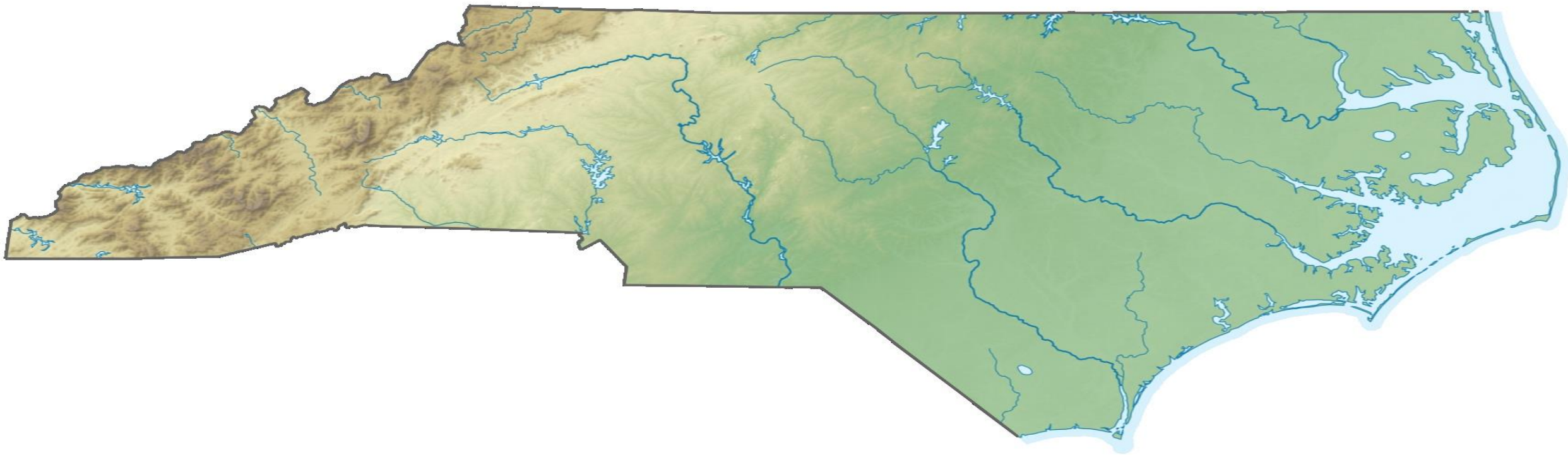


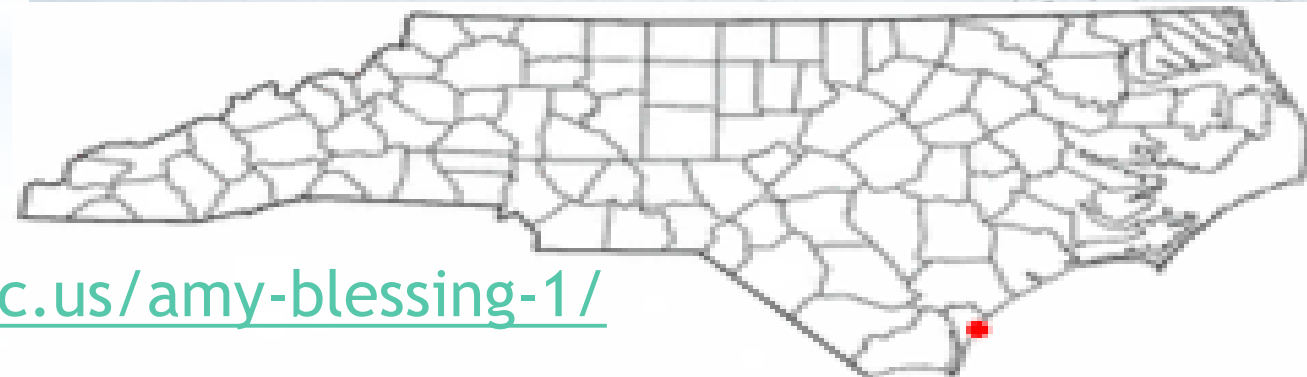


**Buffett  
Early Childhood  
Institute**  
*at the University of Nebraska*

**Integrated Learning Experiences  
to Deepen Children's Learning and Thinking K-3**



Greetings from North Carolina!



Amy Blessing

Kindergarten Demonstration Teacher

Malpass Corner Elementary

Pender County Schools

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<https://sites.google.com/a/pender.k12.nc.us/amy-blessing-1/>



- PreK-5<sup>th</sup> Grade
- Title I - 86% Free and Reduced Lunch
- 470 students
- Rural
- ESL and Migrant Population







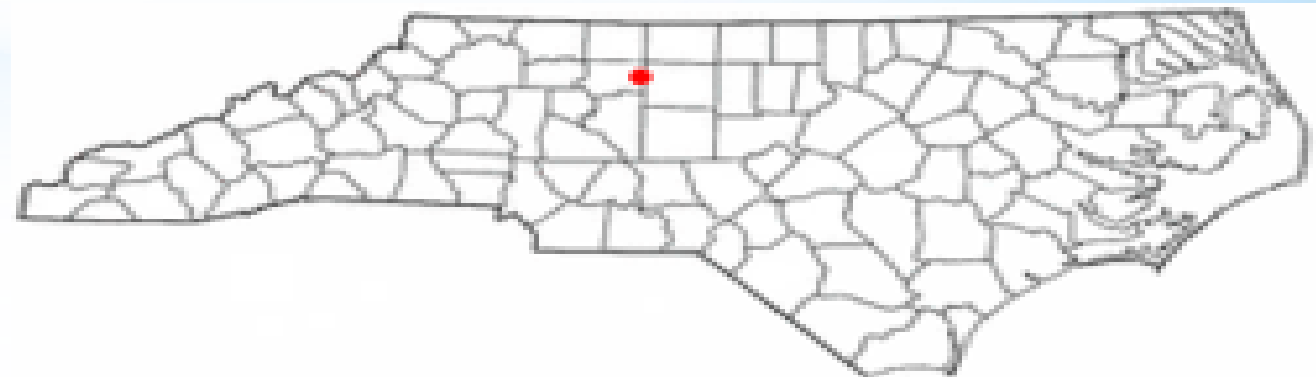
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Kindergarten Demonstration Teacher

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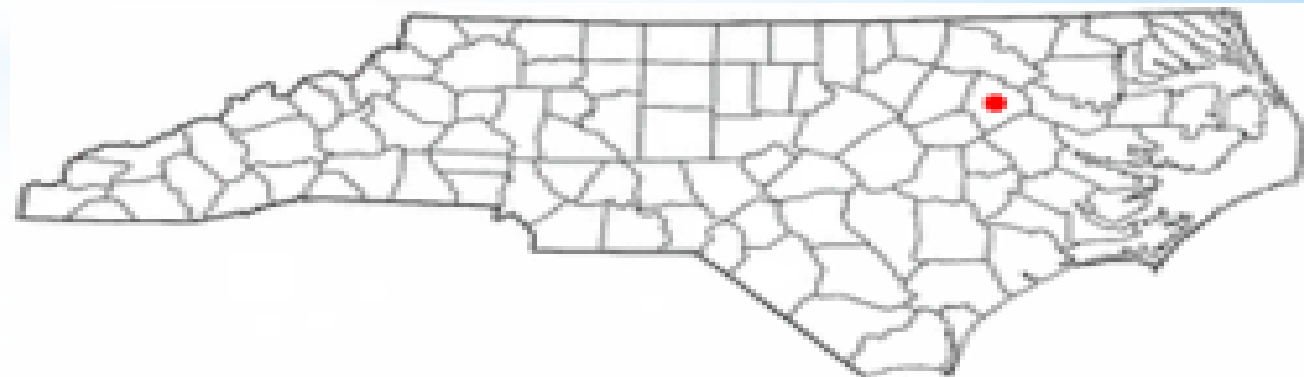


- PreK-5<sup>th</sup> Grade
- Title I - CEP - 100% Free Breakfast & Lunch
- 780 students





Andi Green  
Instructional Coach  
Martin Millennium Academy  
Edgecombe County Schools  
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- K-8 Global School
- Title I - 70% Free and Reduced Lunch
- 700 students
- Dual Language Immersion





The  
**Power** *of*



Quality Kindergartens for the 21<sup>st</sup> Century

# The Power of K

## North Carolina Position Statement on Kindergartens of the 21<sup>st</sup> Century

### The Mandate

*The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century* (N.C. State Board of Education, 2006)

Kindergarten professionals are charged with the responsibility of leading the journey of learning and growth for N.C. students by providing the social and educational foundations necessary to prepare students for life in the 21<sup>st</sup> Century. While fostering collaborative connections with families and communities, these educators also must develop positive relationships with each child; provide safe, supportive, and inviting environments; offer differentiated and rigorous curriculum and instruction; and deliver meaningful and authentic assessments of a child's potential. In order to ensure the success of this charge, kindergarten professionals must be empowered by a supportive and knowledgeable administration that provides the necessary infrastructure, essential resources, and on-going, high quality professional development.

### The Power of K

The early childhood years, birth through age 8, are the most powerful years for learning, growth and development in the life of a child (Jensen, 1998). Currently, kindergarten holds a position in education as one of the starting points for attitudes about learning, teachers and schools that children and families will carry throughout the years of schooling and beyond.

It is critical that kindergarten programs:

- Utilize evidence-based practices.
- Help children achieve the knowledge, skills and dispositions that promote ongoing success.
- Provide indoor and outdoor environments and experiences that reflect appropriate practices for children of varying abilities.
- Represent a community of learners.
- Include families in meaningful ways.
- Value diverse cultures.

### Kindergarten Today

In the 21<sup>st</sup> Century, educators must meet multiple demands from national, state and local levels. These expectations are based on federal No Child Left Behind regulations, guidelines from state and local boards of education and district mandates and expectations. Teachers at all grade levels feel the pressure of this increased accountability and stringent expectations for their students.

Kindergarten teachers are caught between what research supports as effective environments and experiences based on knowledge of how young children learn and develop, and the promotion of scripted programs and practices that typically do not respond to children's individual needs nor take into account the view of the whole child as a learner. Based on kindergarten's unique position in education, this critical grade level "suffers from the middle-child syndrome [and]

straddles the worlds of preschool and elementary school" (Graue, 2006). Because of this precarious place in education, many kindergarten teachers struggle with implementing federal, state and local standards while attempting to remain true to the learning styles and developmental needs of their increasingly diverse 5 year olds...a delicate balancing act for these dedicated educators.

### Kindergarten Children Today

Kindergarten programs of the 21<sup>st</sup> Century must reflect both the experiences of 5 year olds and changes to society. Many young children today:

- Live in a fast-paced world.
- Are technologically savvy.
- Use television and the Internet as a primary means of communication.
- Are exposed to more dangers and threats than their parents were at their age.
- Spend more time inside than outside.
- Are more overweight than the generation before.
- Spend less time with their families than they do in child-care.
- Live in increasingly diverse communities.

Although the 21<sup>st</sup> Century brings many new experiences for young children in a technologically based world, their developmental patterns, rates and ways of learning have not changed. Recent brain research shows that children in their kindergarten year are still in a very sensitive period for brain development. As young children actively interact with the environment, "the synaptic connections of stimulated neurons become increasingly elaborate" and "the brain is especially responsive to stimulation" (Berk, 2006). Experts in neuroscience and child development agree that "young children need a wide variety of ordinary experiences during this phase" with opportunities to explore their world through their senses (Gullo, 2006; Jensen, 1998). Kindergarten children must be appropriately challenged to progress academically and socially; however, "when classroom experiences are not attuned to children's developmental needs and individual characteristics, they undermine rather than foster children's learning" (Berk, 2006).

Kindergarten classrooms of the 21<sup>st</sup> century must be places where children of all circumstances and all learning abilities can thrive. North Carolina must continue to prepare students for the future while honoring the original kindergarten program objectives of providing both "a garden *for* children, a location where they can observe and interact with nature, and also a garden *of* children, where they themselves can grow and develop" (www.froebelweb.org, 2006). Educators of young children must ask, How do the kindergartens of the 21<sup>st</sup> Century support the developmental needs of all children while providing challenging and meaningful educational experiences?

### Kindergarten Programs of the 21<sup>st</sup> Century: Intentional Teaching and Learning

The North Carolina Department of Public Instruction and the N.C. Birth Through Kindergarten Higher Education Consortium support kindergarten programs in our state that respond to the complex needs of children by linking instructional practices, the physical environment, and learning opportunities to the unique characteristics of 5 year olds. In this age of accountability, kindergartens must be designed to address the academic, physical and social/



emotional domains of education for young children. According to Elizabeth Graue, former kindergarten teacher and professor of early childhood education at the University of Wisconsin-Madison, "It is absolutely reasonable to expect that kindergarten is about playful learning and learningful play, and about academic socialization and social academics. To make the most of the kindergarten experience, a teacher must be a master of knowledge about specific curriculum content, about children in general, and about her students in particular" (Graue, 2006).

Kindergarten classrooms in North Carolina must be appropriate places for young children to learn through engaging and interactive experiences guided by trusted and nurturing adults. These adults also must provide challenging, yet achievable learning experiences for each individual child. This is no easy task. It requires:

- A dedicated and knowledgeable teacher.
- A dedicated and knowledgeable full-time teacher's assistant.
- Support of the school administrator, who is knowledgeable about the education of young children.
- Purposeful planning based on the N.C. Standard Course of Study and children's interests and needs, all of which build upon a child's previous knowledge and experiences.
- Support for children with special needs.
- Intentional child and teacher interactions.
- A broad repertoire of instructional practices that strike a delicate balance across a continuum of child-initiated experiences and teacher-directed instruction;
- Child-initiated and teacher-supported play.
- A variety of learning contexts within an integrated day, including whole group, small groups, learning centers, outdoor experiences and daily routines.
- Partnerships with families and the community.
- Culturally relevant curriculum that is designed with learners' cultural values, knowledge, and ways of learning taken into account (Trumbull & Pacheco, 2005).
- Ongoing, authentic assessments that drive instruction.
- An inquiry approach to ongoing professional development for teachers.

The debate around the definition of play and its benefit to a young child's education remains ongoing and unresolved. Some say that play is compatible with and necessary to the young child's education. Others believe play is at odds with education. The N.C. Department of Public Instruction believes that play is at the core of a kindergarten's learning and development and that it is an essential element of a child's education in the 21<sup>st</sup> Century.

Play is "a dynamic, active and constructive behavior. It is an essential and integral part of all children's healthy growth, development and learning across all ages, domains, and cultures. ... The absence of play is an obstacle to the development of healthy and creative individuals" (Isenberg & Quisenberry, 2002). Through an interactive, play-based curriculum, children develop cognitive skills as they "explore, imagine, imitate, construct, discuss, plan, manipulate, problem-solve,

dramatize, create, and experiment" (Nebraska Department of Education, 2001). All the while, teachers intentionally weave goals and objectives from the N.C. Standard Course of Study for kindergarten into each experience. According to the American Academy of Pediatrics, "Play is integral to the academic environment; ... it has been shown to help children adjust to the school setting and even to enhance children's learning readiness, learning behaviors, and problem-solving skills" (AAP, 2006). Numerous studies have shown a direct link between play in young children and "memory, school adjustment, oral language development, improved social skills, and self-regulation" (Bodrova & Leong, 2003). Researchers believe that play provides a strong foundation for intellectual growth, problem solving and creativity. These are necessary skills for the 21<sup>st</sup> Century where "creative problem solvers, independent thinkers, and people with expert social acumen will inevitably surpass those who have simply learned to be efficient at getting the right answers" (Hirsh-Pasek & Golinkoff, 2003).

#### North Carolina's Charge

The N.C. State Board of Education has charged that "all students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both postsecondary education and 21<sup>st</sup> Century careers and to be participating, engaged citizens. Instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex, real-world problems. Schools must ensure rigor and relevance and guarantee supportive relationships for each student in the public school setting" (North Carolina School Board policy HSP-F-016).

Kindergarten students are innately curious and natural problem solvers.

Recognizing these qualities, effective kindergarten teachers provide a rigorous and relevant curriculum. They intentionally create opportunities for:

- Interactive, challenging, and relevant learning experiences.
- Inquiry-based learning.
- Construction of knowledge.
- Solving of real life problems.
- Emotional/social growth and development.
- Physical growth and development.
- Language growth and development
- Collaboration.
- Creativity, imagination and innovation.
- Decision-making.

It is through these types of experiences that kindergarten students develop and demonstrate the 21<sup>st</sup> Century life skills of critical thinking, communication, leadership, collaboration, contextual learning, global awareness, information and media literacy and citizenship.

Recognizing that experiences in the early childhood years can have a powerful impact on the children of North Carolina, the importance of high quality kindergarten programs and practices becomes apparent. North Carolina has been a leading proponent of public school reform for many years, especially in the field of early childhood education. Continuing this tradition of innovation, North

Carolina has the opportunity to once again take the lead in supporting excellence in the kindergarten programs for the young children of our state. Through a culturally respectful, inclusive and appropriately challenging curriculum, coupled with a broad repertoire of instructional approaches, kindergarten children will grow and develop into independent, critical thinkers empowered to succeed in their future school endeavors and to become productive citizens in the global world of the 21<sup>st</sup> Century.

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# \*Demonstration Program: Mission

## Pre-Kindergarten & Kindergarten

Lead by modeling, sharing, promoting, and articulating effective learning environments, curricula, and instructional practices

<http://www.dpi.state.nc.us/earlylearning/demo>

*Learn, model, lead, and empower to effect change for children*



# \*FirstSchool

- \*Frank Porter Graham Child Development Institute, UNC Chapel Hill
- \*“FirstSchool partners with school communities to focus on improving PreK-3rd grade school experiences for African American, Latino and low-income children and their families. The FirstSchool team provides research expertise and professional development support in collaboration with districts, schools, administrators, and teachers.”
- \*<http://firstschool.fpg.unc.edu/>



# \*Setting the Stage

- \*Physical Environment
- \*Emotional Environment
- \*Meaningful Relationships

# Environment

We strive to create classroom environments which allow children to be active learners who practice self-regulation, grow and learn within and across all developmental domains and content areas, and feel a sense of belonging to the community.



# Video tour

One classroom example:

<https://vimeo.com/49351134>



# BLOCK CENTER

SEPTEMBER  
2016

## RATIONALE:

Research suggests that block play provides a wide variety of learning opportunities, including possibilities to help children develop the special reasoning skills important for later Science, Technology, Engineering, Mathematics (STEM) learning (Kersh, Casey, and Young, 2008). Children have opportunities to develop understandings related to geometry, number and measurement. Language, literacy, critical thinking, problem solving and social skills are developed, practiced and refined as children engage in the process of planning, discussing, and completing construction projects. When children are provided autonomy, with adult support, in the block center, they develop initiative and self-regulation skills.

## ORGANIZATION:

Consideration should be given to the location of the block center in the classroom. Depending on the types of blocks and construction materials available, you will need a large area of floor space to accommodate the larger structures that are built using the classic wooden unit blocks and/or a large table for a stable and comfortable working space for smaller construction materials, such as Legos. Separating the wooden unit blocks and the building space apart from the other building materials helps to ensure that children fully experience the mathematical and artistic capabilities of the wooden unit blocks. It is best to have this center located out of the regular traffic pattern of the classroom, perhaps protected by shelving on three sides, so that structures can be built safely with little disruption and left undisturbed for further work. The block center should be carefully organized to make its use easy for children to find what they need and easy to clean up. Traced outlines of blocks taped to low shelves help children know where unit blocks are to be replaced on shelves, and picture labels on containers help children find and return the additional construction materials and accessories that are used to enhance the constructions.

