN KINDERGARTEN

THE WRITING CENTER/OFFICE

**Develops daily writing in an authentic
format.**

LEARNING CENTERS

LIBRARY CENTER/READING CENTER

Promotes daily reading for pleasure and information.

LEARNING CENTERS

DRAMATIC PLAY CENTERS

- Housekeeping
- Carpentry
- Grocery store
- Pet store
- Vet office
- Restaurant
- Dress-up
- hospital

LEARNING CENTERS

BLOCK/BUILDING CENTER

Promotes:

- **Fine motor skills**
- **Gross motor skills**
- **Language skills**
- **Math skills**
- **Problem-solving skills**

LEARNING CENTERS

ARTS AND CRAFTS/CREATIVE CENTRE

Promotes:

- Language skills
- Art skills
- Problem-solving
- Math skills
- creativity

LEARNING CENTERS

SAND/WATER/SCIENCE CENTER

Promotes:

- Language skills
- Math skills
- Problem-solving skills
- Science skills

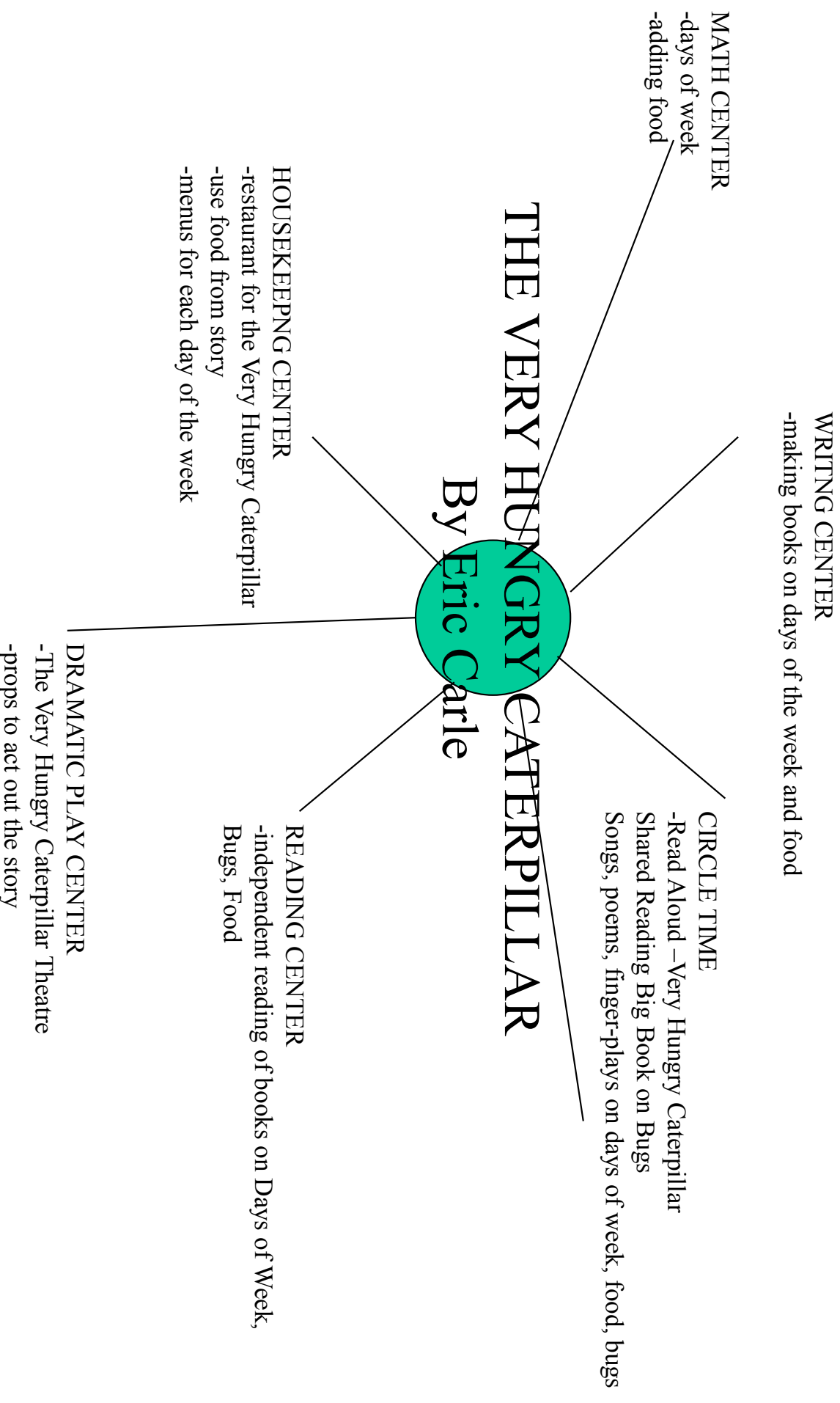
LEARNING CENTERS

MATH AND GAMES CENTERS

Promotes:

- Math skills
- Language skills
- Risk-taking
- Problem-solving

INTEGRATED CURRICULUM



TYPES OF INSTRUCTION

- LARGE GROUP
- SMALL GROUP
- INDIVIDUAL INSTRUCTION
- SELF-DIRECTED LEARNING



EARLY LEARNING PROGRAM INCLUDES

- OUTDOOR TIMES
- NUTRITION TIMES
- QUIET TIMES



ORAL LANGUAGE IN KINDERGARTEN

What promotes oral language?

Reviewing what we have done for many years.

- Calendar
- Show and tell
- Literacy blocks

Replacing with

GATHERING TIME

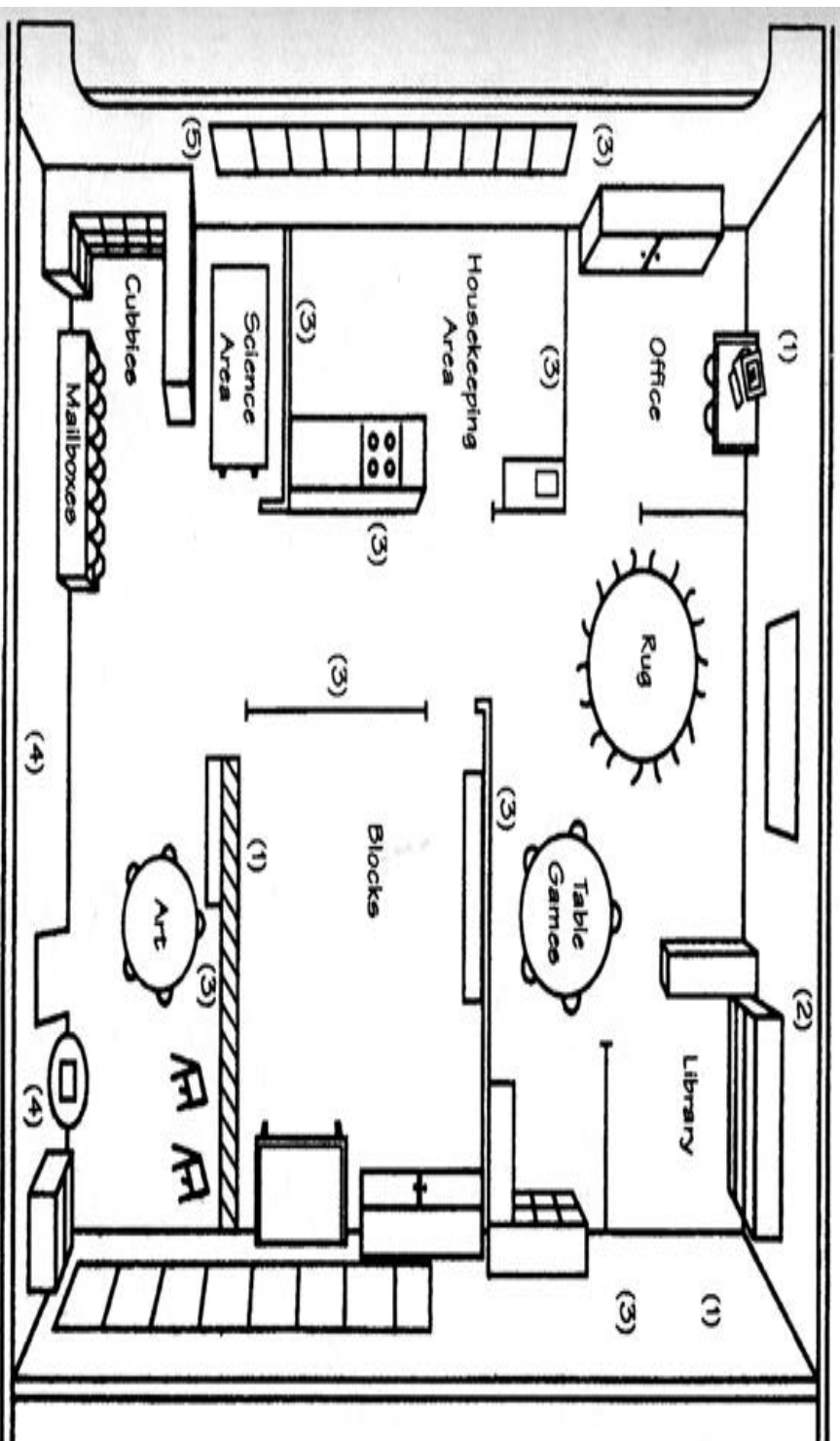
- Finger-plays
- Poems
- Songs
- Games
- Chants
- Planning
- Shared reading
- Read aloud
- Reflection/ sharing



