

# Teaching through Familiar Content: How and Why to Bundle Kindergarten Early Learning Standards and Make Learning Fun

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Kindergarten Academy 2021

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## Using the State Early Learning Standards as a Guide: Objectives

Participants will:

1. Develop a system by which they can organize **with intent** kindergarten early learning standards from different subject areas in a manner that will allow them to bundle the standards when teaching a thematic unit
2. Become familiar with the early learning standards for kindergarten in all subject areas and monitor the number of times they are specifically addressed in teaching students throughout the year
3. Determine ways that the mastery of the specific standards is assessed and noted
4. Discuss reasons why standards developed by MDE from all subject areas should be taught with equal rigor as English/Language/ Reading and Math and how teachers can do both

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## MDE Kindergarten Guidelines

### Curriculum, Materials and Assessment

Kindergarten programs use a research- and evidence-based (comprehensive, if available) curriculum that is aligned with the Mississippi College- and Career Readiness Standards. Mississippi Code Annotated § 27-109-159 defines "evidence-based program" as "a program or practice that has had multiple site random controlled trials across heterogeneous populations demonstrating that the program is effective for the population." Additionally, the curriculum contains thematic units of activities and ideas designed to provide children the opportunities and experiences needed to master the performance standards in the Mississippi College- and Career Readiness Standards. Lesson planning documents should reflect Mississippi College- and Career Readiness Standards that are targeted through large and small group activities, individual instructional activities, and learning center activities that are used throughout the thematic unit. The curriculum shall include integrated language arts (reading, listening, thinking, speaking, writing, and viewing), music, art, math, social studies, science, dramatic play, and physical activities.

[Kindergarten Guidelines \(print\)](#)

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## Learning Centers (2a): Daily Use

MDE Kindergarten Program Guidelines (cont.)

Instructional delivery shall be organized primarily using learning centers.

A minimum of four (4) different learning centers (\*\*three primary centers and one teacher-led small group) shall be organized, arranged, and labeled so that they are accessible to all children for simultaneous use for a minimum of 120 minutes per day.

The MDE recognizes the definition of learning centers as identified in literature as "distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels". (Copple & Bredekamp, 2006)

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## Possible Learning Centers for the Kindergarten Classroom

- Oral Language/Phonemic Development Center
- Creative Arts Center\*\*
- Science Center
- Math Center\*\*
- Language Arts Center
- Cooking Center
- Blocks, Wheel toys, and Construction Center
- Sand and/or Water Center
- Woodworking Center
- Music Center
- Library Center\*\*
- Listening Center
- Dramatic Play
- Creative Writing Center
- Social Studies Center
- Technology Center
- Motor Development Center

\*\*Must have primary centers. All other centers will be rotated and changed throughout the year.

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## Getting Started

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Pick the theme

Determine the length of study

**Create the plan** for how the thematic unit will be developed (division of labor, review of daily schedule, decision to bring in "special" teachers in developing the unit, decisions on how many learning centers will be utilized as instructional centers the specific to the theme.)

Determine the "non-negotiables" such as a certain math series you are required to teach in how you develop the overall flow of the unit.

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## Organizing the Plan to Make it Work

Print	Include	Review	Determine
Print off the Observational and Performance Based Checklist from the MDE Early Childhood Checklist page: <a href="https://mde.mo.gov/earlychildhood/observational-and-performance-based-checklist/">https://mde.mo.gov/earlychildhood/observational-and-performance-based-checklist/</a> <a href="https://mde.mo.gov/earlychildhood/observational-and-performance-based-checklist/">https://mde.mo.gov/earlychildhood/observational-and-performance-based-checklist/</a> <a href="https://mde.mo.gov/earlychildhood/observational-and-performance-based-checklist/">https://mde.mo.gov/earlychildhood/observational-and-performance-based-checklist/</a>	Include in your resources all curriculum materials you are required by your school district to teach	Review your daily schedule and determine how much instructional time (per MDE kindergarten guidelines) you have available for thematic unit instruction per day/per week	Determine the "big bucket" theme ideas you would like to explore after reviewing the kindergarten student checklist and how long you want to spend on the thematic unit

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## Theme Topics: Decisions, Decisions Now What?

**How do you decide the topics to use as unit themes?**

Consider:

- Do you talk with the children to get ideas?
- How long will the unit last?
- How many standards do you want to introduce, how many do you want to use as ongoing and how many do you want to teach to mastery?
- What resources are available in your classroom or community that can be used in your teaching?
- What type of evaluation do you plan to use?

