

Dear Full-Day Kindergarten Teacher Whose Children Stay All Day,

The work you do laying the foundation for children to be successful in school cannot be overestimated. Thank you for your dedication to this important work.

In an effort to clarify the district's curriculum expectations for full-day kindergarten, the attached *sample* schedule reflects components of the district's ECE-grade 5 literacy continuum, components of the district's mathematics initiative to implement *Everyday Mathematics*, and best practices for young children. If your school has not yet adopted *Everyday Mathematics*, please substitute your mathematics curriculum for *Everyday Mathematics* on the schedule.

Please notice the strong emphasis on oral language throughout the schedule: children should be talking, talking, talking—with adults and other children about books, their drawing and writing, and mathematics, and in play and problem solving with materials at centers. Teachers and paraprofessionals should listen and extend children's talk with concept-rich vocabulary. This rich oral language builds the knowledge and tools for literacy achievement. Please study the *New Standards: Speaking & Listening: Preschool-Third Grade* book and CD to guide your planning for effective conversations for language and literacy development in your classroom.

Children enter kindergarten with widely varied experiences with language, literacy, and mathematics. Teachers must know each child's needs to differentiate instruction that will support each child's growth. The actual activities and processes in which a child is engaged during various components of the program may vary drastically. For example, activities during Readers Workshop for a child with limited oral language and few concepts about print would be different than those planned for a student with strong oral language and solid understanding of concepts of print. Full-day kindergarten provides time for the teacher to meet with every child every day in small groups of six or fewer students.

Teachers plan strategic ways to integrate curriculum content throughout the day. You can select Shared Reading texts to represent mathematics, social studies, and science content. You can provide materials and tools for problem solving in centers in mathematics, art, science, and social studies. Your enrichment activities can help children practice and deepen their understandings of these curriculum concepts. Mathematics and language activities are effective during transitions, including when the children have to go as a class for bathroom breaks.

The attached schedule can be rearranged in any order to meet your classroom's specific needs: when you have paraprofessionals, when you have specials, your children's language needs, how many differentiated groups you see each day, etc. Please use your professional judgment in ordering your day.

All of us have so much new learning to implement the district's literacy and mathematics programs well. Please use this schedule as a tool to identify your strengths and areas in which you need support.

Sincerely,
The Central Literacy Team
Area Specialists
The Early Education Department



Full-Day ELA- S Kindergarten Schedule (All children stay all day)

Structuring the Learning Environment to Support Conversations for Language and Literacy Development

Sample Schedule A: The following components may be scheduled in any order.

10 minutes	Sign-In and Buddy Reading		
	<ul style="list-style-type: none"> ☆ Individual: Sign-in, extended conversations with adults ☆ Read and talk with partners about books from book tubs or independent reading book bags 		
15 minutes	Good Morning and Orientation (including <i>Everyday Mathematics</i> or other math source)		
	<ul style="list-style-type: none"> ☆ Whole Group: <i>Everyday Mathematics</i> whole-group activities and routines or other math source (including calendar, weather, counting, and patterning activities), daily news 		
15 minutes	Read Aloud in Spanish		
	<ul style="list-style-type: none"> ☆ Whole Group: Reading aloud books with rich language that may be used in Writers Workshop 		
50 minutes	Readers Workshop in Spanish		
	15 minutes	Whole Group:	
		<ul style="list-style-type: none"> ☆ Shared Reading (including fiction and nonfiction texts) or Mini-Lesson 	
	35 minutes	Work Period	
	Teacher: <ul style="list-style-type: none"> ☆ Confers and sets goals with students ☆ Instructs small groups (six or fewer students per group) <ul style="list-style-type: none"> • Language and concept development with shared reading text (Intimate Shared) • Emergent reading and writing practice (Guided Practice including Interactive Writing or Guided Writing) • Reading strategies with leveled books (Guided Reading) 	Students: <ul style="list-style-type: none"> ☆ Read independently ☆ Read with partners ☆ Meet with teacher or para in small groups ☆ Draw and/or write retelling ☆ Engage in literacy-related activities (e.g., retelling stories using puppets or realia, listening to books on tape, pocket chart, computer activities) 	Paraprofessional (if present): <ul style="list-style-type: none"> ☆ Engages students in conversations about reading ☆ Instructs small groups (six or fewer students per group) <ul style="list-style-type: none"> • Emergent reading and writing practice (Guided Practice) • Skills (support for phonemic awareness, phonics, and word work)
30 minutes	Centers: Problem Solving with Materials		
	Teacher 1) carefully prepares centers materials to engage children in problem solving, literacy, and numeracy through high-level play, and 2) teaches children how to engage with the materials before they go to the centers. Centers include <i>Everyday Mathematics</i> centers or theme activities, science, blocks, dramatic play with changing themes, art with three-dimensional and long-term projects, table toys, and computers.		
	Teacher: <ul style="list-style-type: none"> ☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify 	Students: <ul style="list-style-type: none"> ☆ Talk, talk, talk with other children ☆ Pretend; role play; create narratives in play 	Paraprofessional (if present): <ul style="list-style-type: none"> ☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify
60 minutes	Lunch and Recess		
30 minutes	Skills Block (using <i>Houghton Mifflin Skills Program</i>)		
30 minutes	Everyday Mathematics Small-Group Instruction		
30 minutes	Gross Motor		
	Playground or physical education (15 minutes in morning and 15 minutes in afternoon)		
45 minutes	Writers Workshop in Spanish		
	10 minutes	Whole Group:	
		<ul style="list-style-type: none"> ☆ Mini-Lesson: Procedures, narrative genre, Units of Study, language (Picnic Basket) ☆ Modeled or Demonstrated Writing (e.g., daily news) or Writing Aloud 	
	30 minutes	Work Period	
		Teacher: <ul style="list-style-type: none"> ☆ Confers with individual students and makes assessment notes ☆ Instructs small groups in Interactive Writing with lots of talk 	Students: <ul style="list-style-type: none"> ☆ Draw and write using tools including alphabet chart ☆ Meet in small groups
	5 minutes	Sharing or Author's Chair	
45 minutes	ELD Block (using <i>Avenues</i> language and literacy components)		
45 minutes	Enrichment Activities		
	Teacher carefully prepares environment for children to apply, extend, and deepen concepts through field trips/experiences, long-term theme-related projects, integrated arts, ALMA units, or self-directed practice with materials.		
6 hours, 45 minutes per day			