## SUGGESTED MATERIALS:

### BUILDING MATERIALS

- Wooden Unit blocks (proportional set of hardwood blocks)
- Smaller construction materials such as Legos, connecting cubes, Lasy, Star Builders, magnetic blocks, pipe builders, bristle blocks

### ACCESSORIES

- People figures
- Animals (e.g., zoo, farm, ocean)
- Transportation (e.g., vehicles, signs)
- Measuring tools (e.g., tape measure, ruler, yardstick)
- Open Ended materials serving multiple purposes (e.g., natural objects such as rocks, sticks, leaves; fabric, cut up pieces of carpet and flooring scraps to use as grass, water, floors, etc.; plastic plants/flowers)
- Writing Tools (e.g., Block Journal, scotch tape for hanging signs and labels, pencils, crayons, paper)
- Books related to building to spark ideas, support problem solving, and reference to enhance construction work

## THE INTENTIONAL TEACHER:

- Has a thorough knowledge and understanding of the state standards, the curriculum and constructs
- Observes, takes notes, asks questions, probes, captures video and audio recording, collects work samples as he/she formatively assesses children as they do, make, say, or write
- Knows the stages of block building and uses that information to extend block work (Carrying, Piling, Connecting, Making Elaborate Constructions)
- Knows that limited materials lead to conflict; therefore ensures that there are enough materials in the block center to accommodate the number of children working there

- Is careful not to ask too many questions that may interrupt children's thinking and creativity
- Knows when to interject with probes and comments and when to step back and observe children work and problem-solve on their own and/or with peers
- Encourages safe block work by having clear expectations about how to safely work with and remove blocks without knocking over structures and damaging the materials
- Validates and extends the children's work by talking with children about their structures, interjecting appropriate vocabulary, describing what the child has done, and asking open ended questions that encourage critical thinking (e.g., "Why do you think this part of your building keeps toppling over?"; "If the mailman was going to deliver mail to all these buildings, how would he know where to deliver it?")
- Refrains from making judgmental/evaluative comments such as "That is so pretty!" and instead focuses on what the child has done, such as "I see that you used two unit blocks to make one long block."
- Incorporates block work into other curriculum areas (e.g., Writing about a structure that was built; Using blocks to recreate something experienced on a field trip)
- Encourages children to experiment with new ideas and materials and to learn from mistakes
- Supports collaborative work and negotiation skills by encouraging children to work together (e.g., "Carlos and Hung, what are you two planning to build today?")
- Understands that conflict can be excellent learning opportunities and assists with conflicts that may arise when doing so (e.g., "Mary, Luis is worried that when you stack the blocks on top of what he has built that you may knock the whole structure over. What can you do to help make sure that you protect his work?")
- Emphasizes the process of building (e.g., planning, critical thinking, problem solving, trial and error, cause and effect), more than the product of what is completed
- Gives children a 5-minute warning prior to cleaning up to help children come to a stopping point with their work
- Provides a routine for keeping structures up over a period of time if children are still working on their construction (e.g., putting all of the loose unit blocks away while keeping the structure standing; placing a partially completed construction on a "save tray" with his/her name and placing that tray in a pre-designated place)
- Recognizes that cleaning up a large number of blocks can be overwhelming for children. Therefore, the teacher supports the clean-up process by providing ample time for cleaning up, including children who may not have been building to help put materials away, and chunking the clean-up process to make it more manageable (e.g., "Brittany & Chloe, can you be in charge of putting all of the vehicles away?"; "Santiago, Jung, and Crystal, can you three be in charge of stacking all of the square blocks?")

- Provides an opportunity for children to share their block work and discoveries with the class by providing time for the builders to talk about their work with the class, hanging photos with captions in the classroom, documenting their work in a class Block Book, and/or providing photos of their work to write about it at a later time

## IN THE BLOCK CENTER, CHILDREN CAN:

- Recreate the world around them, using the blocks to express their understanding and perception of what they see
- Self-select tasks of personal interest and remain engaged in the task for increasing periods of time
- Learn to express emotion appropriately, share, collaborate, and problem solve with others
- Learn the characteristics of different shapes and note similarities and differences between the shapes
- Use problem-solving strategies (such as trial and error) to figure out how to make a bridge, window, or door
- Use the structure for dramatic play
- Make labels and signs for their building to communicate to others about the work ("Grocery Store"; "Do not enter"; "Please do not touch"; "Tickets Here")
- Sort and classify objects by color, shape, size, and texture
- Explore measurement concepts by finding out answers to their own questions (e.g., "How tall is my building?"; "Am I taller than my building?"; "Can I fit a person through this door?")
- Discuss their thinking and processes once a structure is completed and answering questions like "If a friend were going to build a \_\_\_\_\_ exactly like yours, what advice would you give?"
- Have an idea and/or develop a plan for their construction, answering questions such as "Which building materials would be best to use to build a \_\_\_\_\_?"; "How many blocks do I think I will need to build that?"; "How can I make it taller so that it is steady and doesn't fall?"
- Establish hand dominance
- Develop gross and fine motor control



## NC STANDARD COURSE OF STUDY & CONSTRUCTS

### APPROACHES TO LEARNING

#### ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT:

- Children understand that daily classroom routines provide opportunities for them to make choices of interest.
- Children understand that making choices allow them to pursue their interests.
- Children understand that they can make a plan and accomplish a task of interest to them, even when there are other things going on around them.
- Children understand that when they are working toward completion of a plan, there may be distractions and interruptions, but their task will be there when they get back.

### COGNITIVE DEVELOPMENT

#### MATHEMATICS

- K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
- K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
- K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Note: Limit category counts to be less than or equal to 10.)
- K.G.** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
- K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- K.G.2** Correctly name shapes regardless of their orientations or overall size.
- K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional "solid".

- K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/ "corners") and other attributes (e.g., having sides of equal length).
- K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?".

**OBJECT COUNTING CONSTRUCT:** Children recognize that counting tells the number of objects.

#### SCIENCE:

- K.P.1.1** Compare the relative position of various objects observed in the classroom and outside using position words.
- K.P.2.1** Classify objects by observable physical properties (including size, color, shape, texture, weight and flexibility).
- K.P.2.2** Compare the observable physical properties of different kinds of materials (clay, wood, cloth, paper, etc.) from which objects are made and how they are used.

#### SOCIAL STUDIES:

- K.G.1** Use geographic representations and terms to describe surroundings.
- K.G.1.1** Use maps to locate places in the classroom, school and home.
- K.G.1.3** Identify physical features (e.g., mountains, hills, rivers, lakes, roads, etc.).
- K.G.1.4** Identify locations in the classroom using positional words (e.g., near/far, left/right, above/below, etc.).
- K.E.1.2** Explain how jobs help people meet their needs and wants.

### EMOTIONAL & SOCIAL DEVELOPMENT

- K.MEH.1.1** Recognize feelings and ways of expressing them.
- K.ICR.1.1** Explain reasons for sharing.
- K.V.1.2** Create original art that expresses ideas about oneself.
- K.CX.1.1** Use visual arts to illustrate how people express themselves differently.
- K.CX.2.3** Understand that artists sometimes share materials and ideas (collaboration).
- K.C&G.1** Understand the roles of a citizen.

- K.C&G.1.1** Exemplify positive relationships through fair play and friendship.
- K.C&G.1.2** Explain why citizens obey rules in the classroom, school, home and neighborhood.

#### EMOTIONAL LITERACY CONSTRUCT:

- Children understand that emotions may be experienced in their bodies and expressed in their behaviors.
- Children understand that emotions may be recognized in themselves and others.

### HEALTH & PHYSICAL DEVELOPMENT

- K.PCH.2.1** Recognize the meanings of traffic signs and signals.
- K.PCH.2.2** Explain the benefits of wearing seat belts and bicycle helmets.
- K.PCH.2.3** Illustrate how to get help in an emergency.
- K.PCH.2.4** Identify appropriate responses to warning signs, sounds, and labels.

**CROSSING MID-LINE CONSTRUCT:** Children are learning that crossing the midline with fine and gross motor activities enables them to perform tasks more efficiently.

#### FINE MOTOR-GRIP AND MANIPULATION & HAND

**DOMINANCE CONSTRUCT:** Children are learning to coordinate muscle groups to perform fine manipulation of objects and skilled use of tools, while moving towards fine motor skills performed automatically with a focus on content and outcome.

### LANGUAGE DEVELOPMENT & COMMUNICATION

- W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

ENGAGEMENT IN SELF-SELECTED ACTIVITIES CONSTRUCT

## COGNITIVE DEVELOPMENT

- Understand the positions and motions of objects and organisms observed in the environment
- Classify objects by observable physical properties
- Compare the observable physical properties of different kinds of materials and how they are used
- Compare numbers
- Analyze, compare, create, and compose shapes
- Identify locations in the classroom using positional words
- Understand characteristics of the Elements of Art, including lines, shapes, colors, and texture
- Count to answer "how many?"

K.P1 • K.P2.1 • K.P2.2 • K.CC.K • G.K • K.G.1.4 • K.V.1.4 • OBJECT COUNTING CONSTRUCT

## HEALTH & PHYSICAL DEVELOPMENT

- Apply competent motor skills & movement patterns
- Illustrate personal responsibility for actions & possessions
- Classify foods by groups in MyPlate
- Coordinate muscle groups to perform fine manipulation of objects and skills use of tools
- Cross the midline

K.MS.1 • K.MEH.1.3 • K.NPA.1.1 • FINE MOTOR GRIP/MANIPULATION AND HAND DOMINANCE CONSTRUCT • CROSSING MID-LINE CONSTRUCT

# SCIENCE CENTER

**RATIONALE:** Research shows the importance of early experiences in science so that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world (NSTA).

## QUESTIONS TO ASK:

How can we find that out?

Could that happen a different way?

What would happen if...?

What do you notice?

## EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Illustrate personal responsibility for actions and possessions
- Explain reasons for sharing
- Exemplify positive relationships through fair play and friendship
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that people may feel and respond differently in similar situations

K.MEH.1.1 • K.MEH.1.3 • K.ICR.1.1 • K.C&G.1.1 • EMOTIONAL LITERACY CONSTRUCT

## LANGUAGE DEVELOPMENT & COMMUNICATION

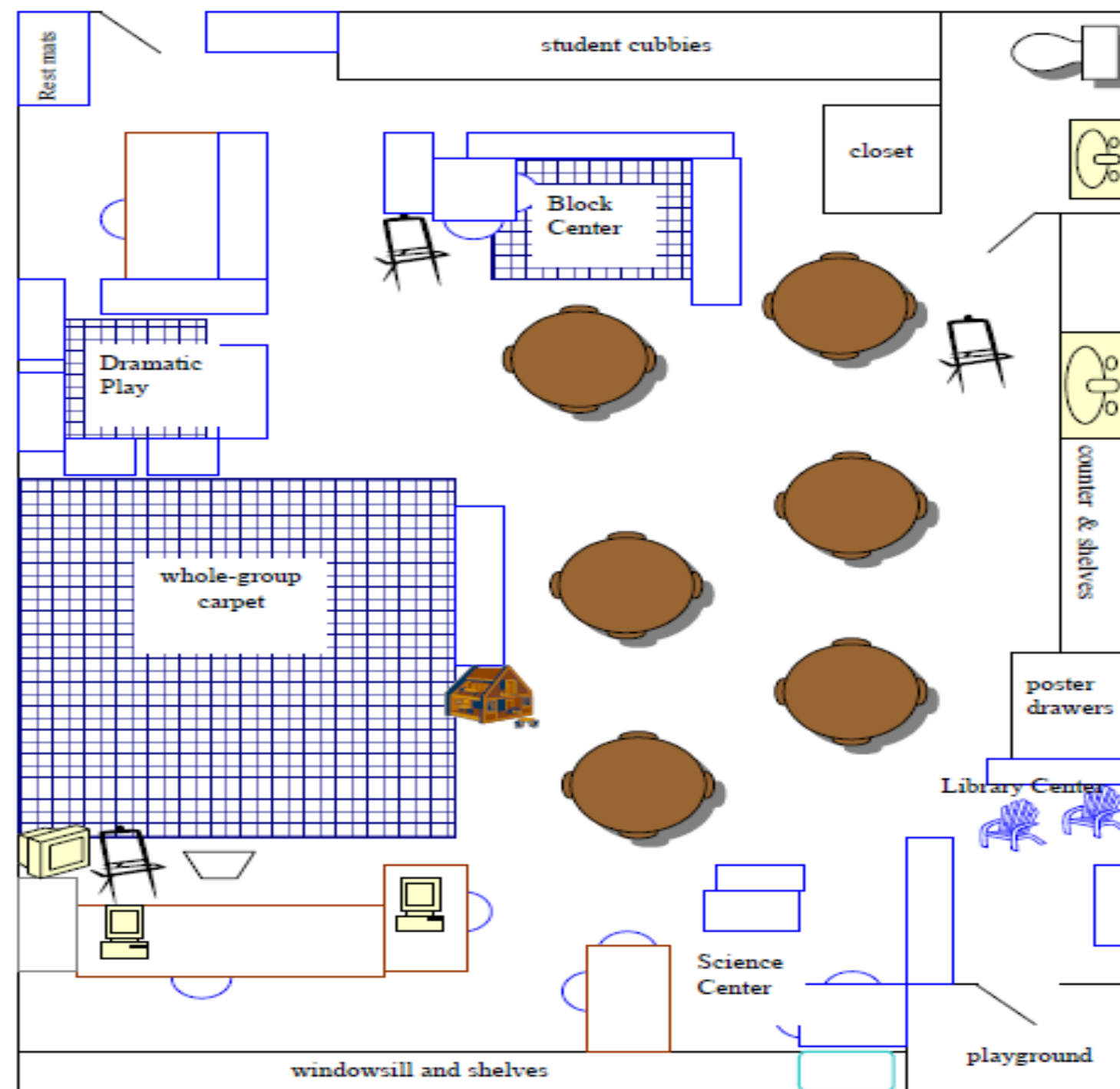
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Understand how to respond to directions, requests, and commands in a variety of settings

W.K.2 • SL.K.1 • SL.K.3 • L.K.2 • FOLLOWING DIRECTIONS CONSTRUCT



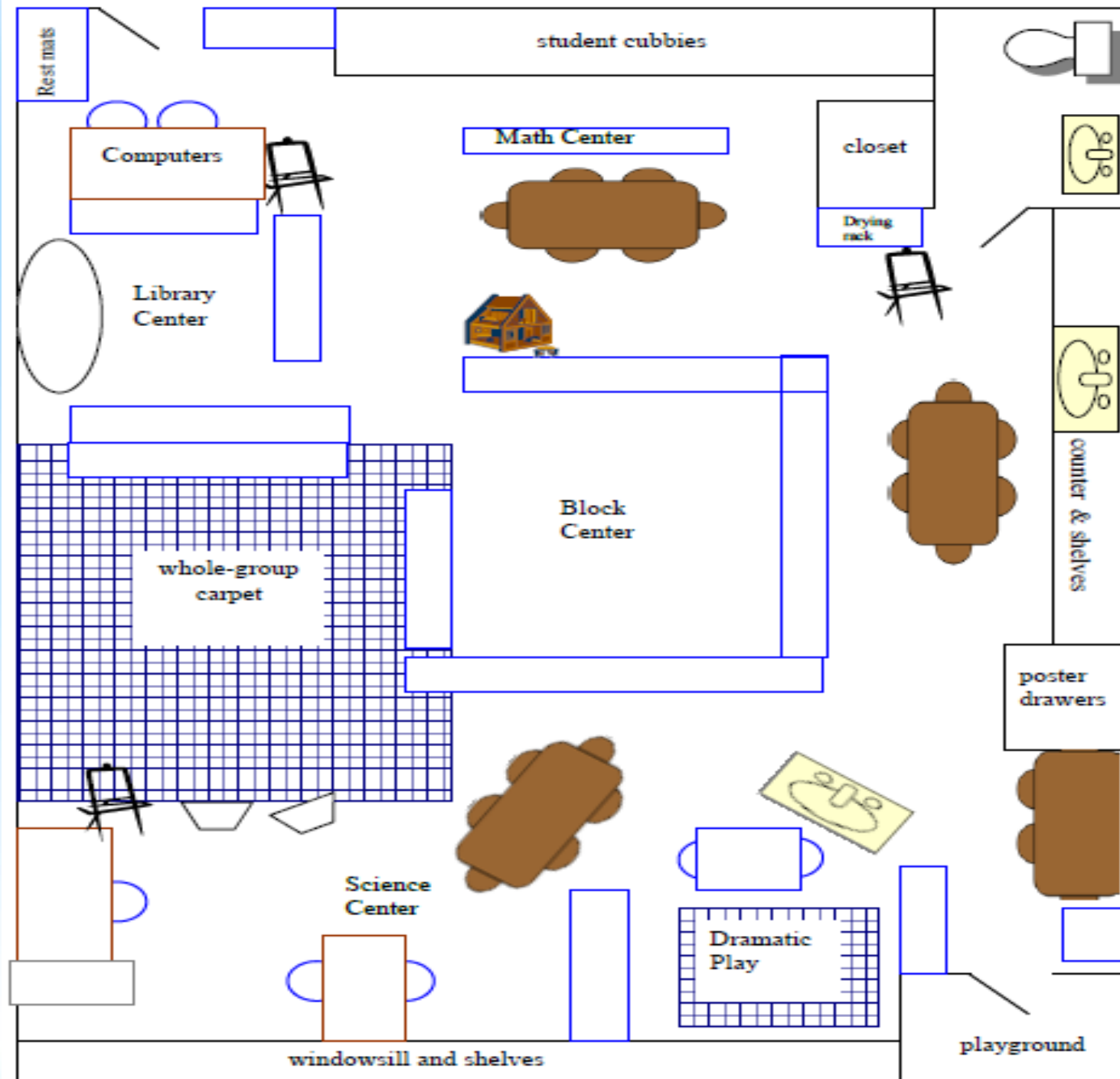
# \* Whole Group Focus

- \* Small spaces allowed for centers
- \* Center work needs to be cleaned up after each work session because of classroom traffic patterns
- \* Emphasis on whole group and table work



# \*Child-Centered Focus

- \*Tables integrated into centers
- \*Block Center in middle of room, protected on all sides
- \*Center work is able to be kept up and returned to day after day
- \*Quality of student work increased





# Environment Promotes Self-Regulation

“Self-regulation in kindergarten has been shown to correlate with achievement in math and reading, independent of a child’s general level of intelligence.”  
(Blair & Razza 2007)

*Growing Minds: Building Strong Cognitive Foundations in Early Childhood*

# Environment Promotes Classroom Community

“The emotional quality of the classroom, including the warmth of the adult-child interactions and the adults’ ability to respond to children in a sensitive and individualized manner, is a consistent predictor of both reading and math skills .”(Pianta, Belsky, Vanergrift, Houts, & Morrison, 2008)

*First School: Transforming PreK-3rd Grade for African American, Latino, and Low-Income Children*