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Breakout Room

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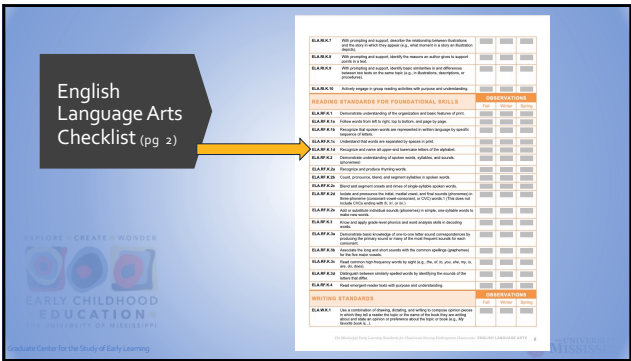
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10 Minute Break



It's Time For A Break

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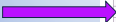
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The Arts Checklist (pg 16)



	Observation	1	2	3	4	5
<b>Media Arts</b>						
MA.12.1.A	Recognize and understand artistic media elements					
MA.12.1.B	Describe and explain ideas for media elements and play and experimentation					
MA.12.1.C	Organize and arrange artistic ideas and work					
MA.12.1.D	Use processes to create their own media for media arts projects					
MA.12.1.E	Reflect and evaluate artistic work					
MA.12.1.F	Plan and organize artistic media: Plan and publish projects, it media with confidence					
MA.12.1.G	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.H	Direct, inspire, and interpret artistic work for presentation					
MA.12.1.I	Use processes to create artistic work and present work to peers and audience					
MA.12.1.J	Describe and explain artistic work and work for presentation					
MA.12.1.K	Organize and arrange artistic work, work for presentation, work, and responsible for media work elements					
MA.12.1.L	Use processes to create artistic work, work for presentation, work, and responsible for media work elements					
MA.12.1.M	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.N	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.O	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.P	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.Q	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.R	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.S	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.T	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.U	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.V	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.W	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.X	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.Y	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					
MA.12.1.Z	Plan, organize, and execute artistic work: Plan and publish projects, it media with confidence					

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Breakout Room



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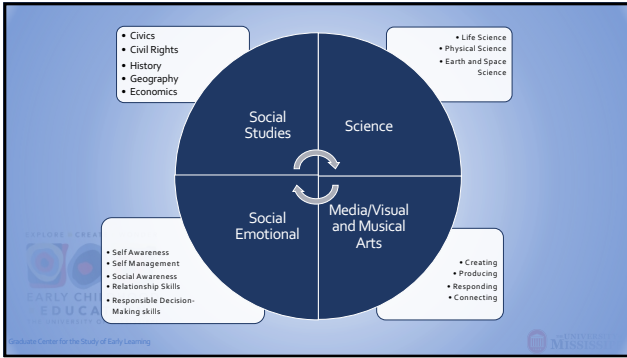
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**Resources for Developing Unit Concepts, Objectives and Activities:**

- [Science Instructional Planning Guide – Kindergarten](https://models2.org/sites/default/files/Offices/SecondaryV3/soEd/Science/science_instructional_planning_guide_kinder_9_2019_2020.docx)
- [2018 Mississippi College- and Career- Readiness Standards for Science page 20](https://www.mde.ms.gov/Portals/0/files/Offices/SecondaryV3/soEd/soEdStandardsforScience.pdf)
- [2018 Mississippi College- and Career- Readiness Standards for Social Studies pages 14-16](https://www.mde.ms.gov/Portals/0/files/Offices/SecondaryV3/soEd/soEdStandardsforSocialStudies.pdf)
- [K-12 SEL Resource Guide Social Emotional Learning Standards](https://www.mde.ms.gov/Portals/0/files/Offices/SecondaryV3/soEd/soEdStandardsforSEL.pdf)

