

Full Day Kindergarten



Rationale



- Best practice
- Supported by research
- Many incoming kindergartners have Pre-K experiences
- Developmentally appropriate
- Community and faculty interest
- Increased instructional time will promote cognitive engagement and support a stronger foundation for literacy

Key Benefits of a Full Day Program



- Developmentally appropriate pacing - allowing for socialization, creativity, structured play and enrichment experiences throughout the day
- Ability to create a balanced and more cohesive program: academically, socially, emotionally

Benefits of Full Day Program



- **Academic** – ability to consistently incorporate science, social studies, greater time for differentiated instruction
- **Social** - increased opportunities to engage in large group play (sharing, problem solving, exploring, conversing, forming friendships)
- **Enrichment** - opportunities via art and music with specialists

What the Research Says



- Longitudinal data indicate that children in full-day kindergarten classes show greater reading and mathematics achievement gains (Denton, West, & Walston, 2003).
- Students make faster and more lasting gains in literacy and language measures, as measured both by standardized measures and classroom grades (Walston, West, & Rathbun, 2002).
- Students in full-day classes are more likely to spend some time every day on math, social studies, and science (National Center for Education Statistics, 2004).
- Students in full-day kindergarten show greater success with the transition to first grade in terms of socialization, exhibiting appropriate behavior, and demonstrating stronger learning skills (Elicker & Mathur, 1997).

Supporting Research



- Increased time in a structured setting enhances social, emotional, behavioral development resulting in higher conduct marks (Elicker & Mathur, 1997).
- Students participating in full-day kindergarten demonstrated better work habits and exhibited greater independence (Plucker et al, 2004).
- Small-group and individualized instruction and activities were reported more frequently in full day settings (Hough & Bryde, 1996).
- Studies that surveyed teachers (Martinez & Snider, 2001) indicated that teachers felt the full day schedule afforded them the opportunity to know students and parents better, engage in more individualized instruction, and expand the curriculum.
- Teachers perceived the pace in a full-day kindergarten program to be more relaxed and appropriate for students (Winters, Saylor & Phillips, 2003).

Kindergarten Programs in Westchester County



- 38 districts currently have full day Kindergarten programs
- 2 hybrid
 - Edgemont
 - Rye

Proposed Program



- 5 full days
- Addition of 6 hours of instruction and 3 hours of socialization per week
- Addition of art and music taught by specialists
- Full time Teaching Assistant
- Transitional opportunities
 - Maintain gradual transition (1st 2 weeks noon dismissal)
 - (3rd week, dismiss after lunch recess – 1:00)

Sample Daily Schedule



8:45-9:00	Arrival
9:00-9:30	Morning Meeting
9:30-10:30	Literacy Block- Reading/Word Study
10:30-10:45	Snack
10:45-11:30	Math Block
11:30-12:00	Related Arts “Specials”
12:00 – 1:00	Lunch/Recess
1:00- 1:15	Read Aloud
1:15-1:45	Literacy Block/Writing
1:45- 2:15	Small group work/centers/structured socialization
2:15-2:50	Science/Social Studies
2:50-3:00	Dismissal

Social and Emotional Impact



- Purposeful play
- Flexibility built within structure of the day to promote student interactions consistent with Readers and Writers Workshop Models (gradual release of responsibility)

Anticipated Benefits to Students



- Stronger foundation for future learning in all disciplines
- Increased confidence
- Greater stamina
- Better socialization / collaboration skills
- Higher levels of cognitive engagement and motivation
- Greater success in problem solving
- Enhanced creativity
- More fluid transition to first grade