CENTER TIME

All learning centers promote oral language in Kindergarten.

After



Small Group and Individual Time

LANGUAGE GAMES

PHONEMIC AWARENESS ACTIVITIES

SHARING TIME

NUMERACY ACTIVITIES

SHARED WRITING

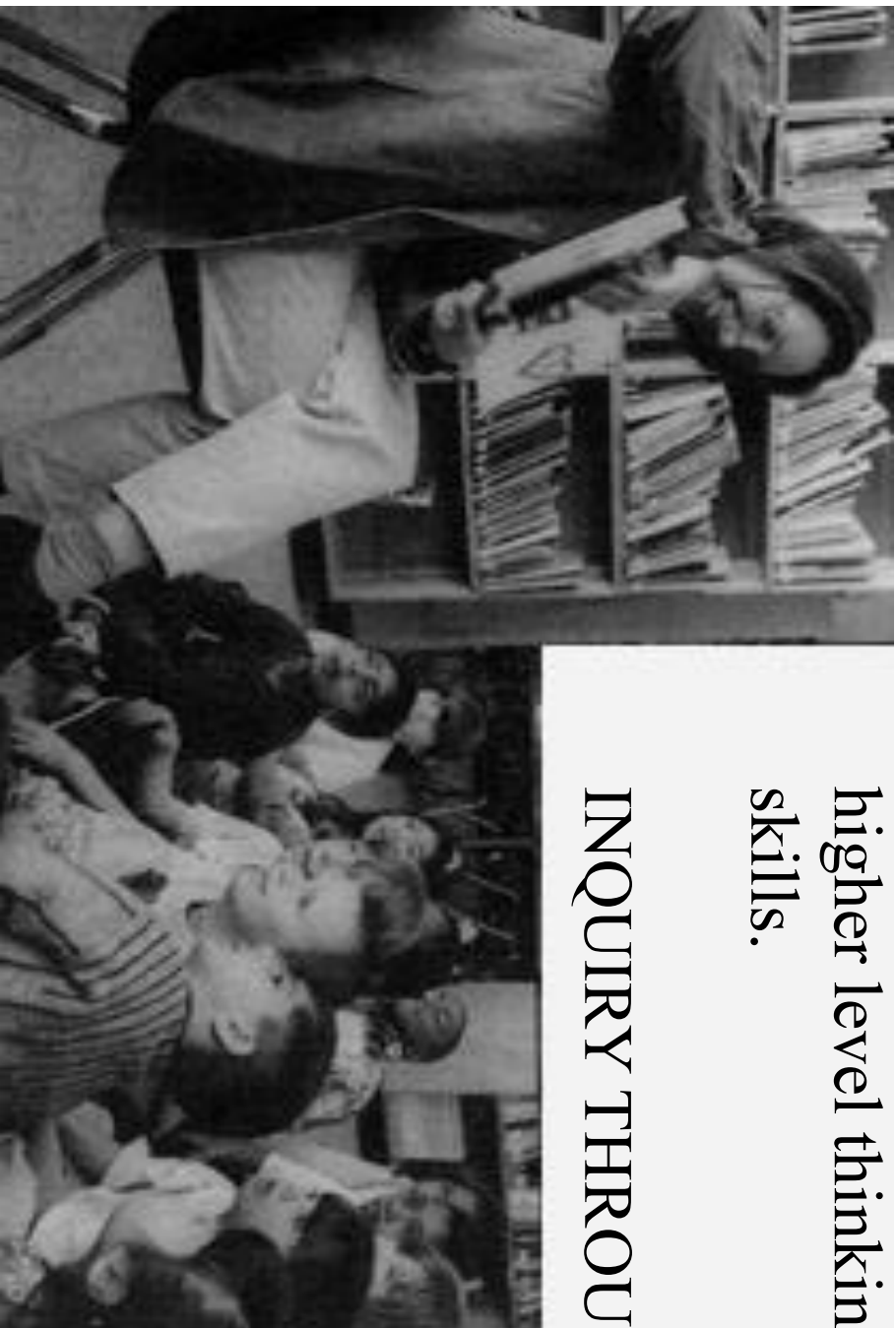
JOURNALS



All PLAY is Purposeful when children direct the learning

Questions that promote
higher level thinking
skills.

INQUIRY THROUGH PLAY



PUTTING IT ALL TOGETHER- THE KINDERGARTEN WAY



BALANCED Kindergarten

- OPPORTUNITIES TO TALK AND INTERACT WITH OTHERS
- INDIVIDUAL, SMALL AND LARGE GROUP TIME
- LEARNING CENTRES THAT FOSTER PLAY AND INQUIRY
- INTEGRATED PROGRAM
- OUTDOOR PLAY
- ACTIVE AND QUIET TIME

THE DAILY KINDERGARTEN PROGRAM

School Arrival Time

Large Group/Small Group
Independent time

Learning/Play Center Time

Outdoor/Gym Time

Lunch/Snack Time

Departure Time



FULL DAY KINDERGARTEN

TIME	DAY STRUCTURE	ACTIVITIES
8:30 – 9:00	School Arrival Time	Before School Program – Centres open
9:00 – 9:30	Transition Time at centres Gathering Time(10-15min)	Shared Reading of Big Book
9:30 – 10:30	Centre Time	Children choose centres based on routine. Most centres are open at this time
9:30 – 10:30	Instructional Time-during Centre time	Teacher meets with small groups of students for a Shared Writing Lesson
10:30 – 10:45	Outdoor Play	Children have fun outside and/or snack