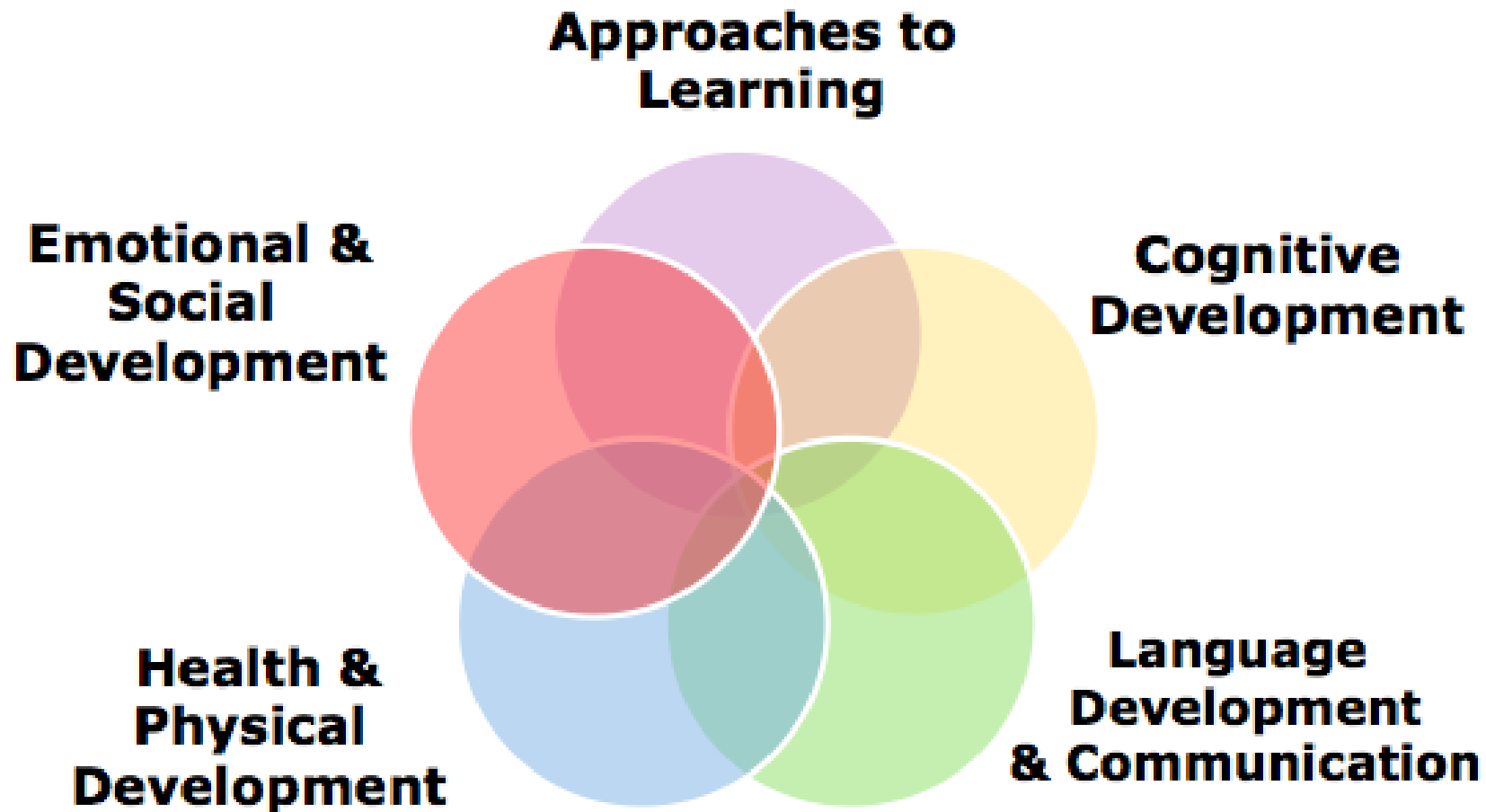


# Environment Promotes Growth in All Domains

“Kindergarten plays a powerful role in children’s successful introduction to formal schooling. Children need challenging learning experiences that help them move forward. But when classroom experiences are not attuned to children’s developmental needs and individual characteristics, they undermine rather than foster children’s learning.”

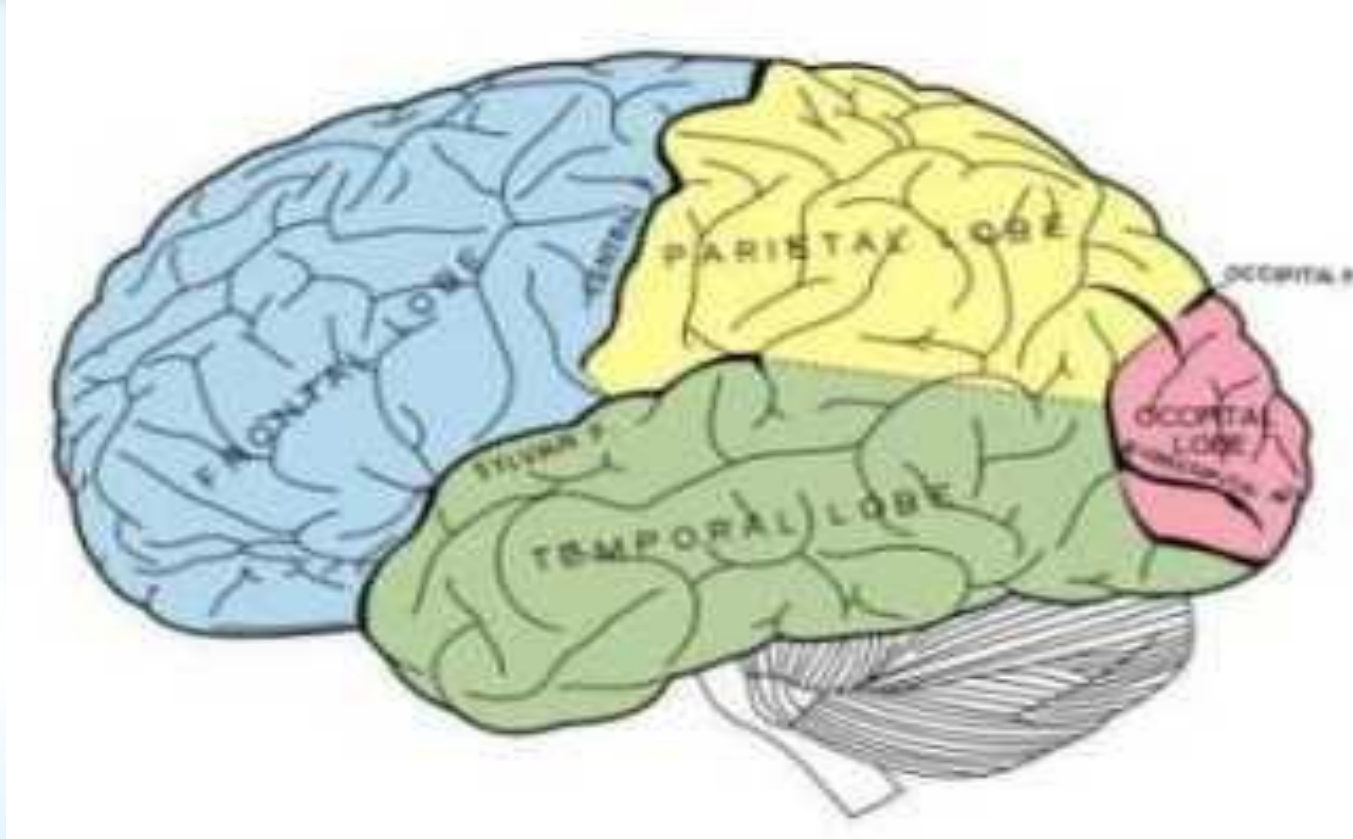
*K Today: Teaching and Learning in the Kindergarten Year*

# \*Educating the Whole Child: 5 Domains of Learning and Development





\*Do you love your brain?



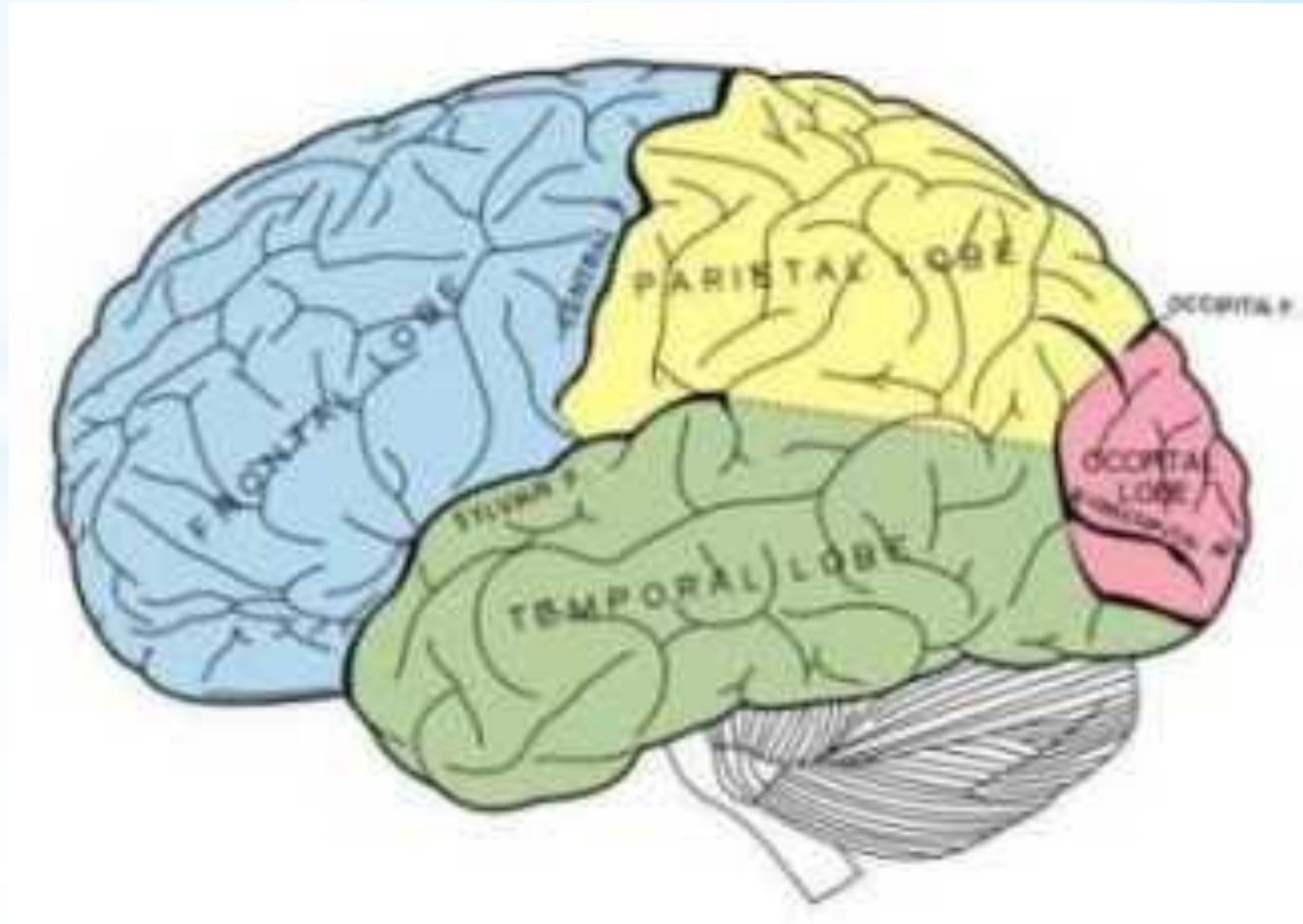
Do you want your brain to get smarter?



**\*What does our brain need?**



\*Then we learned about our brain!



# \* Healthy choices for a happy brain

- WATER!!
- Sleep
- Movement
- Food
- Safe environment
- Growth Mindset
- Crossing Midlines











\*Happy  
\*Safe  
\*Calm  
\*Learning

# \*Turn and Talk!

With your table group:

- Divide your chart paper into four sections
- Label sections Happy, Safe, Calm, Learning
- Brainstorm what it would Look Like, Sound Like, and Feel Like

# \*Who is responsible?

Point to the person who is responsible for your brain?

Point to the person who is responsible for being Happy

Point to the person who is responsible for being Safe?

Point to the person who is responsible for being Calm?

Point to the person who is responsible for Learning?

Back to....Do YOU love your brain??

**LEADERS LOVE THEIR BRAIN!!**



# \* 7 Habits of Happy Kids

\* By Sean Covey

## The 7 Habits of Happy Kids



### Habit 1- Be Proactive: You're In Charge

I am a responsible person.  
I take initiative.  
I choose my actions, attitudes, and moods.  
I do not blame others for my wrong actions.  
I do the right thing without being asked, even when no one is looking.

### Habit 2- Begin with the End in Mind: Have A Plan

I plan ahead and set goals.  
I do things that have meaning and make a difference.  
I am an important part of my classroom and school.



### Habit 3- Put First Things First: Work First, Then Play

I spend my time on things that are most important.  
I say no to things I know I should not do.  
I set priorities, make a schedule, and follow my plan.  
I am self-disciplined and organized.

### Habit 4- Think Win-Win: Everyone Can Win

I want everyone to be a success.  
I don't have to put others down to get what I want.  
When a conflict happens, I look for a third solution.  
I believe that we all can win!



### Habit 5- Seek First to Understand Then to be Understood:

#### Listen Before You Talk

I listen to other people's ideas and feelings.  
I try to see things from their viewpoints.  
I listen to others without interrupting.  
I share my opinions and ideas.



### Habit 6- Synergize: Together Is Better

I know that everyone is good at something.  
Everyone needs to get better at something.  
We can all learn something from each other.  
Working in groups helps to create better ideas than what one person can do alone.



### Habit 7- Sharpen the Saw: Balance Feels Best

I take care of my body by eating right, exercising and getting sleep.  
I learn in lots of ways and lots of places, not just at school.  
I take time to help others.



# \*Setting the Stage

- \*Risk-free
- \*Safe Place
- \*Choices

# \*FirstSchool A-BIRD Framework

\*5 Criteria for designing, examining, planning curriculum

\*A - aligned

\*B - balanced

\*I - integrated

\*R - relevant

\*D - developmental



## FirstSchool

Transforming PreK–3rd Grade  
for African American, Latino,  
and Low-Income Children

EDITED BY

**Sharon Ritchie**  
**Laura Gutmann**

FOREWORD BY AISHA RAY

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\*“Explicit *alignment* of lesson content with the established standards”

\*Teachers need:

- \*Comprehensive understanding of the standards

- \*Knowledge of learning targets

- \*Awareness of previous and future standards

\***A-BIRD: Alignment**

\*“Exposing children to a full, *balanced* curriculum is critically important to overall learning”

\*Children need:

\*More experiences = more brain connections

\*Emphasis on all subject areas - not just the tested ones

\*A teacher who recognizes the importance of developing the whole child

\***A-BIRD: Balanced**

\*“One of the best ways to improve curriculum balance is through *curriculum integration*, or the purposeful planning of strategies and learning experiences to facilitate and enhance learning across key content areas.”

\*Relationships exist across content areas

\*Connections in the brain

\*Demonstrate and explore understanding multiple ways  
(draw, write, build)

\*Bring together multiple learning goals

\***A-BIRD: Integrated**



\*“One of the primary functions of a teacher is to build connections between the students’ background knowledge and new content by developing *relevant* curriculum.”

\*Connection home and school

\*Opportunities and time for problem solving, application of learning

\*Connections to career and life

\***A-BIRD: Relevant**

\*“The final, and in some ways the most critical, aspect of designing high-quality curriculum is taking into consideration the developmental needs of the students across multiple domains.”

\*Whole Child, all developmental domains addressed

\*Knowledge of developmental science

\*Careful observation and documentation

\*Address range of developmental levels

**\*A-BIRD: Developmental**

# \*Topics of Interest

- \*Think about your students and topics that interest them
- \*As a group, decide on one topic to share with the whole group

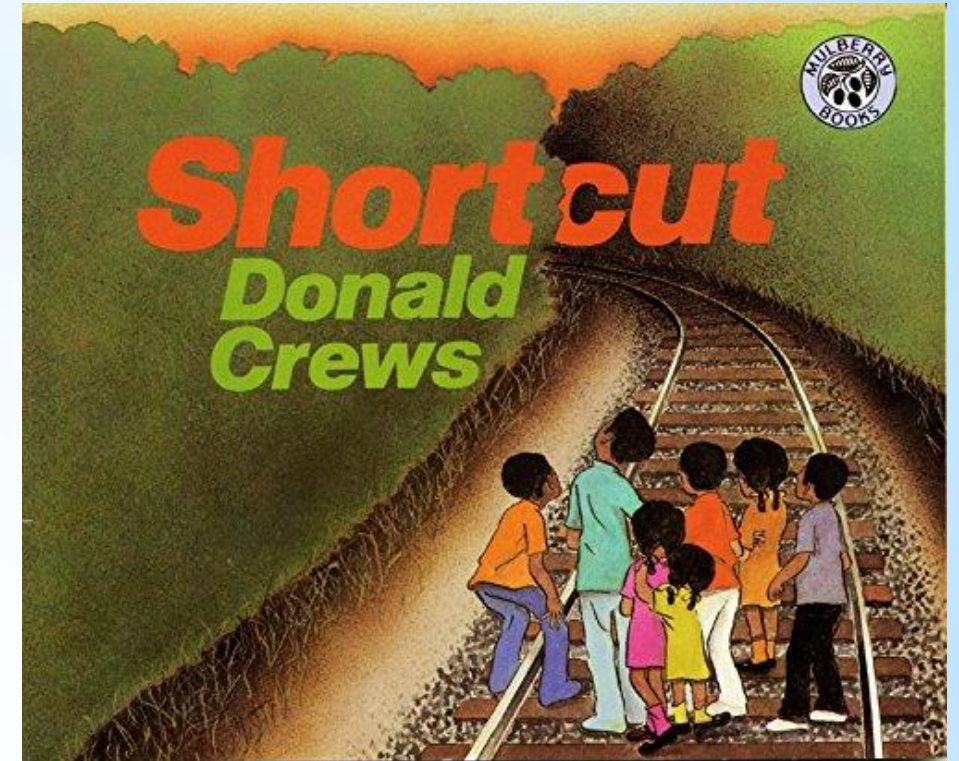
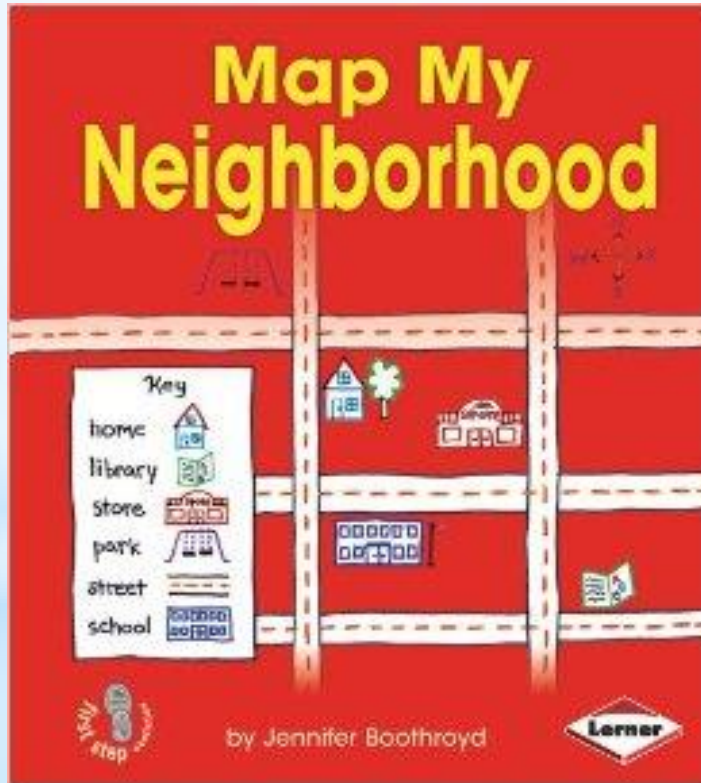