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Organizing Learning Center Activities: My Community				
Name of Center	Days of the Week	Learning Standard	Learning Standard	Activities
Library	M-F	SS.EA.1.6 Identify a variety of jobs (e.g., scientists, teachers, plumbers, lawyers, electricians, chess clerks, etc.) and their purposes (e.g., use money to meet individual needs and wants, take care of others, etc.)	SS.CA.K.1c Name figures of authority and their positions in upholding human and civil rights (e.g., parents, teachers, principal).	First and foremost, place theme related books in the library center (science, history, civics, social studies, non-fiction, state civics, etc.). • Organize and make up stories about friends, neighbors, other people in the neighborhood/community or what your child would like to be when he/she grows up. • Encourage listening and sharing. Use this opportunity to help your child learn and the connections in his/her world. • Offer the children thematic based games related to community helpers, these games can be used to relate stories in the library center.
Creative Arts	M-F	MA.PE.1.6 Convey meaning through the presentation of artistic work.	MA.PE.1.6 Use media arts creation tools and in guidance practice.	
Math	M-F	SS.DA.K.1a Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American Eagle)	MA.GC.2 Count to answer "how many?" questions about as many as 10 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 1-10, count out that many objects.	

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Organizing Learning Center Activities: My Community				
Name of Center	Days of the Week	Learning Standard	Learning Standard	Activities
Small Group: Teacher	M-F	ELA.SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and responding thoughtfully to something in the content.	ELA.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> <li>"Let's Stop on Market Street" Read along with your child and talk about the people in the story who help others in the community.</li> <li>After the story, ask about all the feelings one little boy felt. Then, talk about what each boy is feeling when he is sad or neighborhood or town.</li> <li>Listen and read "Apartment" by Eric Jack Evans with your child.</li> <li>Read and discuss "Apartment" by Eric Jack Evans with your child.</li> <li>This book describes the sounds that come from different apartments after listening to the story, discuss the differences between an apartment and a house.</li> <li>Help your child about the community where you live up. Describe the people, buildings, stores, and the places to go. Allow your child to ask questions. Then, ask him/her to tell you about the community where you live. Encourage listening and sharing.</li> </ul>
Blocks	M-W	SCIP.A.SA.1 Use basic shapes and spatial reasoning to model large objects in the environment using a set of small objects (e.g., blocks, construction toys, Tens & Science IFC)	SCIP.A.SA.2 Describe and compare the properties of different materials (e.g., wood, plastic, metal, cloth, paper) and classify these materials by their observable characteristics (texture, weight, or natural features) and by their physical properties (weight, volume, solid or liquid, and size or flow)	
Dramatic Play	M-F	TS.PRS.1.K With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama). Activity: Children will work together to act and community roles using props and costumes provided. (Firefighters - roles: Firefighter with tools, Firefighter driving truck, Cooks - "Superheroes" - roles: Doctors, Nurses, (nurse/practitioner) pet center...	TS.SLS.1.K Use and manipulate objects appropriately with other children. Activity: Children will work together to act out a story using community helper puppets provided. A variety of community helper puppets - mail carrier, police officer, doctor, baker, firefighter...	

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### A Look at A Kindergarten Day

MDE Kindergarten Guidelines state there is to be:

- 330 instructional minutes a day which includes:
- 120 minutes spent in learning center instruction
- 60 minutes outside time (not occurring concurrently)
- 30 minutes (recommended quiet time)

Also :

- 30 minutes lunch (estimated)
- 30 minutes special (estimated) or an hour certain days of the week
- Large/small group instruction

See: Page 17 sample schedule in Kindergarten Guidelines

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### So Now What?

What if I have to:

- Use the district's language arts/reading program everyday and still follow an integrated curriculum approach?
- Use the district's mathematics program everyday and still follow an integrated curriculum approach?
- Teach in a room that is not set up with learning centers?

What to do:

- What do I plan to do with the information I have learned?
- What would happen if I audited my teaching in 2018-19 to determine how often I taught to learning standards other than math and reading/language arts?

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### Help is on the way!

2-hours of professional development can be obtained

- As a result of GEER II funding, the Graduate Center for the Study of Early Learning can provide 2 virtual technical assistance sessions to 50 kindergarten teachers across the state who completed the Interactions at the Heart of Healing program.
  - The Interactions at the Heart of Healing program is still available. You can register by going to the NMEC website: <https://www.msreservices.com/>, or you can register at the link here: <https://nmecc.msreservices.com/events-heart-of-healing-2021?search=interactions%20at%20the%20heart%20of%20healing&description=true>
- First Come – First Serve
  - Proof of program completion must be provided
- Contact Monnie Vail at [monnievail@gmail.com](mailto:monnievail@gmail.com) for more information

*Deadline to sign up is August 1, 2021*

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### Let's Discuss



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WHAT'S  
YOUR  
THOUGHT?

More Thoughts??  
Comments??



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