Full-Day ELA- S Kindergarten Schedule (All children stay all day)

Structuring the Learning Environment to Support Conversations for Language and Literacy Development

Sample Schedule B: The following components may be scheduled in any order.

10 minutes	Sign-In and Buddy Reading		
	<ul style="list-style-type: none"> ☆ Individual: Sign-in, extended conversations with adults ☆ Read and talk with partners about books from book tubs or independent reading book bags 		
15 minutes	Good Morning and Orientation (including <i>Everyday Mathematics</i> or other math source)		
	<ul style="list-style-type: none"> ☆ Whole Group: <i>Everyday Mathematics</i> whole-group activities and routines or other math source (including calendar, weather, counting, and patterning activities), daily news 		
30 minutes	Centers: Problem Solving with Materials		
	Teacher 1) carefully prepares centers materials to engage children in problem solving, literacy, and numeracy through high-level play, and 2) teaches children how to engage with the materials before they go to the centers. Centers include <i>Everyday Mathematics</i> centers or theme activities, science, blocks, dramatic play with changing themes, art with three-dimensional and long-term projects, table toys, and computers.		
50 minutes	Teacher:	Students:	Paraprofessional (if present):
	<ul style="list-style-type: none"> ☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify 	<ul style="list-style-type: none"> ☆ Talk, talk, talk with other children ☆ Pretend; role play; create narratives in play 	<ul style="list-style-type: none"> ☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify
60 minutes	Readers Workshop in Spanish		
	15 minutes	Whole Group:	
		<ul style="list-style-type: none"> ☆ Shared Reading (including fiction and nonfiction texts) or Mini-Lesson 	
	35 minutes	Work Period	
50 minutes	Teacher:	Students:	Paraprofessional (if present):
	<ul style="list-style-type: none"> ☆ Confers and sets goals with students ☆ Instructs small groups (six or fewer students per group) <ul style="list-style-type: none"> • Language and concept development with shared reading text (Intimate Shared) • Emergent reading and writing practice (Guided Practice including Interactive Writing or Guided Writing) • Reading strategies with leveled books (Guided Reading) 	<ul style="list-style-type: none"> ☆ Read independently ☆ Read with partners ☆ Meet with teacher or para in small groups ☆ Draw and/or write retelling ☆ Engage in literacy-related activities (e.g., retelling stories using puppets or realia, listening to books on tape, pocket chart, computer activities) 	<ul style="list-style-type: none"> ☆ Engages students in conversations about reading ☆ Instructs small groups (six or fewer students per group) <ul style="list-style-type: none"> • Emergent reading and writing practice (Guided Practice) • Skills (support for phonemic awareness, phonics, and word work)
60 minutes	Lunch and Recess		
30 minutes	Everyday Mathematics Small-Group Instruction		
45 minutes	ELD Block (using <i>Avenues</i> language and literacy components)		
30 minutes	Gross Motor		
	Playground or physical education (15 minutes in morning and 15 minutes in afternoon)		
15 minutes	Read Aloud in Spanish		
	<ul style="list-style-type: none"> ☆ Whole Group: Reading aloud books with rich language that may be used in Writers Workshop 		
45 minutes	Writers Workshop in Spanish		
	10 minutes	Whole Group:	
		<ul style="list-style-type: none"> ☆ Mini-Lesson: Procedures, narrative genre, Units of Study, language (Picnic Basket) ☆ Modeled or Demonstrated Writing (e.g., daily news) or Writing Aloud 	
	30 minutes	Work Period	
50 minutes	Teacher:	Students:	Paraprofessional (if present):
	<ul style="list-style-type: none"> ☆ Confers with individual students and makes assessment notes ☆ Instructs small groups in Interactive Writing with lots of talk 	<ul style="list-style-type: none"> ☆ Draw and write using tools including alphabet chart ☆ Meet in small groups 	<ul style="list-style-type: none"> ☆ Instructs small groups in Interactive Writing ☆ Orally rehearses with individual students
5 minutes	Sharing or Author's Chair		
45 minutes	Enrichment Activities		
	Teacher carefully prepares environment for children to apply, extend, and deepen concepts through field trips/experiences, long-term theme-related projects, integrated arts, ALMA units, or self-directed practice with materials.		
30 minutes	Skills Block (using <i>Houghton Mifflin Skills Program</i>)		
6 hours, 45 minutes per day			