# \*Projects in the Classroom





- \*Literature and Nonfiction Text
- \*Reading A-Z Leveled Readers



\*MAPS: Literacy



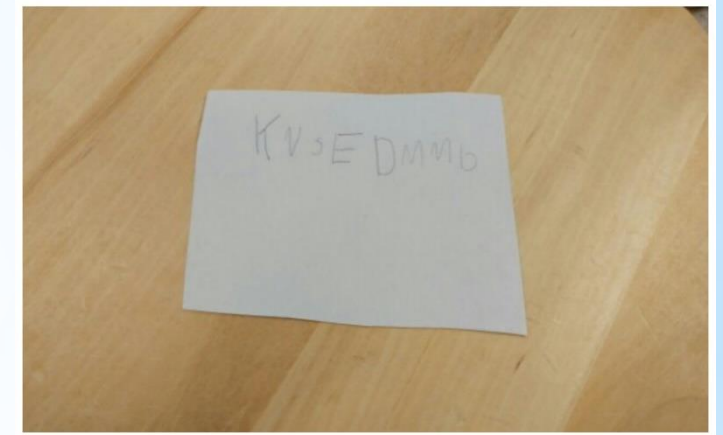
## \*Speaking and Listening



\*MAPS:  
Literacy



# \*Writing: From symbols to directions



# \*Maps: Literacy





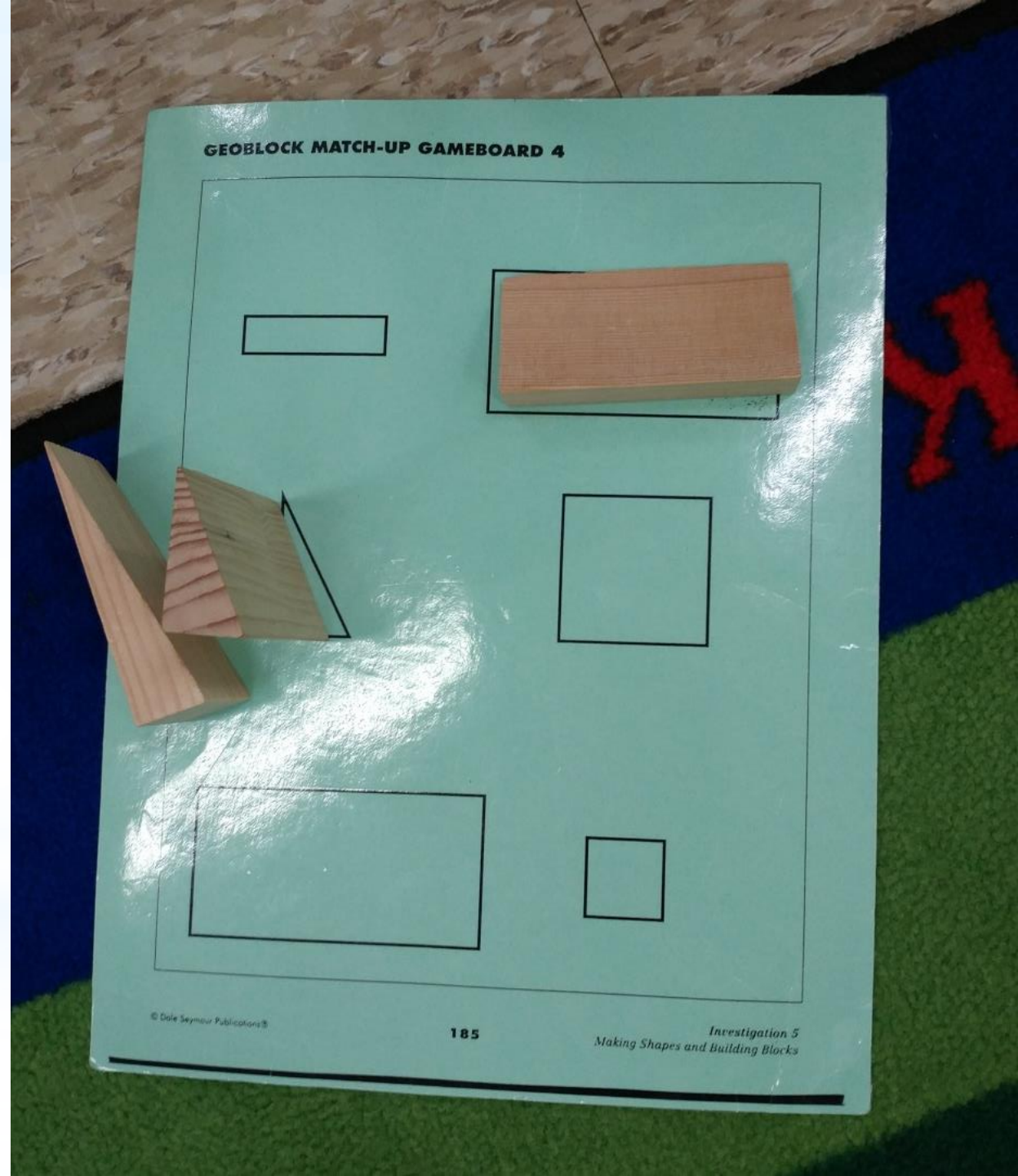






- \* 3D shapes and matching faces
- \* Scale
- \* Measurement

# \* MAPS: Mathematics



\*Reading Maps

\*Elements: Key, Compass Rose

\*MAPS: Social Studies







# BLOCK City and Map

We have been working with blocks



We solved a problem

We put out paper



We took about proportions



We worked to gather



We shared our work

We talked the things



We made a map

Where do we want to go?



# BLOCK

City  
and  
Map

Mrs. Chaplin & Mrs. Hall's Kindergarten

We have been working with blocks!



we made a plan.



we put out paper.



We TALK ABOUT PROPORTION



we WROTE to GATHER.



we shared our Wrk.

we TALKED The BUILDINGS.



We MADE A MAP.

WHERE DO YOU Want to go?



# \* Ramps and Pathways

- \* Wonderful addition to any blocks center

- \* Addressing state science strand of forces and motion



# \*Ramps and Pathways and CCSS

- CCSS ELA:

- Read and compare non-fiction texts about simple machines
- Expressing opinions when working
- Research
- Generate questions
- Vocabulary: incline, slope, supports, objects, connections, targets, design

- CCSS Math:

- Mathematical Practices Standards 1 and 3
  - ✦ Persevere and Arguments
- Describe measurable attributes - heavier marble, longer ramp, wider tube, shapes used when building

# \*Videos: Ramps and Pathways

\*Video 1

\*Video 2

\*Video 3

\*Video 4



 **Bridge Building**



































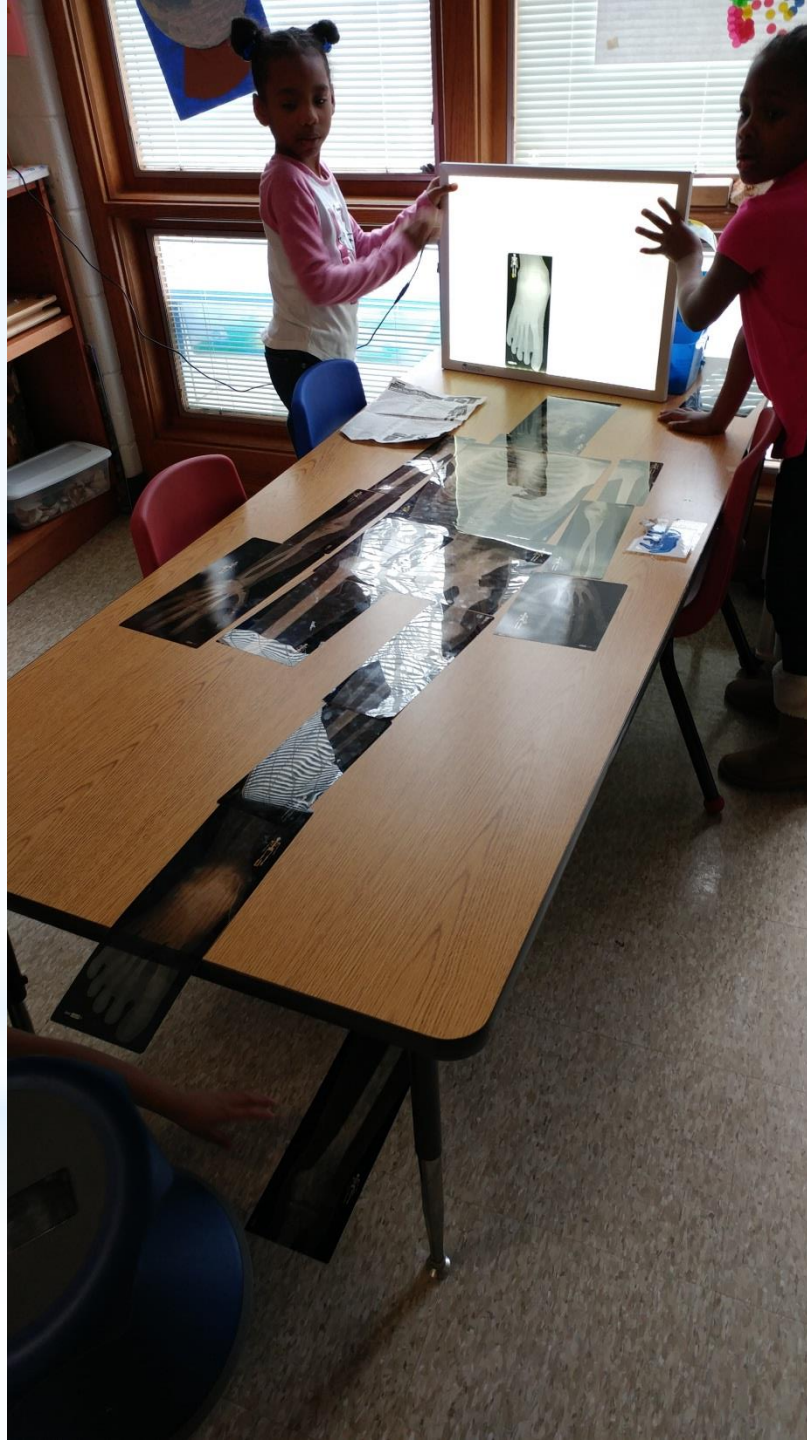
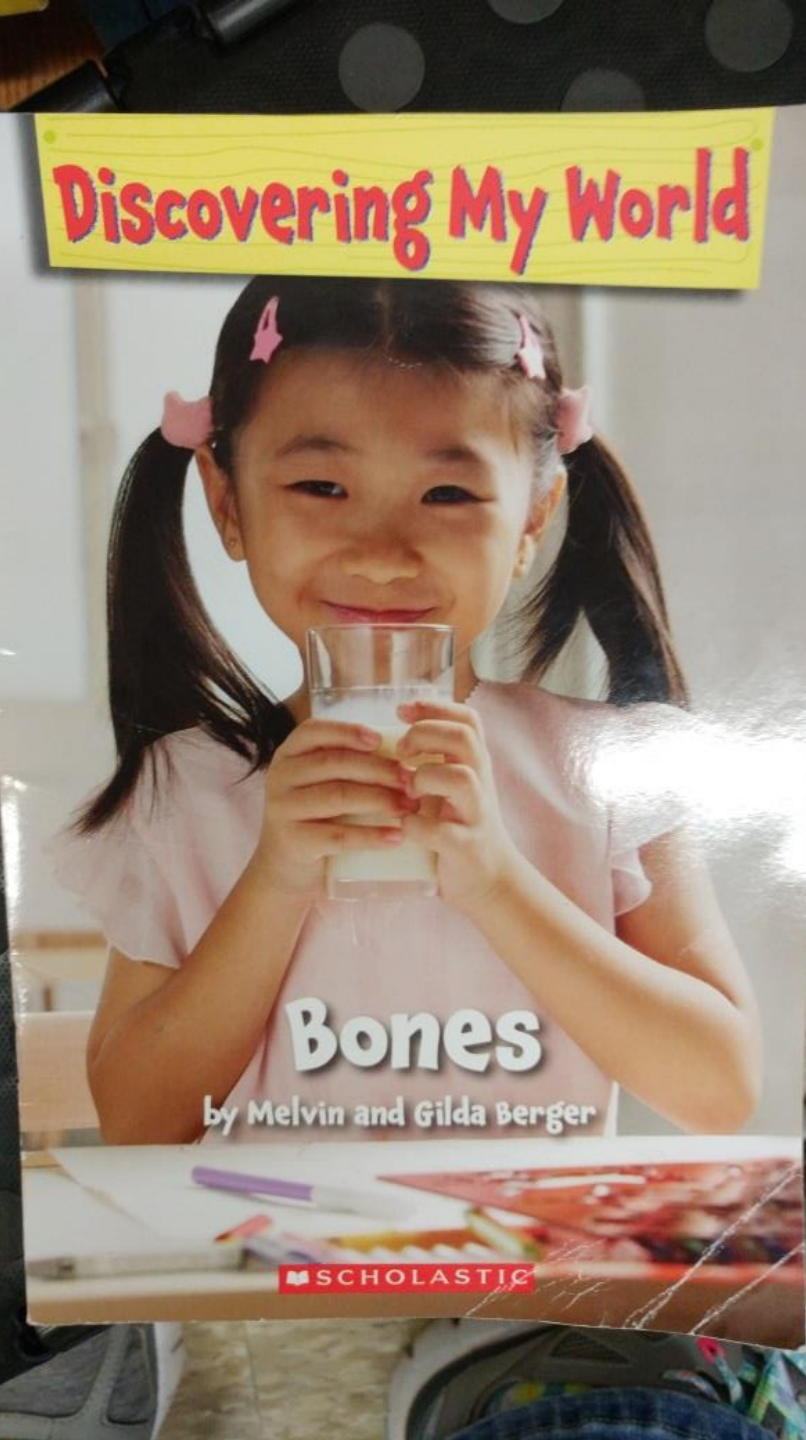






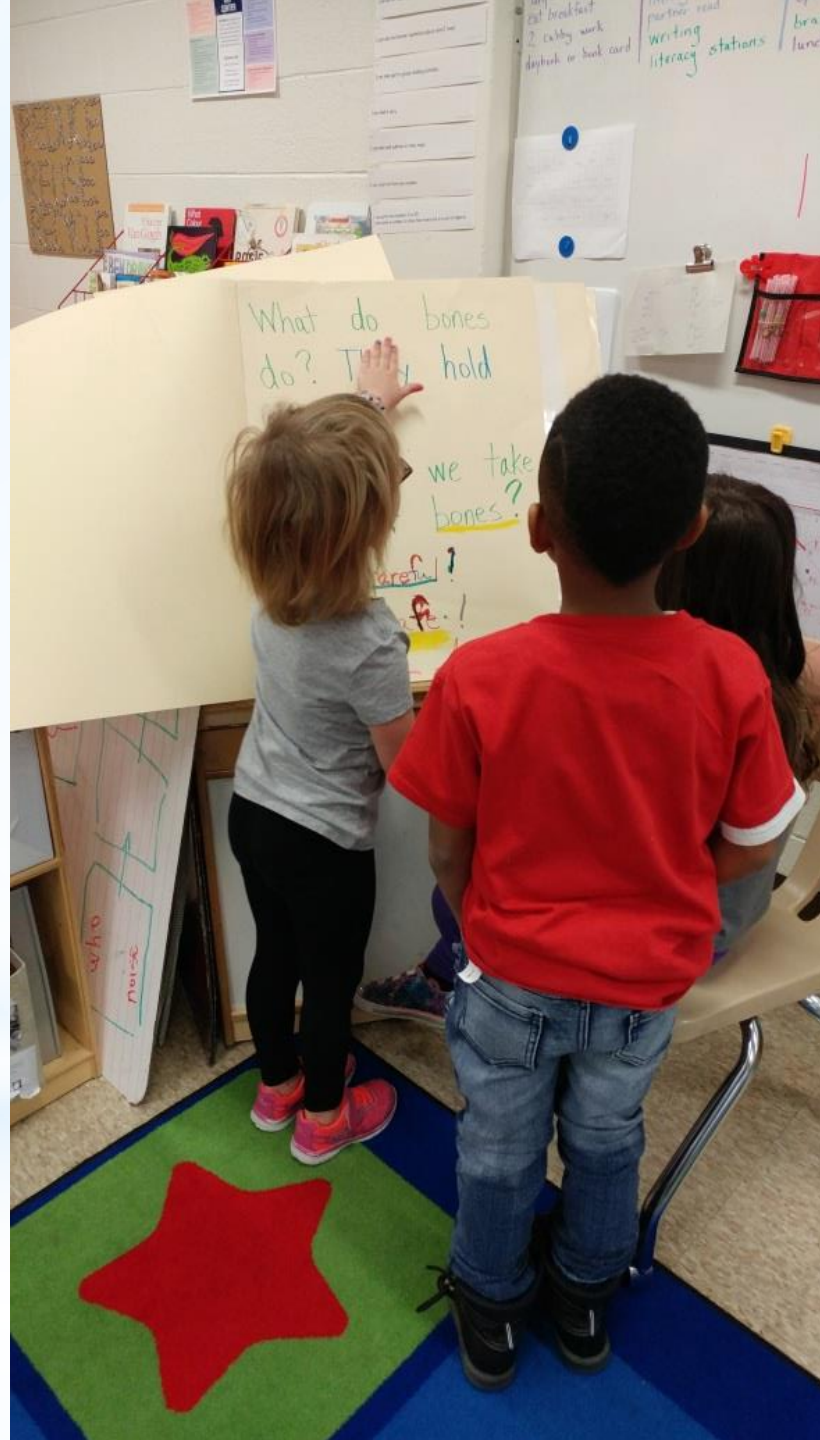






\*From  
Project  
to  
Project









Patient Chart

Name: Ava Word

Weight: 30 lb pounds

Height: 28 inches

Temperature: 100 degrees

Blood pressure: \_\_\_\_\_

Why are you here to see the doctor today?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

