



# Half-Day English Kindergarten Schedule

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

**Schedules may be planned daily or weekly and components done in any order.**

15 minutes daily/ 75 minutes weekly	<b>Good Morning and Orientation</b> (including <i>Everyday Mathematics</i> or other math source) <ul style="list-style-type: none"> <li>☆ <b>Individual:</b> Sign-in, extended conversations with adults</li> <li>☆ <b>Whole Group:</b> <i>Everyday Mathematics</i> whole-group activities and routines or other math source (including calendar, weather, counting, and patterning activities), daily news</li> </ul>		
10 minutes/ 50 minutes	<b>Read Aloud</b> (using ESL strategies and sheltering techniques for ELLs) <ul style="list-style-type: none"> <li>☆ <b>Whole Group:</b> Reading aloud books with rich language that may be used in Writers Workshop</li> </ul>		
30 minutes/ 150 minutes	<b>Centers: Problem Solving with Materials</b> 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.		
	<b>Teacher:</b> <ul style="list-style-type: none"> <li>☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify</li> <li>☆ Instructs small groups in <i>Every-day Mathematics</i> core activities (three times per week)</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>☆ Talk, talk, talk with other children</li> <li>☆ Pretend; role play; create narratives in play</li> <li>☆ Meet with teacher or para in small groups</li> </ul>	<b>Paraprofessional</b> (if present): <ul style="list-style-type: none"> <li>☆ Listens to children's play and extends individual's conversation; asks questions to encourage children to clarify</li> <li>☆ Instructs small groups in <i>Everyday Mathematics</i> games (once per week)</li> </ul>
45 minutes/ 225 minutes	<b>Readers Workshop</b> (using ESL strategies and sheltering techniques for ELLs)		
	10 minutes	<b>Whole Group:</b> <ul style="list-style-type: none"> <li>☆ <b>Shared Reading</b> (including fiction and nonfiction texts) <b>or Mini-Lesson</b></li> </ul>	
	35 minutes	<b>Work Period</b> (intimate shared lessons for ELA-E function as ELD lessons)	
	<b>Teacher:</b> <ul style="list-style-type: none"> <li>☆ Confers and sets goals with students</li> <li>☆ Instructs small groups (six or fewer students per group) <ul style="list-style-type: none"> <li>◆ Language and concept development with shared reading text (Intimate Shared)</li> <li>◆ Emergent reading and writing practice (Guided Practice including Interactive Writing or Guided Writing)</li> <li>◆ Reading strategies with leveled books (Guided Reading)</li> </ul> </li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>☆ Read independently</li> <li>☆ Read with partners</li> <li>☆ Meet with teacher or para in small groups</li> <li>☆ Draw and/or write retelling</li> <li>☆ Engage in literacy-related activities (e.g., retelling stories using puppets or realia, listening to books on tape, pocket chart, computer activities)</li> </ul>	<b>Paraprofessional</b> (if present): <ul style="list-style-type: none"> <li>☆ Engages students in conversations about reading</li> <li>☆ Instructs small groups (six or fewer students per group) <ul style="list-style-type: none"> <li>◆ Emergent reading and writing practice (Guided Practice)</li> <li>◆ Skills (support for phonemic awareness, phonics, and word work)</li> <li>◆ <i>Everyday Mathematics</i></li> </ul> </li> </ul>
15 minutes/ 75 minutes	<b>Gross Motor</b> Playground; physical education; activities integrated with music, songs, and rhythm		
30 minutes/ 150 minutes	<b>Writers Workshop</b> (using ESL strategies and sheltering techniques for ELLs)		
	10 minutes	<b>Whole Group:</b> <ul style="list-style-type: none"> <li>☆ <b>Mini-Lesson:</b> Procedures, narrative genre, Units of Study, language (Picnic Basket)</li> <li>☆ <b>Modeled or Demonstrated Writing</b> (e.g., daily news) <b>or Writing Aloud</b></li> </ul>	
	15 minutes	<b>Work Period</b>	
	<b>Teacher:</b> <ul style="list-style-type: none"> <li>☆ Confers with individual students and makes assessment notes</li> <li>☆ Instructs small groups in Interactive Writing with lots of talk</li> </ul>	<b>Students:</b> <ul style="list-style-type: none"> <li>☆ Draw and write using tools including alphabet chart</li> <li>☆ Meet in small groups</li> </ul>	<b>Paraprofessional</b> (if present): <ul style="list-style-type: none"> <li>☆ Instructs small groups in Interactive Writing</li> <li>☆ Orally rehearses with individual students</li> </ul>
	5 minutes	<b>Sharing or Author's Chair</b>	
15 minutes/ 75 minutes	<b>Skills Block</b> (using <i>Houghton Mifflin Skills Program</i> , including reading decodable books)		
<b>2 hours, 40 minutes per day—13 hours, 20 minutes per week</b>			