10:45 – 11:15	Centre Time	Centre and Instructional Time continue
11:15 – 11:45	Transition Time Gathering Time-(10-15 min.)	Read Aloud, Sharing time, Music and finger-plays
11:45 – 12:00	Clean Up for Lunch	
12:00 – 1:00	Lunch/Outdoor /Quiet time	Children eat lunch and play outdoors/quiet time inside
1:00 – 1:30	Quiet and Gathering Times	quiet activities and then math games on carpet
1:30 – 2:15	Centre Time	Children choose centres that integrate the project/theme
1:30 – 2:15	Instructional Time/during Centre time	Teacher works with small groups of children to further Math concepts
2:15 – 2:30	Gym Time/outdoor time	Children engage in some form of exercise
2:30 – 2:50	Gathering Time	Read Aloud, Sharing time, Closing Activities
2:50 – 3:15	Dismissal and Departure Time	Departure Activities can include Independent Reading, quiet games/transition to after school program

Learning through Play in KINDERGARTEN



Full Day KINDERGARTEN

GUIDING CHILDREN ON THE ROAD TO LEARNING

As my students and I begin our journey

On the road to learning, I must remember...

*Not to walk behind them or I may be tempted
to push them along in their travels,*

*Not to walk in front of them or I may
pull them along like a tour guide,*

*But to walk beside them so that our
encounters may be shared, each of us
opening the eyes of the other with our
unique observations.*

by Susan R. Marshall