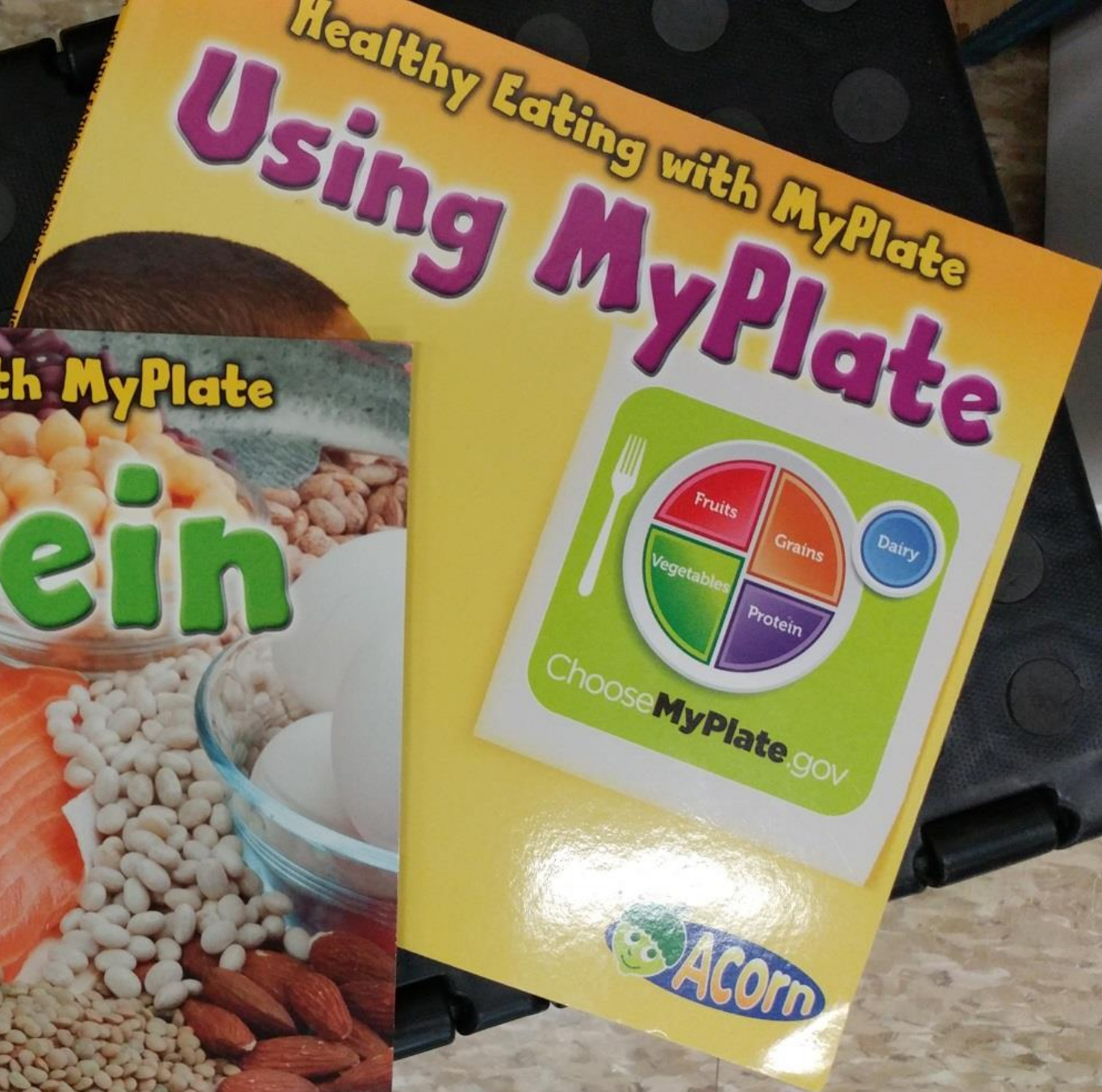
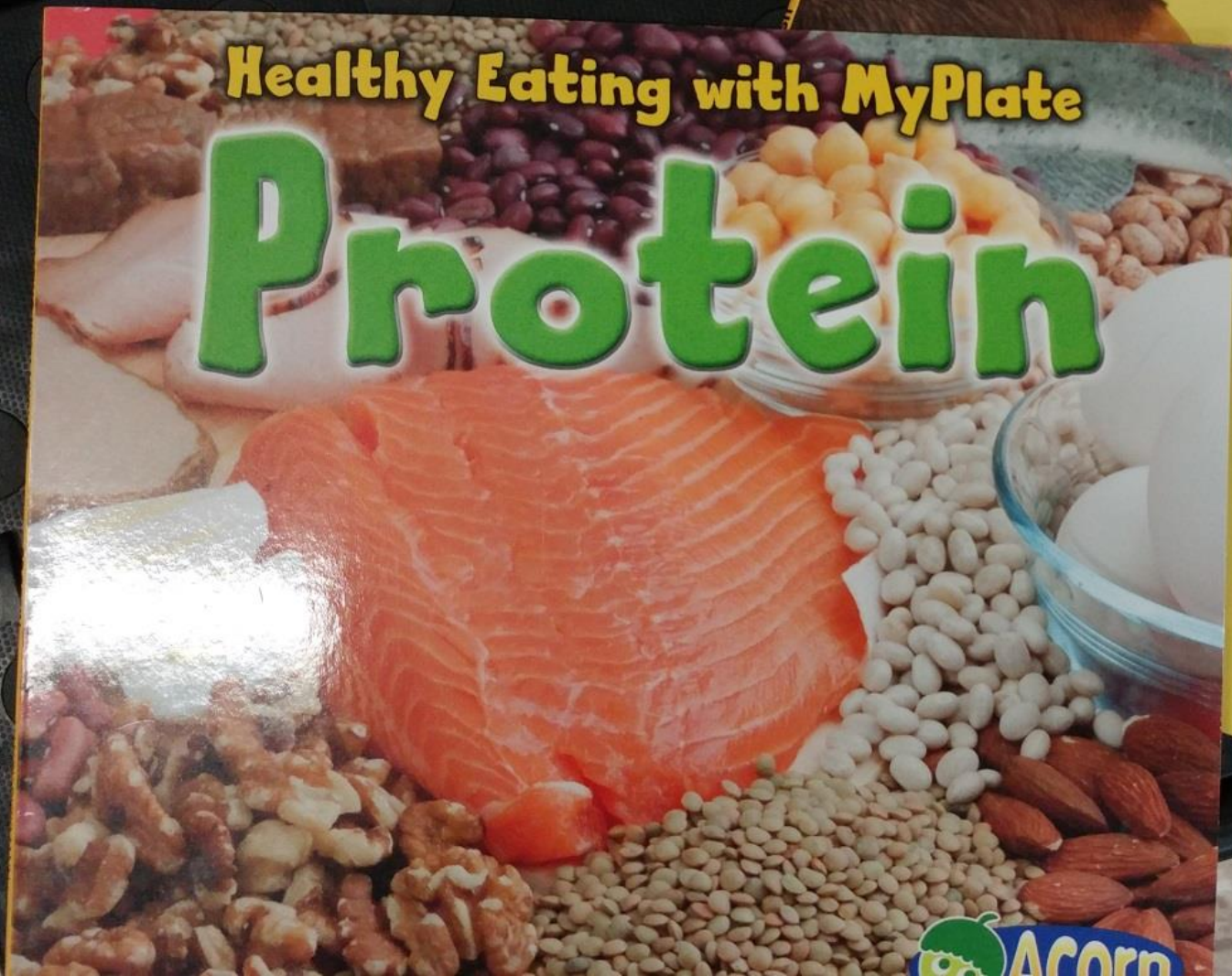














# \*Health and Wellness



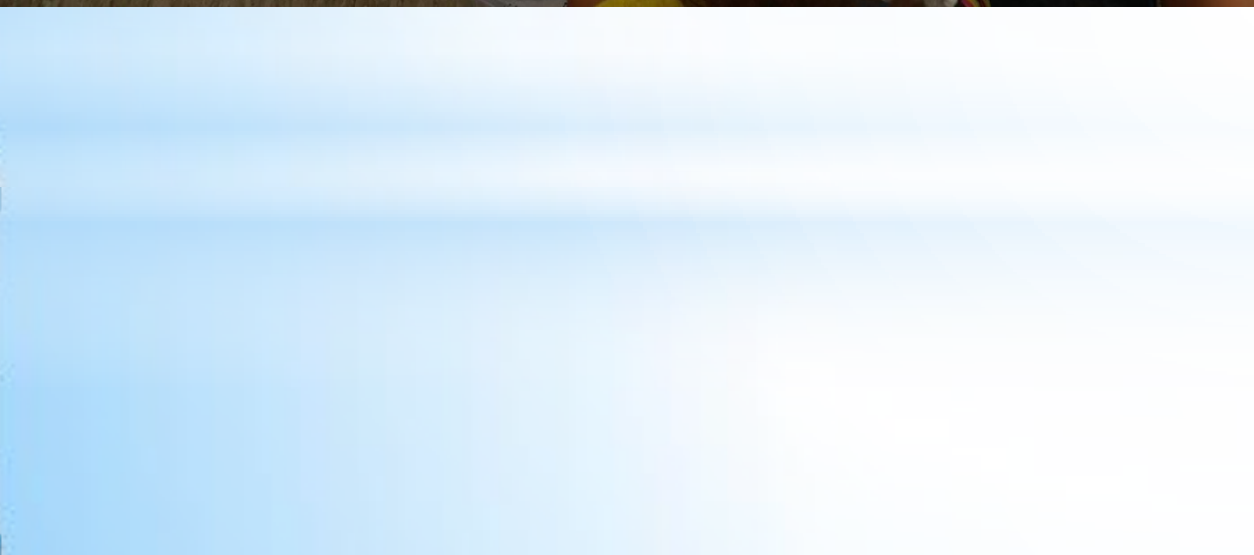
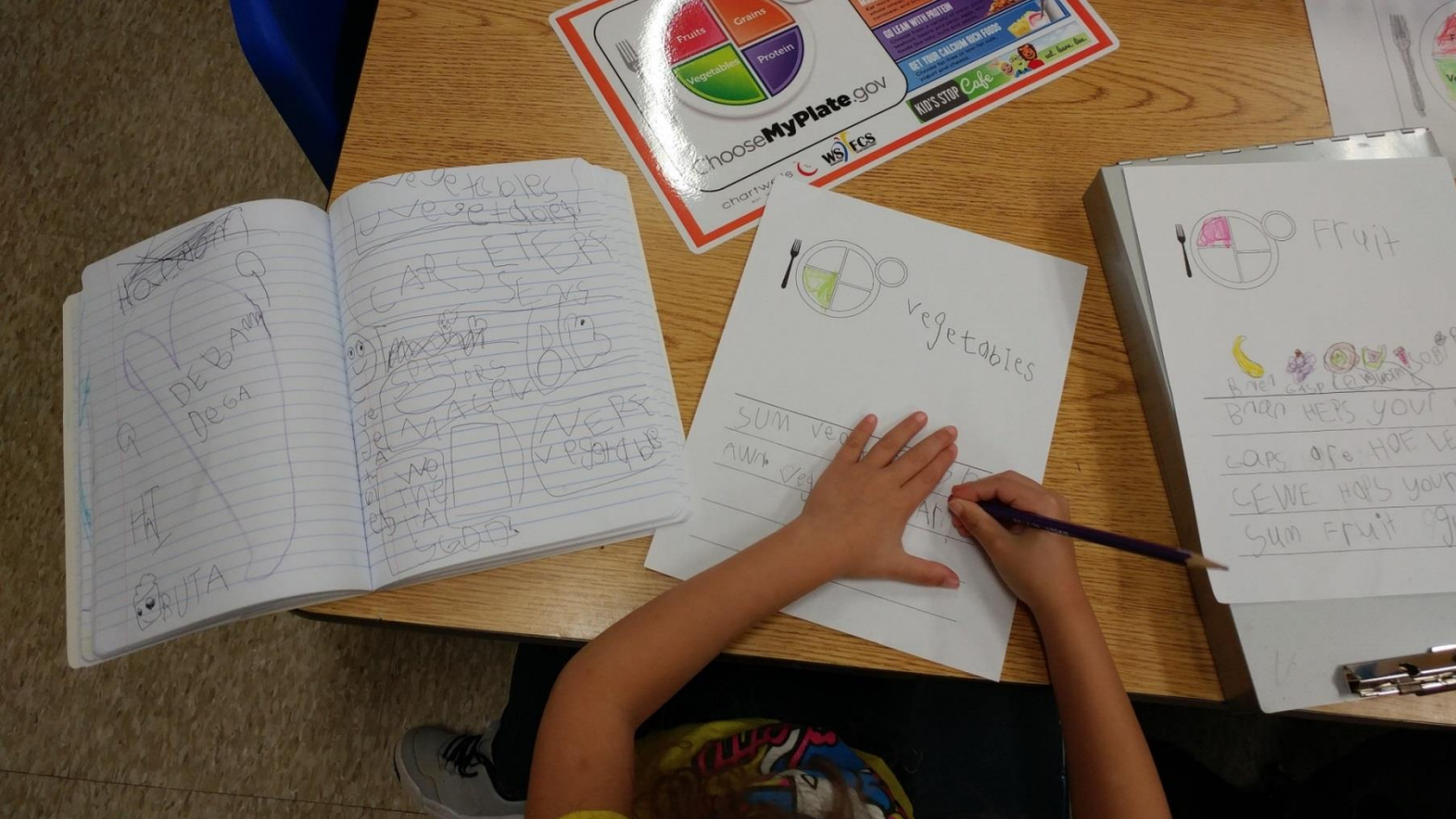




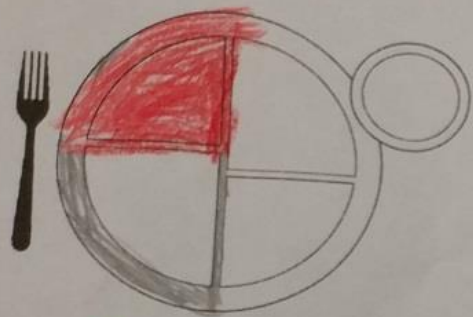












# Fruits



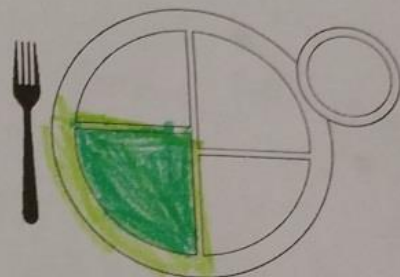
Blueberries



Grapes



Bananas



# Vegetables



Vegetables Are  
Good for you  
They Are Healthy













\*MyPlate Diner





# My Plate Diner

Name:

Enzo K

Vegetables



c

Fruits



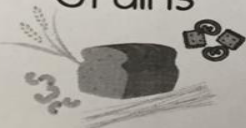
p

Protein



f

Grains



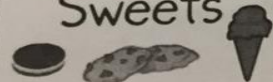
b

Dairy



j

Sweets



k

# My Plate Diner

Name:

Leigha

Vegetables



BOLLE

Fruits



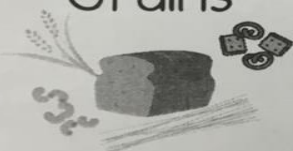
WOT MÄLN

Protein



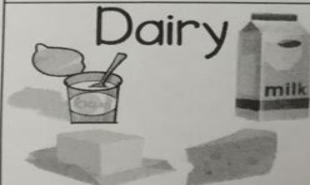
FE

Grains



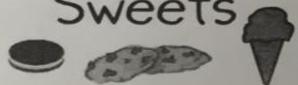
BED

Dairy



MILK

Sweets





# My Plate Diner

Name:

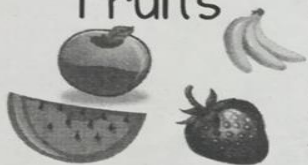
K b n e h

Vegetables



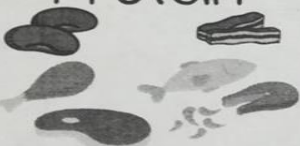
\* b

Fruits



W

Protein



m +

Grains



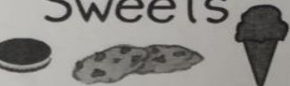
B O

Dairy

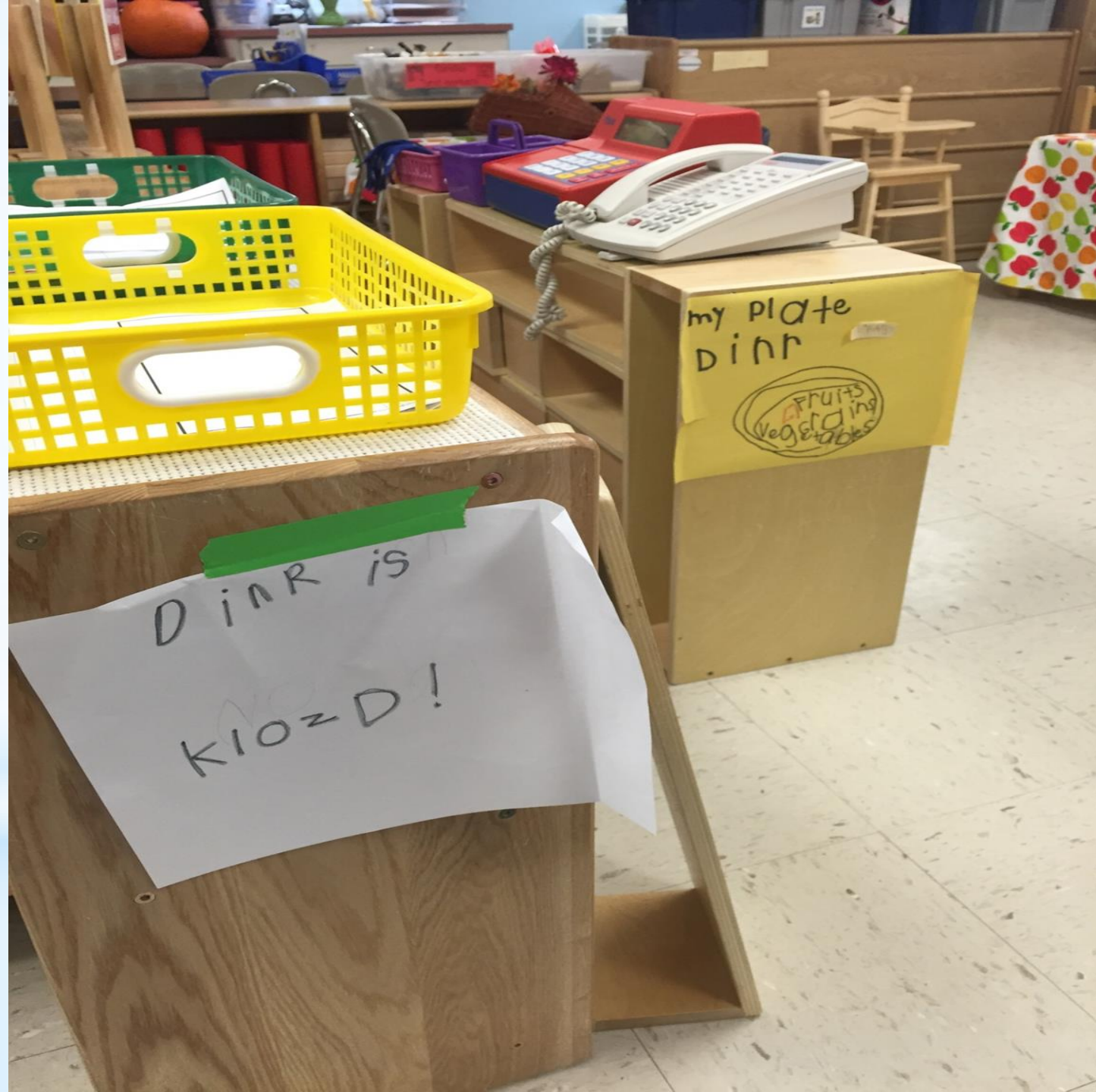


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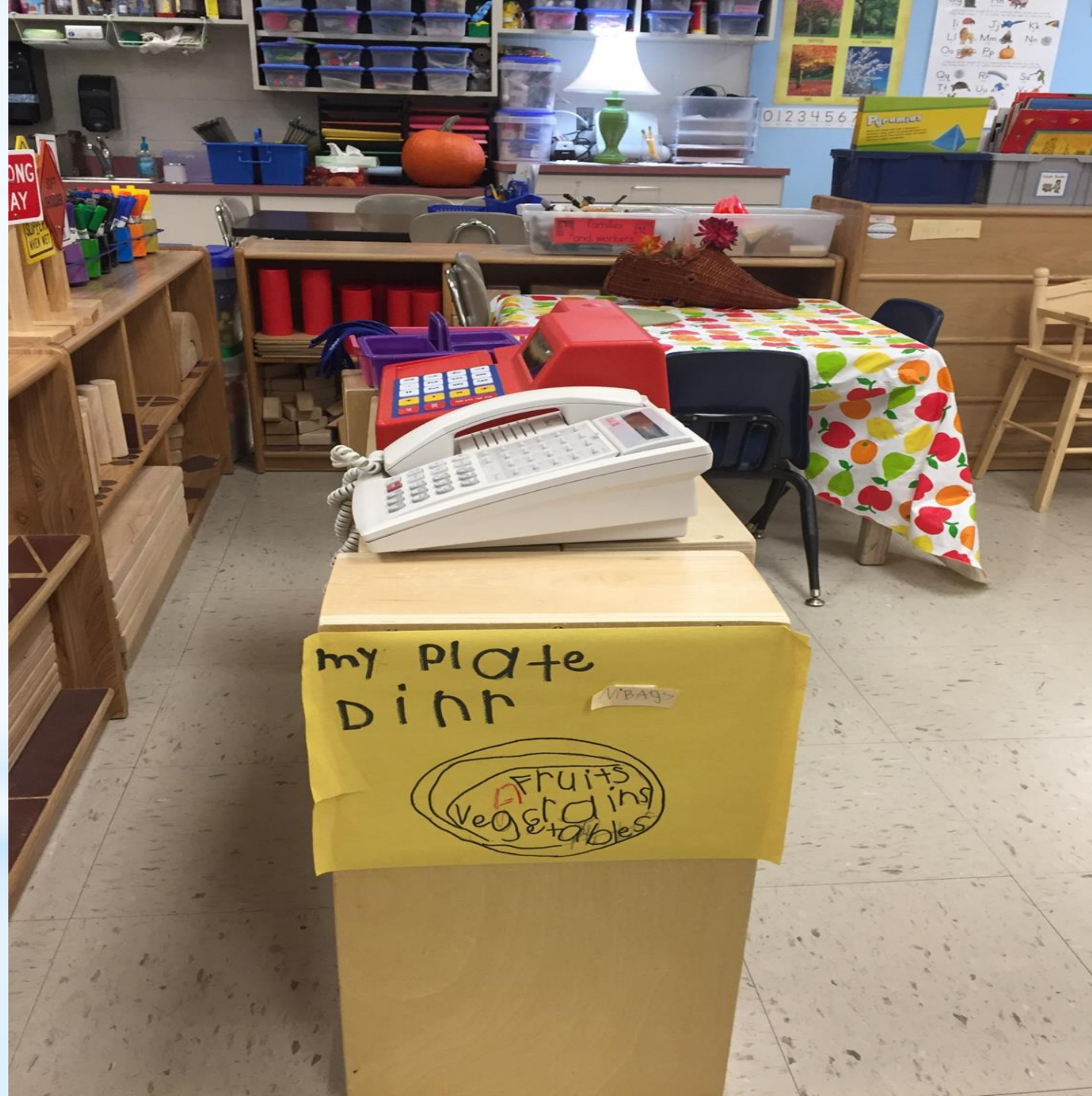
Sweets

