



All Day Kindergarten

EXPANDING LEARNING OPPORTUNITIES AND BUILDING
SUCCESS FOR ALL CHILDREN



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ALL DAY KINDERGARTEN: EXPANDING LEARNING OPPORTUNITIES AND BUILDING SUCCESS FOR ALL CHILDREN

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ALL DAY KINDERGARTEN: EXPANDING LEARNING OPPORTUNITIES AND BUILDING SUCCESS FOR ALL CHILDREN

Executive Summary

Previous research provided a foundational premise built upon 2005-06 data that suggests:

All Day Kindergarten provides the time needed for teachers to implement more best practices on a daily basis which positively impacted student learning in later school years (3rd/4th grades).

Current evidence-based practice has built upon that research base and has moved the teaching profession toward making intentional decisions that are based upon data and focused on meeting the needs of all children. In Kansas, the framework for making those decisions is MTSS: **a Multi-Tiered System of Supports that provides a framework for data-driven decision making that occurs in a systematic and systemic way and promotes fluency and accuracy in the critical skills necessary for later success in school.**

Best Practices (2005-06)	Evidence-Based Practices: MTSS (current)
Time for children to learn through play exploration or self-instruction is provided.	Multiple opportunities within a meaningful context are provided so children can learn and practice skills with corrective feedback provided by the teacher/peer.
Multiple grouping methods (e.g., whole group small group, individual one-on-one, guided discovery) are used when providing instruction	Explicit instruction carried out in small groups and/or learning centers, where individuals or small groups of children are provided explicit instruction through targeted lessons in game-like activities.
Hands-on materials , such as unifix cubes, games, small toys or art materials are provided for the students in multiple subject areas.	Teaching focuses on learning and practicing critical early literacy and numeracy skills in ways that are concrete, fun , repeated, and carried out in game like situations.
Students are encouraged to move independently to new activities when finished with a project.	Multiple opportunities within a meaningful context are provided so children can learn and practice skills. The classroom is a learning environment that supports individual learning needs.
Students are allowed extra time , if needed, to complete a project task.	Children are provided time to learn and 'over learn' critical skills rather than being exposed to a new idea/concept quickly and then moved on to another new idea/concept before deeper understanding occurs.
Advance notice about upcoming transitions, both in and outside the classroom is provided to students.	Teachers provide advance notice about transitions to upcoming activities to set the stage for meaningful learning.

Why do we need all day kindergarten?

Research (both old and current) suggest that the use of uninterrupted instructional time devoted to **explicit instruction** of critical skills and practice with corrective feedback within a **meaningful context** leads to a much deeper level of skill and knowledge, thus increasing fluency, and promoting future success in later grades. All day kindergarten provides time for teachers to provide the instruction that guides children to 'get it right the first time' - and time for children to practice the 'right skills' over and over so that they fully understand and use these critical skills throughout their school years. **Result: students who have the skills, knowledge and understanding necessary to be successful!**



Half Day Kindergarten Schedule

TIME	ACTIVITY	PURPOSE(S)	STRUCTURE/TYPE OF INSTRUCTION	ENGAGEMENT BEHAVIORS/ OPPORTUNITIES FOR CORRECTIVE FEEDBACK AND PRACTICE	OPPORTUNITY FOR: DIFFERENTIATED INSTRUCTION, CORRECTIVE FEEDBACK AND/OR PRACTICE
8:30 a.m.	Arrival: Greeting and personal sharing with the teacher as the student(s) enter the room, lunch count, attendance	Relationship building	Routine/one-on-one	Child engages in reciprocal communication with the adult	Multiple opportunities
8:40 a.m.	Group Time/ Academic Content: Literacy, Math or social skills.	Provide instruction on academic content (as specified for that day on the daily lesson plan). Discuss related activities to follow (e.g., specific small group/learning center activities supporting specific learning outcomes).	Large Group	Listening and following directions provided by the teacher/adult. Primarily choral responses, though individuals may be asked to respond.	Limited opportunities
9:05 a.m.	Learning Centers	Provide opportunities for individual children to explore the concepts learned in group time and/or other concepts in more depth and within meaningful context.	May include small group and/or individualized instruction.	Listens/follows directions provided by the teacher/ adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/student in activities.	Multiple opportunities
10:05 a.m.	Clean-up/Bathroom	N/A	Routine	N/A	N/A
10:05 a.m.	Outdoor/PE	Large motor development, play skills or more formal learning outcome if participating in PE.	Large group	Follows established rules and associated routines.	May provide multiple opportunities in situations where this activity has been intentionally designed.
10:30 a.m.	Class meeting/ Review of the day	Recall of the day, personal sharing, closure	Large group	Follows established rules and associated routines, choral/individual responses.	Limited opportunities
11 a.m.	Depart	N/A	N/A	N/A	N/A

WHY DO WE NEED ALL DAY KINDERGARTEN?

