

Dear Kindergarten Teacher Who has Some Children for a Half Day and Some for a Full Day,

The work you do laying the foundation for children to be successful in school cannot be overestimated. Your work is particularly challenging, since you must assure your half-day children receive the complete half-day curriculum and your full-day children apply, extend, and deepen their understanding. Thank you for your dedication to this important work.

In an effort to clarify the district's curriculum expectations for kindergarten, the attached *sample* morning and afternoon schedules reflect 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.

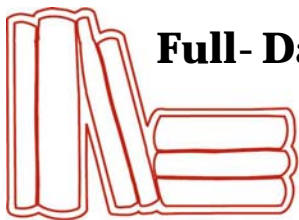
Children enter kindergarten with widely varied experiences with language, literacy, and mathematics. Teachers must know each child's needs to differentiate instruction that will support each child's growth. The actual activities and processes in which a child is engaged during various components of the 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 is divided by morning and afternoon. The morning schedule is the same used by half-day kindergarten teachers. The morning schedule may be planned daily or weekly and can be scheduled 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. The components of the afternoon schedule also may be planned in any order. 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



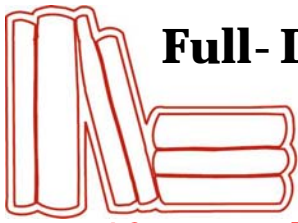
Full-Day English Kindergarten Morning Schedule

(Some children stay all day)

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

Morning schedule may be planned daily or weekly and components done in any order.

15 minutes daily or 75 minutes weekly	Good Morning and Orientation (including <i>Everyday Mathematics</i> or other math source) ☆ Individual: Sign-in, extended conversations with adults ☆ Whole Group: <i>Everyday Mathematics</i> whole-group activities and routines or other math source (including calendar, weather, counting, and patterning activities), daily news		
10 minutes/ 50 minutes	Read Aloud (using ESL strategies and sheltering techniques for ELLs) ☆ Whole Group: Reading aloud books with rich language that may be used in Writers Workshop		
30 minutes/ 150 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: ☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify ☆ Instructs small groups in <i>Every-day Mathematics</i> core activities (three times per week)	Students: ☆ Talk, talk, talk with other children ☆ Pretend; role play; create narratives in play ☆ Meet with teacher or para in small groups	Paraprofessional (if present): ☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify ☆ Instructs small groups in <i>Everyday Mathematics</i> games (once per week)
45 minutes/ 225 minutes	Readers Workshop (using ESL strategies and sheltering techniques for ELLs)		
	10 minutes	Whole Group: ☆ Shared Reading (including fiction and nonfiction texts) or Mini-Lesson	
	35 minutes	Work Period (intimate shared lessons for ELA-E function as ELD lessons)	
	Teacher: ☆ Confers and sets goals with students ☆ Instructs small groups (six or fewer students per group) ♦ 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: ☆ 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): ☆ Engages students in conversations about reading ☆ Instructs small groups (six or fewer students per group) ♦ Emergent reading and writing practice (Guided Practice) ♦ Skills (support for phonemic awareness, phonics, and word work) ♦ <i>Everyday Mathematics</i>
15 minutes/ 75 minutes	Gross Motor Playground; physical education; activities integrated with music, songs, and rhythm		
30 minutes/ 150 minutes	Writers Workshop (using ESL strategies and sheltering techniques for ELLs)		
	10 minutes	Whole Group: ☆ Mini-Lesson: Procedures, narrative genre, Units of Study, language (Picnic Basket) ☆ Modeled or Demonstrated Writing (e.g., daily news) or Writing Aloud	
	15 minutes	Work Period	
	Teacher: ☆ Confers with individual students and makes assessment notes ☆ Instructs small groups in Interactive Writing with lots of talk	Students: ☆ Draw and write using tools including alphabet chart ☆ Meet in small groups	Paraprofessional (if present): ☆ Instructs small groups in Interactive Writing ☆ Orally rehearses with individual students
5 minutes	Sharing or Author's Chair		
15 minutes/ 75 minutes	Skills Block (using <i>Houghton Mifflin Skills Program</i> , including reading decodable books)		
2 hours, 40 minutes per day—13 hours, 20 minutes per week			



Full-Day English Kindergarten Afternoon Schedule

(Some children stay all day)

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

Afternoon schedule may be planned daily or weekly and components done in any order.

60 minutes daily	Lunch and Recess		
25 minutes/ 125 minutes	Independent or Buddy Reading and Literacy- Related Activities		
	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 or with partners from independent book bags, including books or texts children can read based on familiarity, level, or interest ☆ 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
20 minutes/ 100 minutes	Language Enrichment with Movement (part of ELD for ELA-E) ☆ Whole Group: Activities integrated with music, songs, and rhythm		
30 minutes/ 150 minutes	Everyday Mathematics Small- Group Instruction		
15 minutes/ 75 minutes	Gross Motor Physical education or outside play		
50 minutes/ 250 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.		
15 minutes/ 75 minutes	Skills Block (using <i>Houghton Mifflin Skills Program</i> , including reading decodable books)		
30 minutes/ 150 minutes	Writers Workshop (using ESL strategies and sheltering techniques for ELLs)		
	30 minutes	Whole Group: ☆ Interactive Read Aloud	
	Teacher: <ul style="list-style-type: none"> ☆ Reads touchstone text, engaging children in discussion about the ideas/craft ☆ Instructs small groups in Interactive Writing with lots of talk 	Students: <ul style="list-style-type: none"> ☆ Discuss touchstone text ☆ Engage in writing center activities 	Paraprofessional (if present): <ul style="list-style-type: none"> ☆ Supports children in paying attention and using accountable talk ☆ Orally rehearses with individual students
4 hours, 5 minutes per day—20 hours, 25 minutes per week			