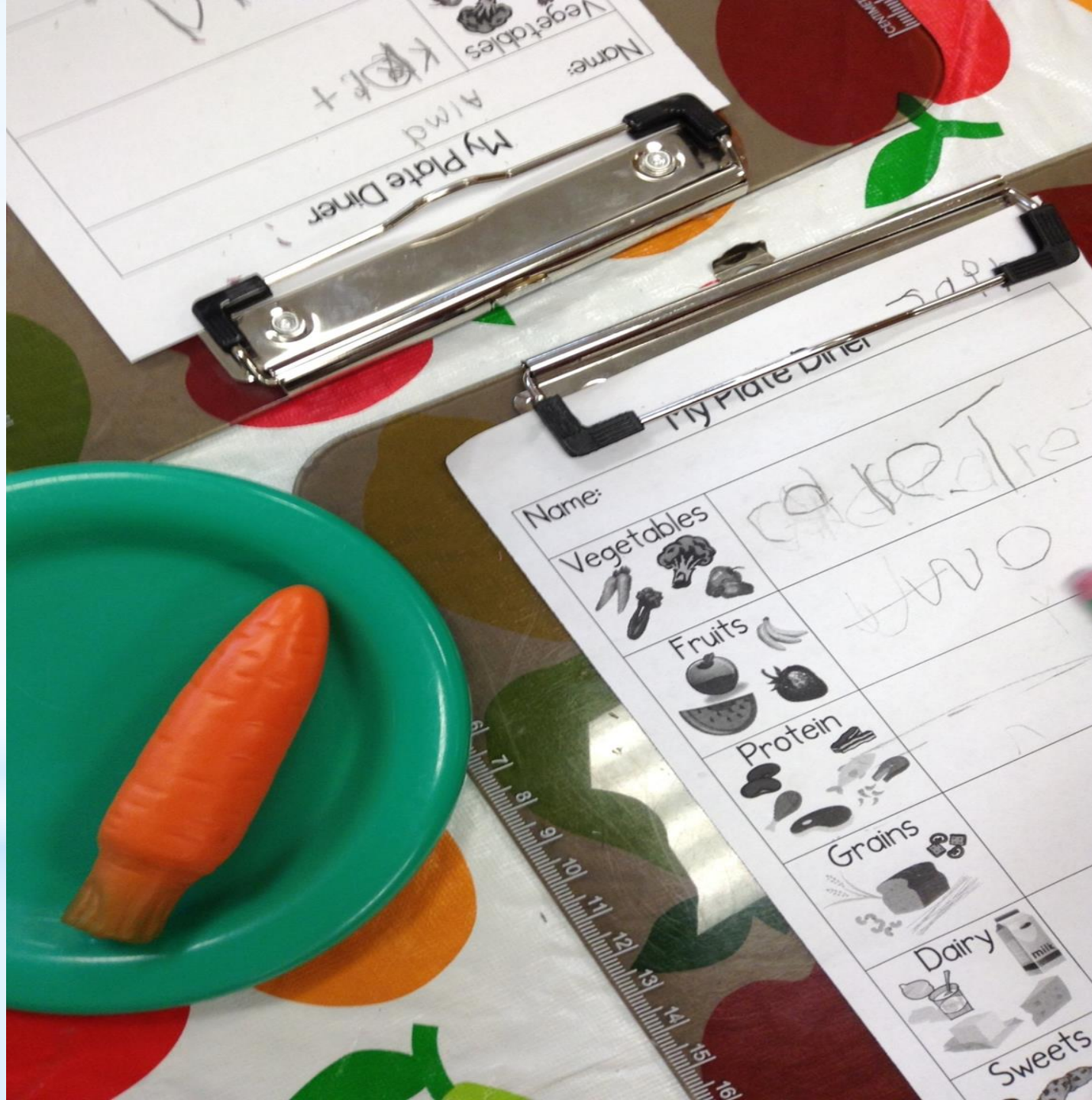


C



























# \*Bird Study



















# BIRDS

What we Know:

eat birdseed (Cullen)

like to take baths (Cullen)

eat snakes Jamaricus

eat snails Sonia

Boy Cardinals are red and girl

Cardinals are brown and a little red Jack

build nests in trees Sofia

eat insects Alex

sometimes use moss in nests Jairo

they can fly Kloe

they have feathers Ellie

use beaks to knock on something Kamryn

2-6-17

??

# BIRDS

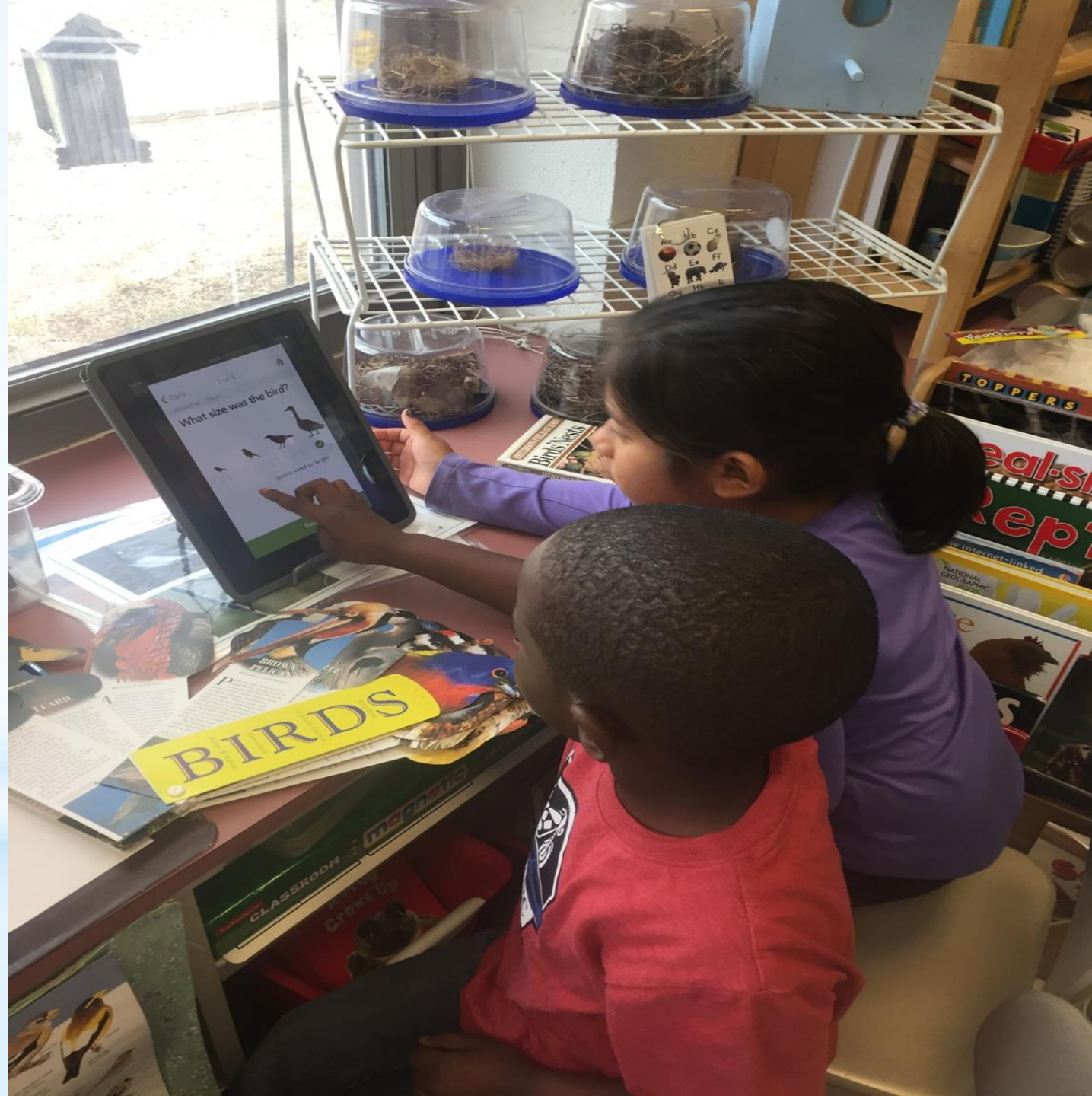
??

What we Wonder

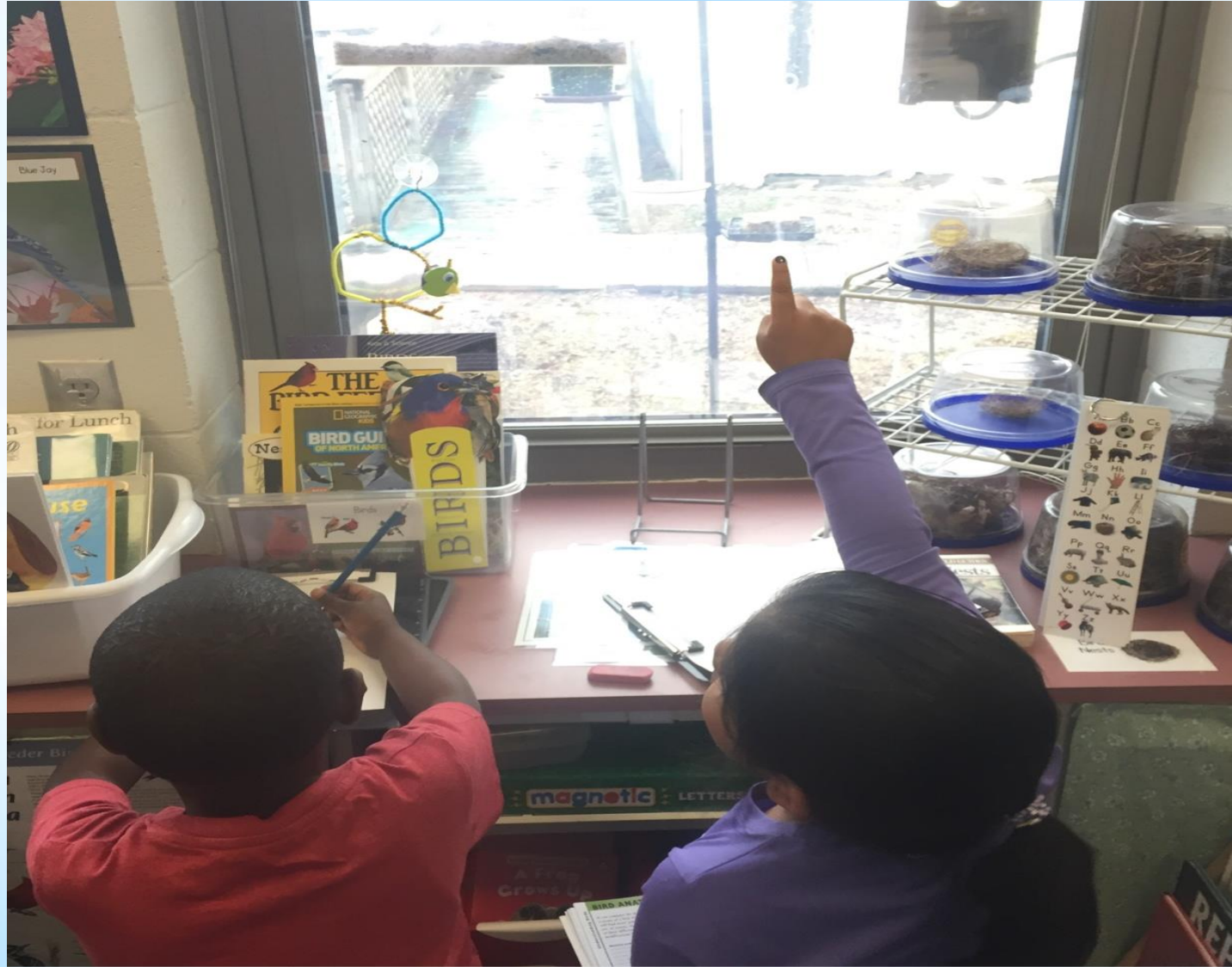
- Do birds live in different places? Jack
- Do birds eat when it is hot outside? Jairo
- Do birds try and scare away other birds? Cullen
- Do birds eat snakes? Sofia
- How do birds collect stuff to make a nest? Alma
- How do birds get ready for winter? Xavier
- Do birds eat different insects? Sonia
- How do birds learn to fly? Jack
- Do they fly away from predators? Sam
- Do they have it'sy bitsy babies? Kamryn
- Do birds hibernate or stay awake in winter? Alex
- Do birds fly to trees to make nests? Kloe
- Do birds like to fly? Ellie
- Who are bird's predators?
- Do momma birds give babies milk?
- Do they always build nests in trees?
- Can all birds fly? Mrs. Mitchell

What different types of birds are there?  
Why do birds sing?





# \* Approaches to Learning

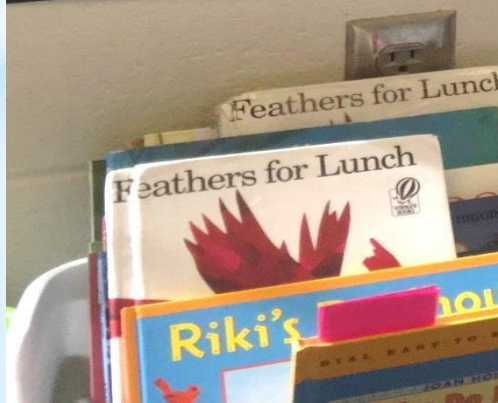








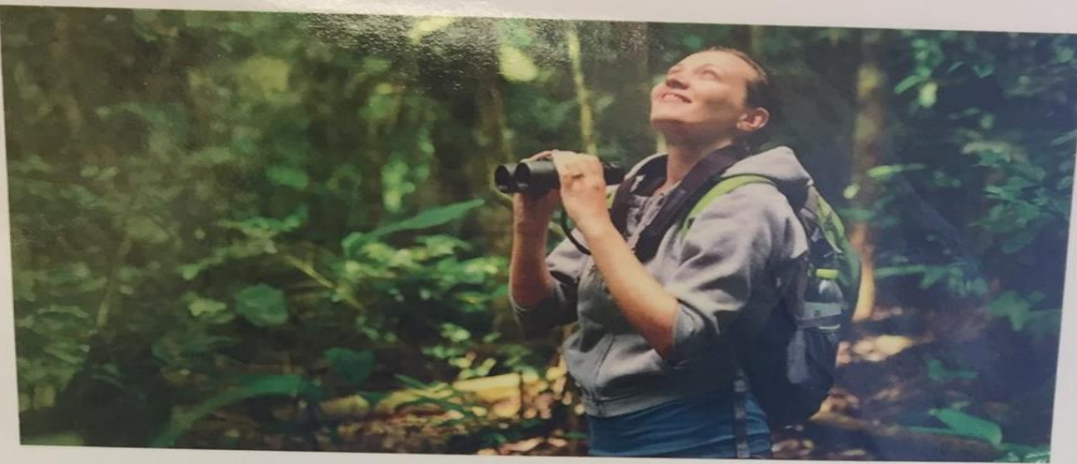




# \* Language Development and Communication







Brd Woching Tores Today!



Come See Wlots of birds Here

Be very Quiet!



Be very still!



brd  
tikes +twoowr

brd  
tikes +two<sup>wr</sup>

brd  
tikes +twoowr

brd  
tikes +twoowr

brd  
tikes +twoowr

brd  
tikes +twoowr

brd  
tikes +twoow<sup>r</sup>

brd  
tikes +twoowr









# \*Health and Physical Development





































WOODPECKER









# Blocks

The Völl is for  
sit on it for Voch  
The d brist!