Full Day Kindergarten Schedule

TIME	ACTIVITY	PURPOSE(S)
8:30 a.m.	Arrival: Greeting and personal sharing with the teacher as the student(s) enter the room, lunch count, attendance	Relationship building
8:50 a.m.	Story and group time for literacy	Early literacy development: Phonological Awareness/Phonemic Awareness; Print Awareness; Alphabet Knowledge; Story Narrative/Comprehension; Vocabulary
9:15 a.m.	Learning Center/Small Group	Provide differentiated of the core curriculum to small groups of students on specified early literacy targets, pulled from large group lesson. Provides opportunities for individual students to explore. Skills/ concepts in depth and practice within a meaningful context. Tier 2/3 Instruction is provided within this block (MTSS).
10:25 a.m.	Clean-up/Bathroom	N/A
10:30 a.m.	Music and Movement	Facilitate development of skills including, motor, social, cognitive and appreciation of the arts
11 a.m.	Class meeting	Recall of the literacy activities, personal sharing, may include positive behavior/ social skills development
11:30 a.m.	Lunch/Recess	N/A
12:30 p.m.	Journal writing; Book reading	Quiet activities that provide opportunities for written reflection.
1 p.m.	Math	Early numeracy development: Verbal Counting; Comparing and Ordering; Reorganizing and Subitizing; Geometry
1:20 p.m.	Learning Center/Small Group Early Numeracy	Provide differentiated of the core curriculum to small groups of students on specified early literacy targets, pulled from large group lesson. Provides opportunities for individual students to explore skills/ concepts in depth and practice within a meaningful context. Tier 2/3 Instruction is provided within this block (MTSS).
1:50 p.m.	Clean-up/Bathroom	Prepare for the next day.
2 p.m.	PE or Music	Large motor development, play skills OR Music related learning outcomes.
2:30 p.m.	Recess	Large motor development.
2:45 p.m.	Class Meeting/Review of the day	Recall of the day, personal sharing, closure.
3 p.m.	Depart	N/A

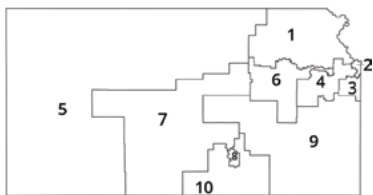
WHY DO WE NEED ALL DAY KINDERGARTEN? | FULL DAY KINDERGARTEN SCHEDULE

STRUCTURE/TYPE OF INSTRUCTION	ENGAGEMENT BEHAVIORS/OPPORTUNITIES FOR CORRECTIVE FEEDBACK AND PRACTICE	OPPORTUNITY FOR: DIFFERENTIATED INSTRUCTION, CORRECTIVE FEEDBACK AND/OR PRACTICE
Routine/one-on-one	Child engages in reciprocal communication with the adult	Multiple opportunities
Large Group - Teacher directed	Listening and following directions provided by the teacher/adult. Primarily choral responses, though individuals may be asked to respond.	Limited opportunities
Small Groups - Teacher Directed. Intentionally designed learning centers - with/without adult.	Listens/follows directions provided by the teacher/adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/student in learning center activities where adult is present. Individual responses and reciprocal communication related to instructional topic, between peers.	Multiple opportunities
Routine	N/A	N/A
Large group - balance of teacher directed and child-initiated	Listening and following directions provided by the teacher/adult. Primarily choral responses, though individuals may be asked to respond.	Limited opportunities
Large group	Follows established rules and associated routines, choral/individual responses.	Limited opportunities
Routine	N/A	N/A
Child directed	Follows established rules and associated routines.	Limited opportunities
Large group - Teacher directed	Listening and following directions provided by the teacher/adult. Primarily choral responses, though individuals may be asked to respond.	Limited opportunities
Small Groups - Teacher Directed. Intentionally designed learning centers - with/without adult.	Listens/follows directions provided by the teacher/adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/student in learning center activities where adult is present. Individual responses and reciprocal communication related to instructional topic, between peers.	Multiple opportunities
Routine	Follows established rules and associated routines.	N/A
Small Groups - Teacher Directed. Intentionally designed learning centers - with/without adult.	Listens/follows directions provided by the teacher/adult-individual responses (and choral responses when participating with small groups). Individual responses and reciprocal communication exchanges between adult/student in learning center activities where adult is present. Individual responses and reciprocal communication related to instructional topic, between peers.	Multiple opportunities
Child directed	Follows established rules and associated routines.	Limited opportunities
Large group	Follows established rules and associated routines, choral/individual responses.	Limited opportunities
N/A	N/A	N/A

WHY DO WE NEED ALL DAY KINDERGARTEN? | FULL DAY KINDERGARTEN SCHEDULE



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SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

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Kansas leads the world in the success of each student.

July 1, 2025

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