# \*Emotional and Social Development







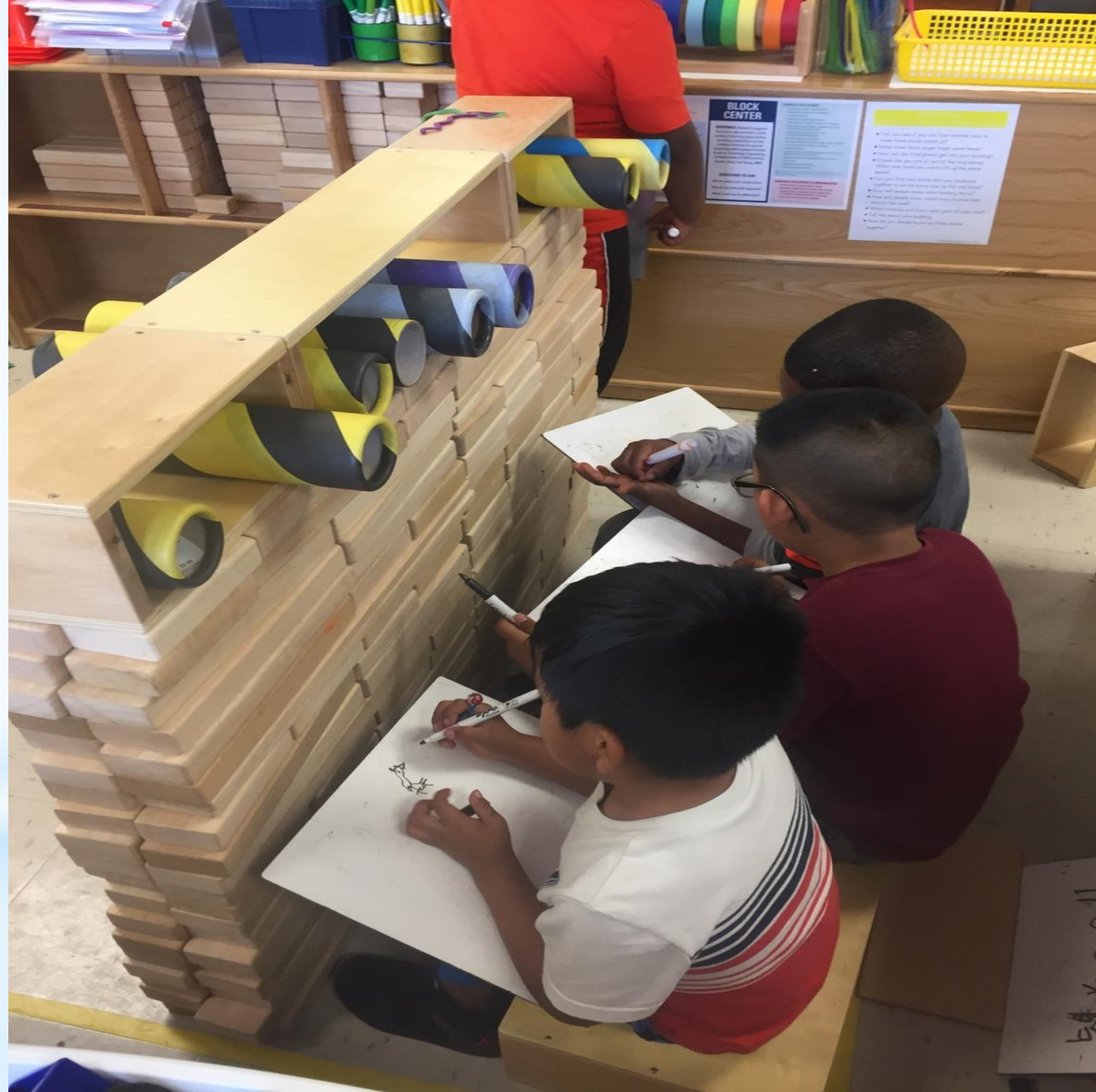








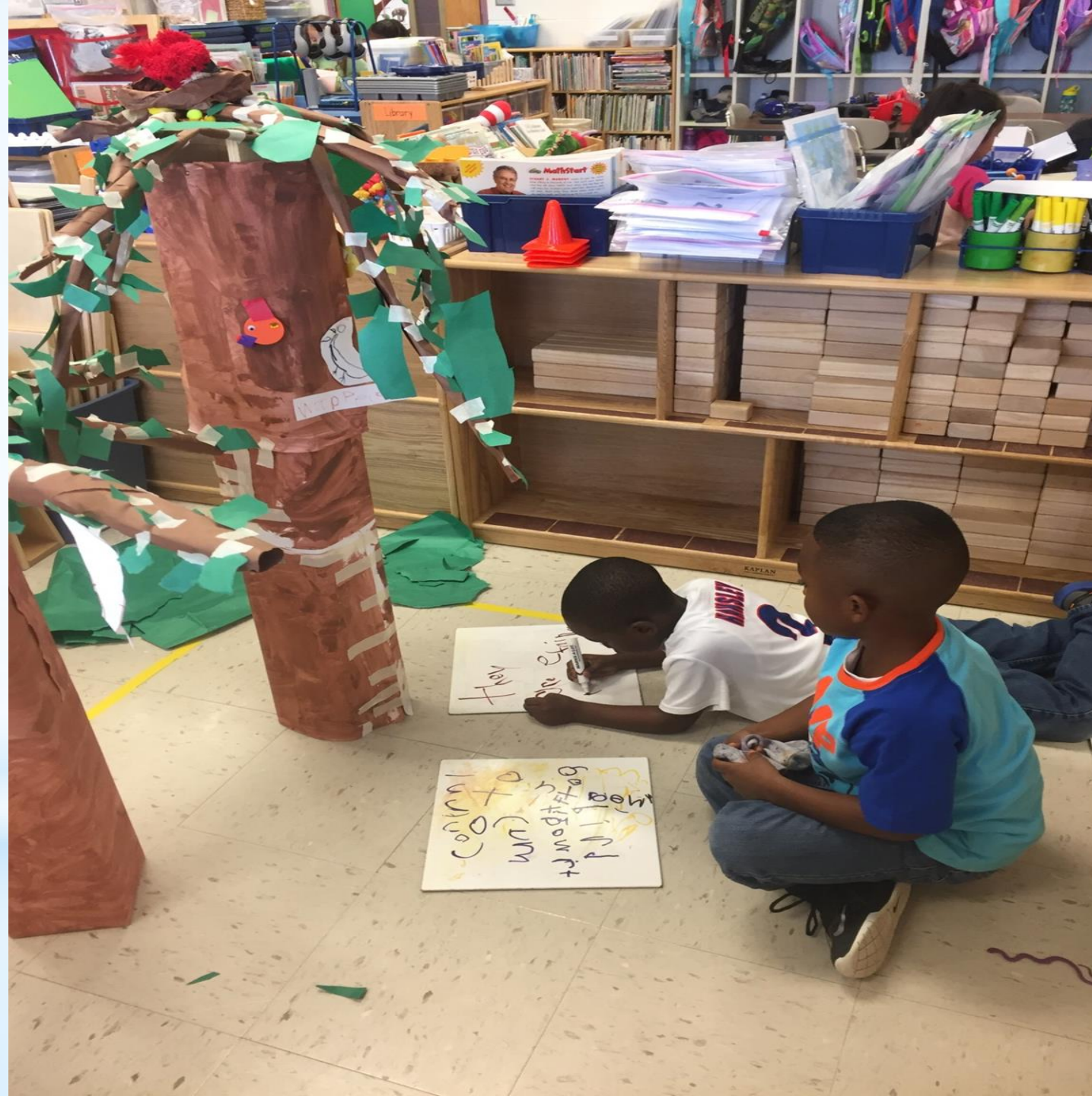




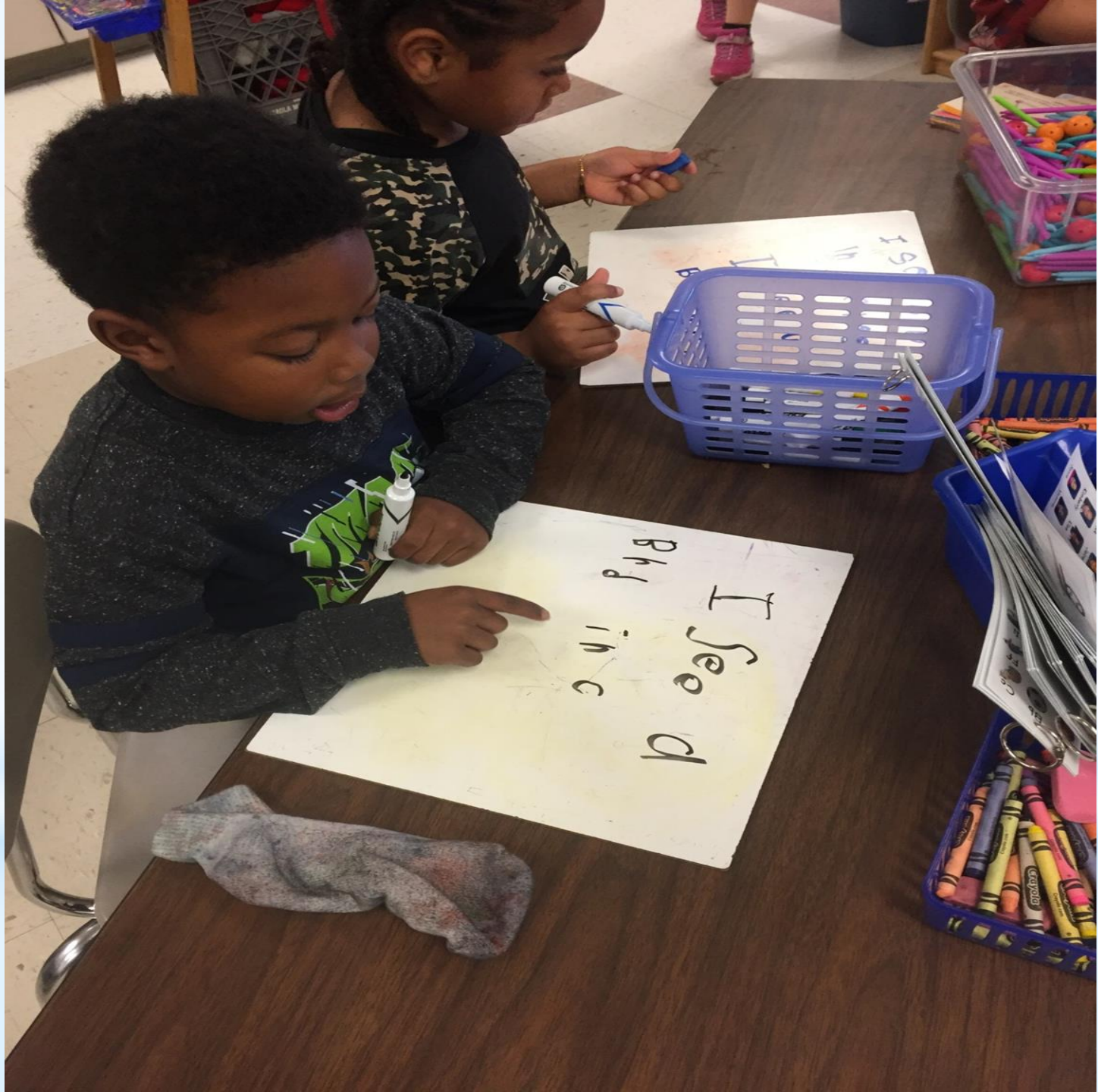








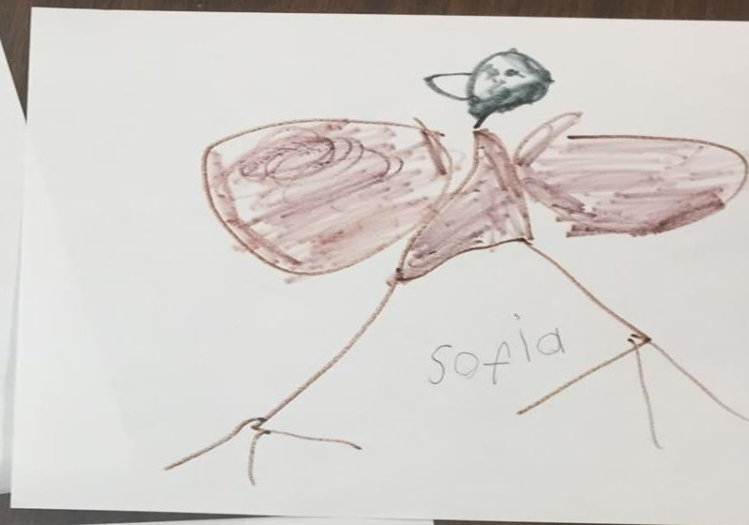
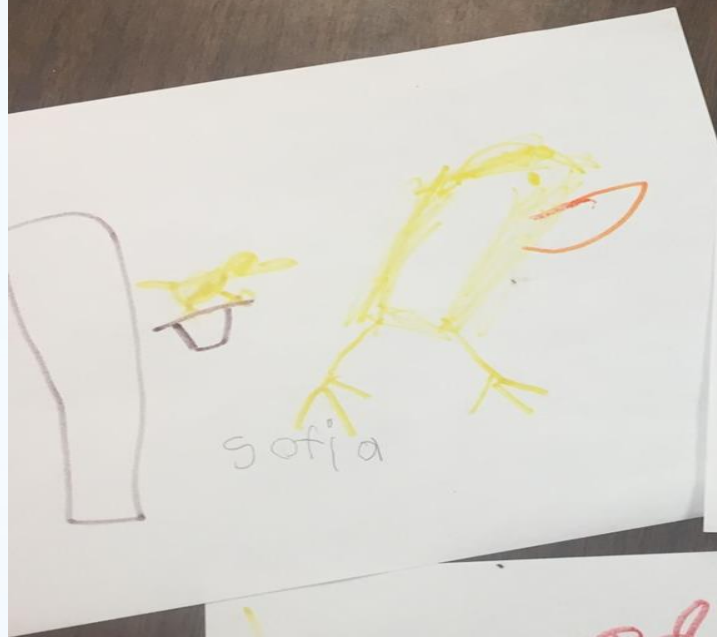




I see a bird  
in the nest.

I see a  
Booby.







Ich

I

se

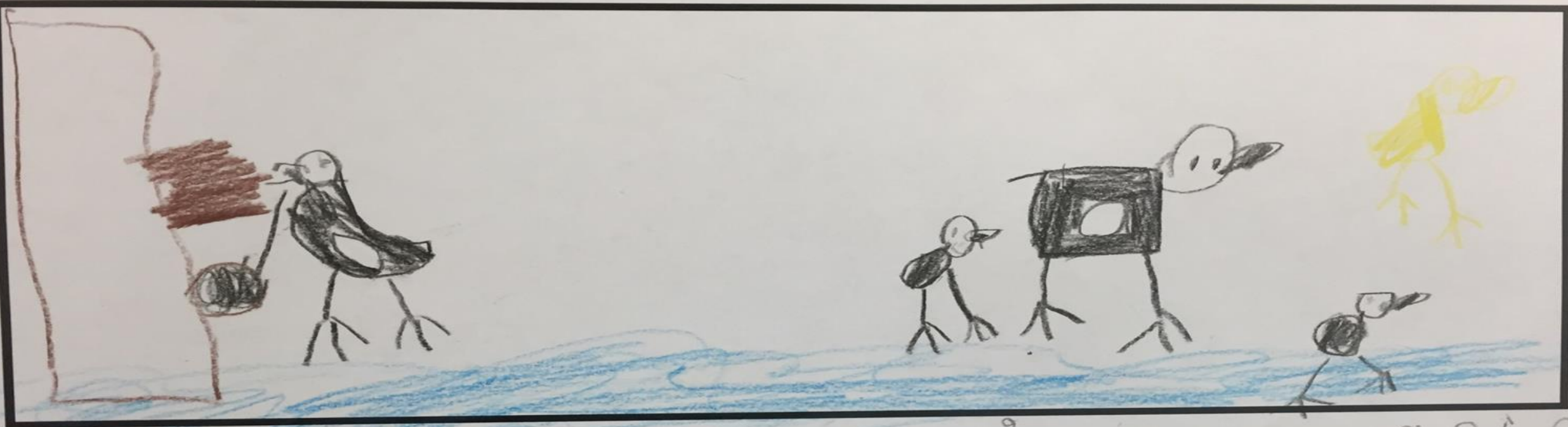
A

bra

eb

durrr!





The bird is making  
its nest out of  
sticks the loon is  
cicling its legs.



I am at The porc ranch  
Stashed to work the birds  
and so a crndol and a  
god finch and that we fitting





I'm watching tree tips of birds  
It's a CARDINAL and a hummingbird and  
a Blue jay all of those birds is  
eating all of my bird's food!





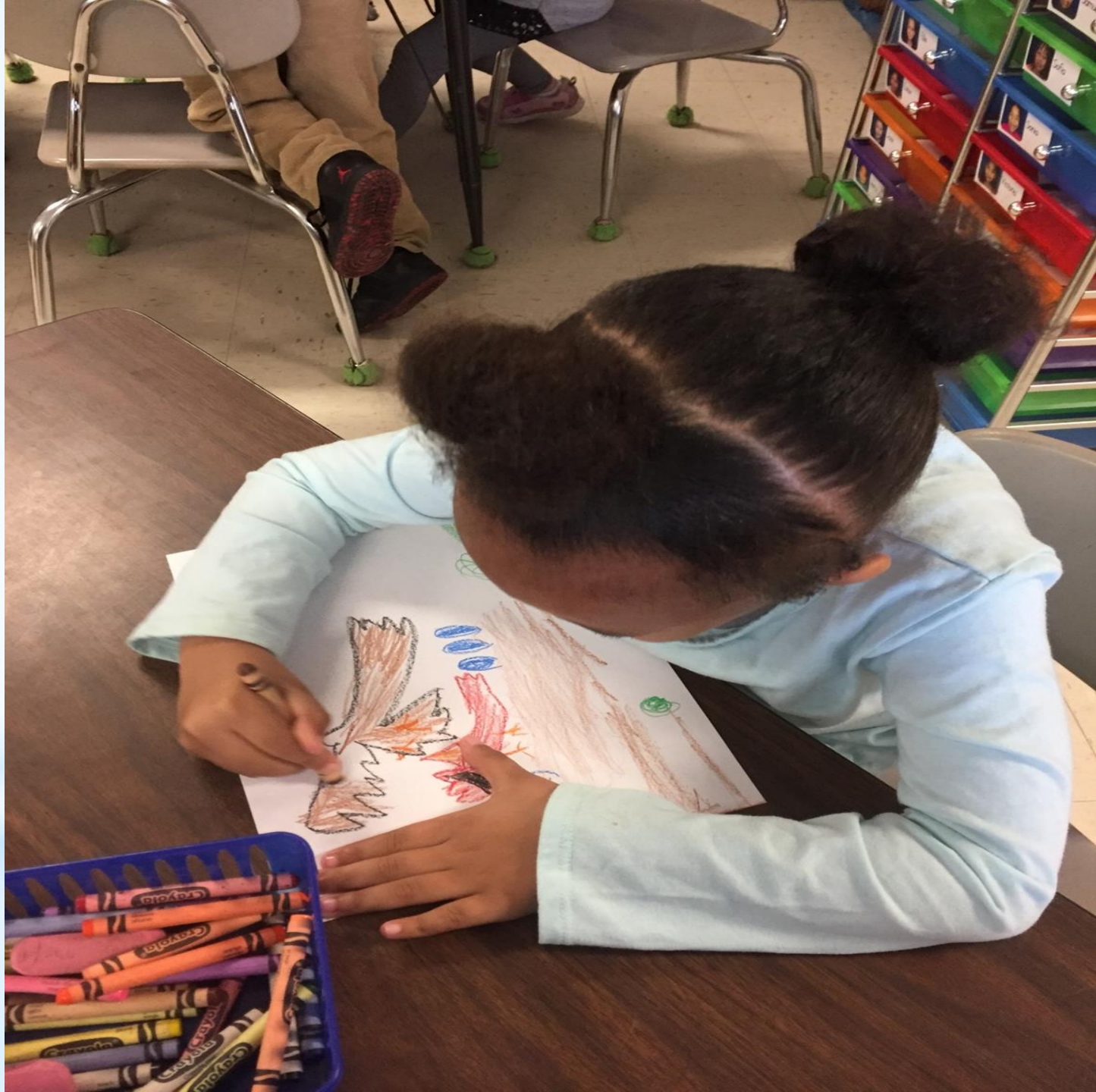
I see a Eagle and a CARDINAL

I see my onnos! In I see a nuthatch  
IT IS C H I C K A D E E

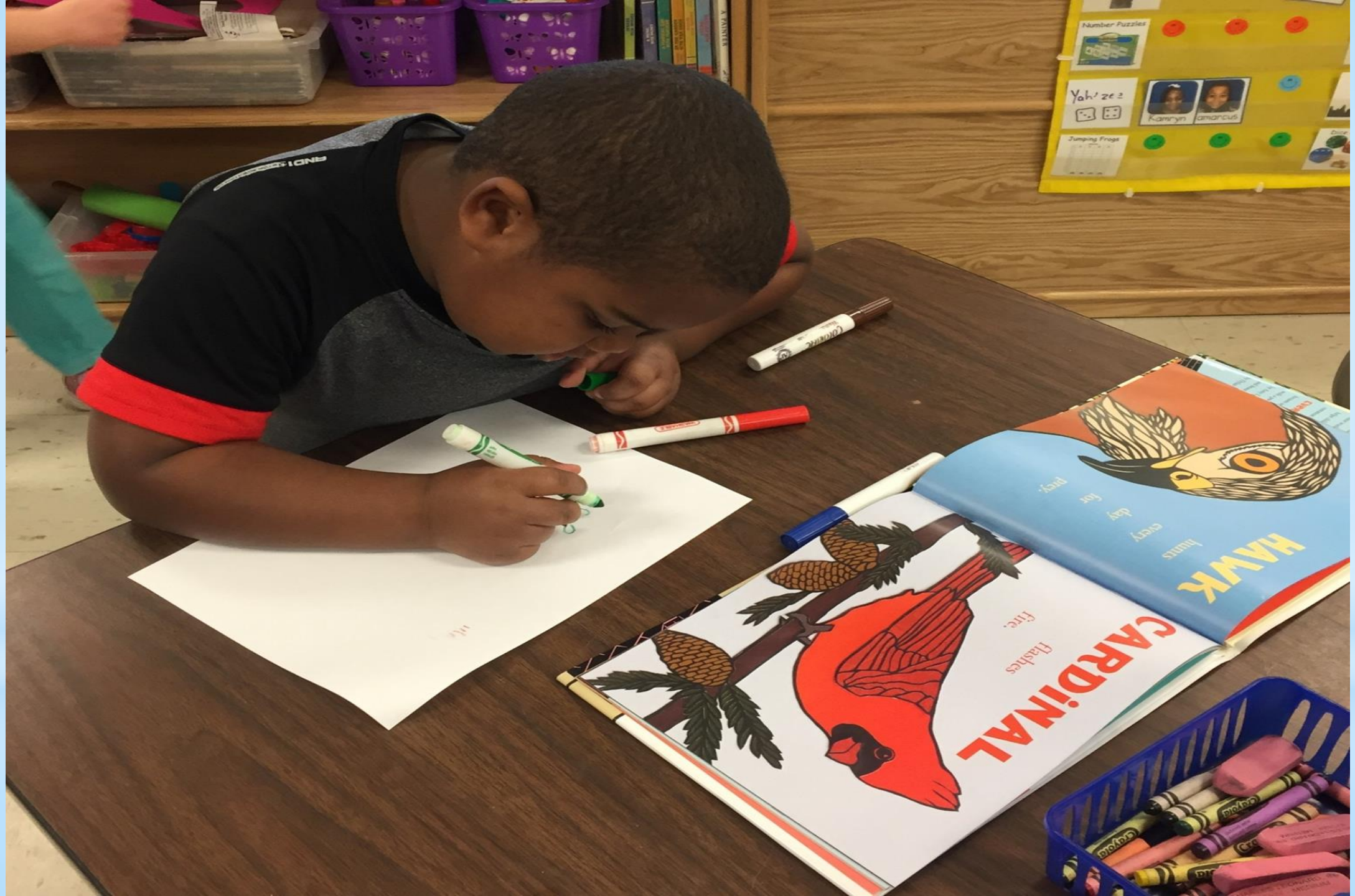
I see another bird it is a blue jay!



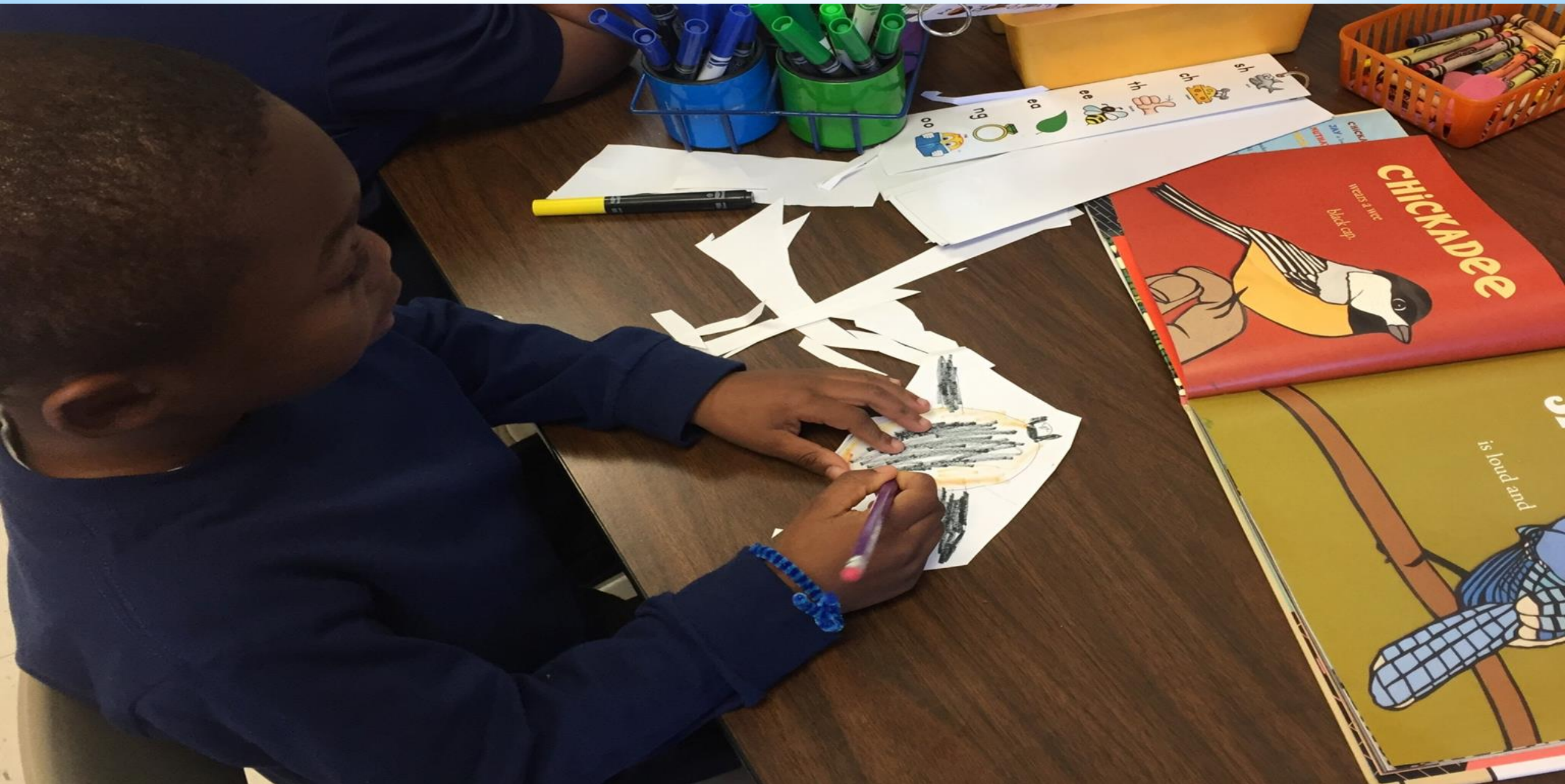




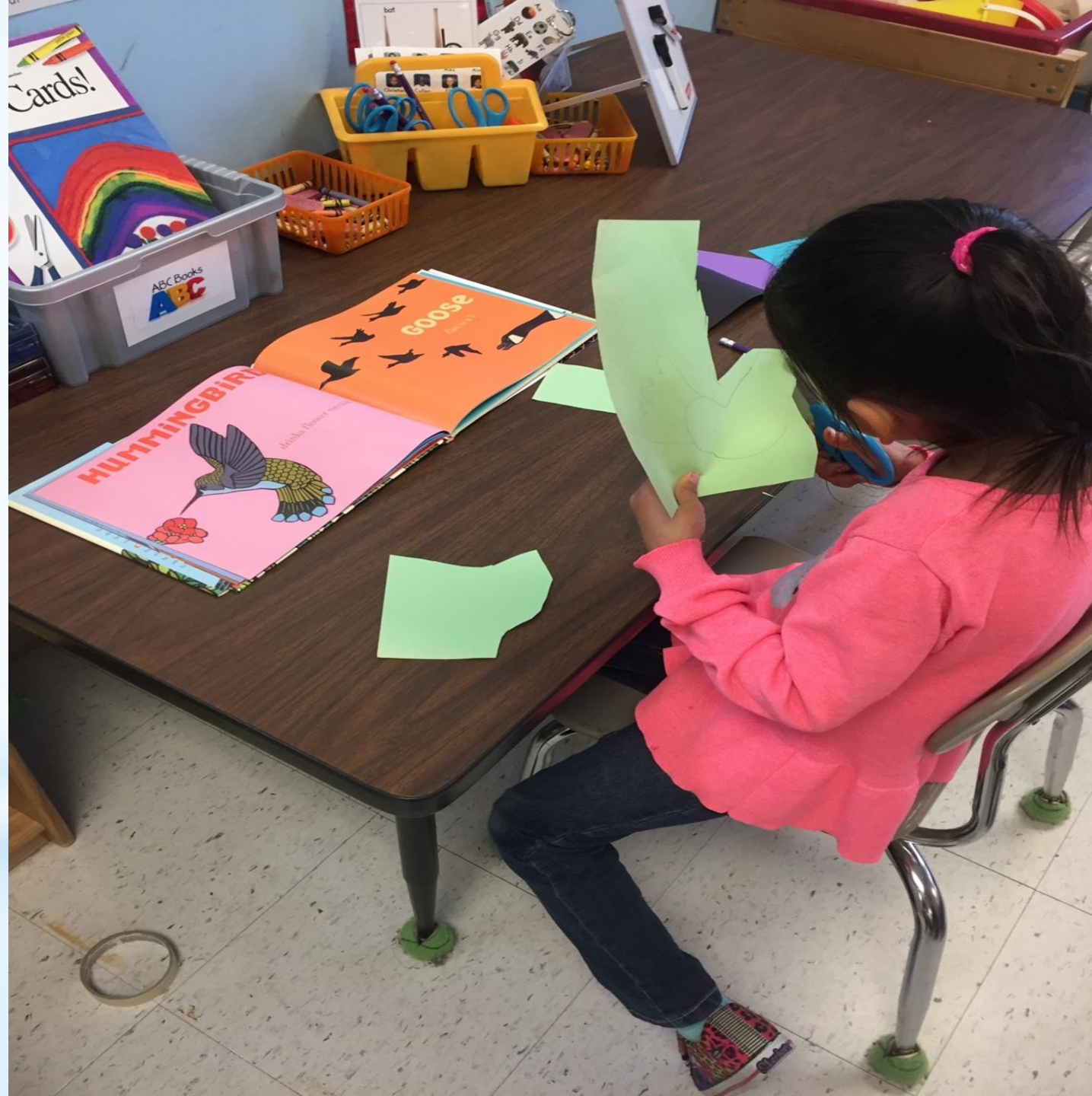










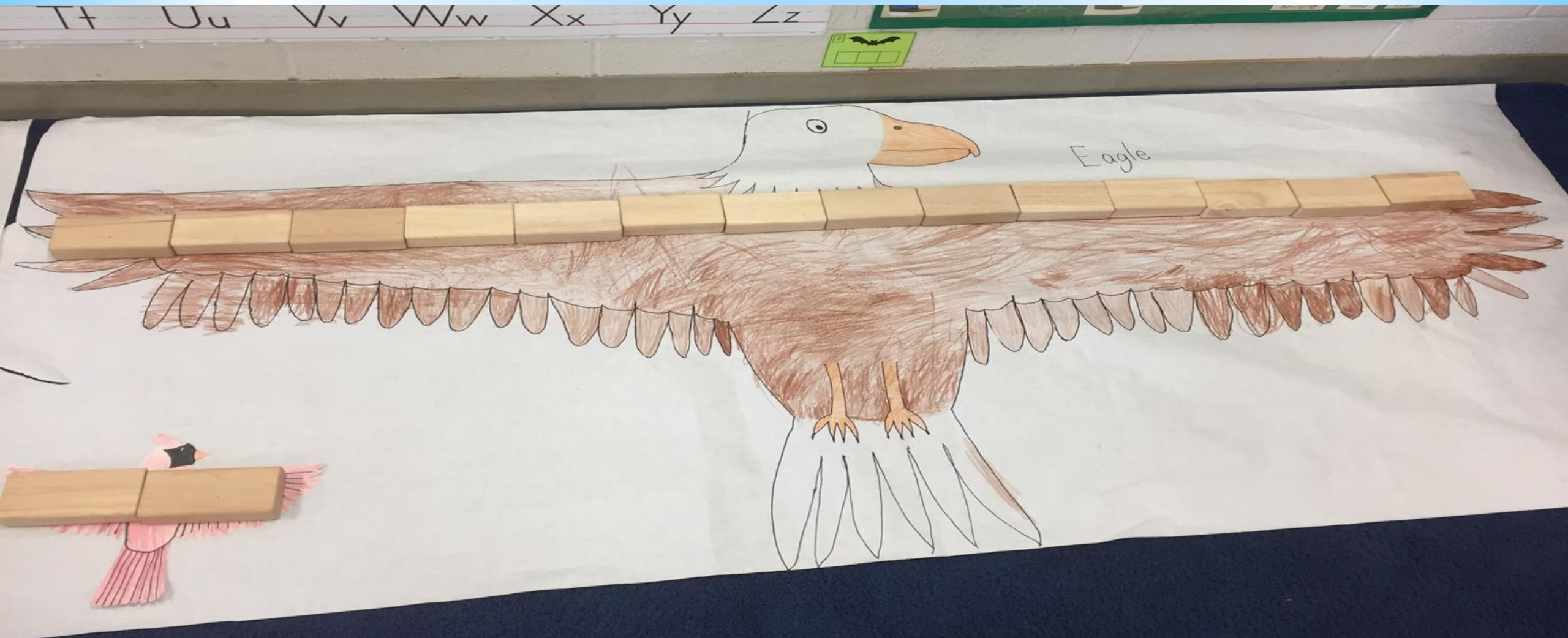


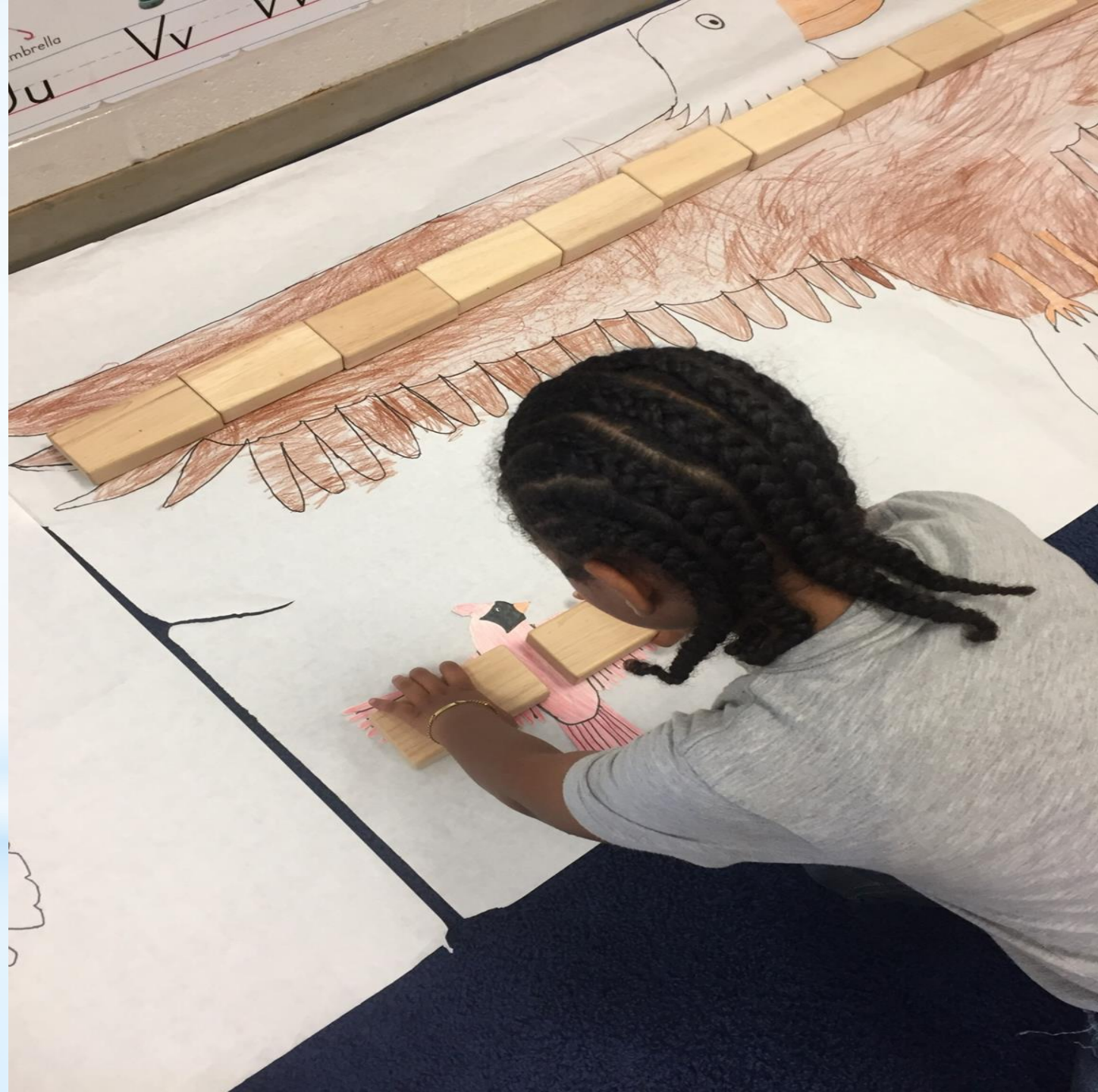




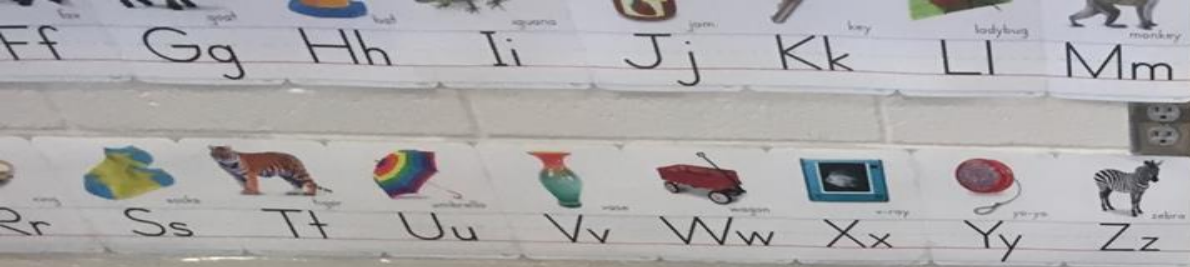


# \*Cognitive Development











# \*Documentation





- \*Concept Development:

- \*Discussions and activities that promote higher order thinking

- \*Why and How questions

- \*Connections to real life

**\*CLASS: Instructional Support**

- \*Life History Family Project
- \*Teeth and Feet
- \*Life Cycles
- \*Ongoing Gardening
- \*Ongoing Weather Charting and Comparing
- \*Ongoing Tree Study

**\*Using Big Concepts: Change  
over Time**















\*“Children have a strong disposition to explore and discover. The Project Approach builds on natural curiosity, enabling children to interact, question, connect, problem-solve, communicate, reflect, and more. This kind of authentic learning extends beyond the classroom to each student’s home, community, nation, and the world. It essentially makes learning the stuff of real life and children active participants in and shapers of their worlds.” (projectapproach.org)





# \*Topic Webs

\*Visit each chart and add learning opportunities

\*Centers

\*Writing

\*Research

\*Play

\*Arts

\*Field Experiences

\*A - aligned

\*B - balanced

\*I - integrated

\*R - relevant

\*D - developmental



