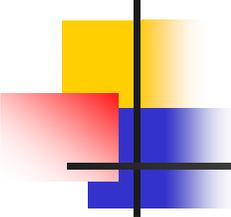


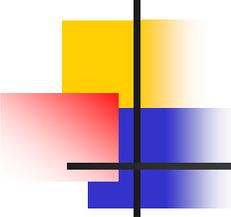
Kindergarten Then and Now

Bedford Public Schools
School Committee Meeting
February 12, 2012



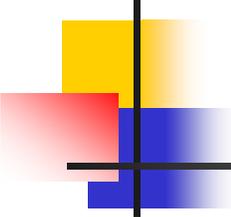
Kindergarten - Then

- Froebel - 1837
 - Montessori
 - Vygotsky
- children's garden
 - Nurture
 - Play
 - Family



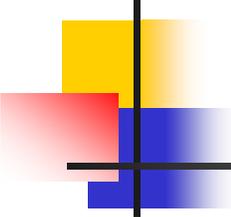
Kindergarten Now

- Planning backwards
- International standards
- Learning is cumulative and sequential
- Common Core Logic: If all students are to successfully complete Algebra I in grade 8, then each of the grades below grade 8 needs to accomplish certain very specific learning goals.



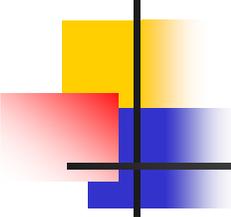
Then – Froebel's Beliefs

- Play is how children learn.
- *It would prove a ...blessing to the coming generations if we could see that we possess a great oppressive load of extraneous ...information and culture that we foolishly seek to increase from day to day.* *Frederich Froebel*



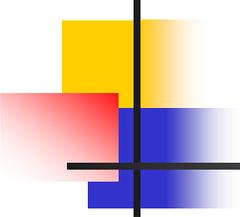
Now

- “For over a decade, research studies conducted on mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the US must become substantially more focused and coherent...the standards must address the problem of a curriculum that is ‘a mile wide and an inch deep’.” MA CF
- To that end, the MA frameworks now contain very explicit learning goals for both pre-k and K.



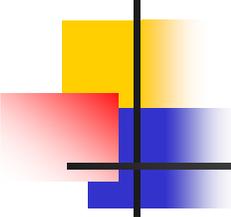
Bedford Progress Report 2008

- Personal and Social Growth
- Physical Development
- Learning Skills
- Science and Social Studies
- Mathematics
- Literacy



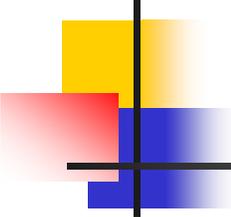
Then : Bedford Progress Report Kindergarten 2008

- Mathematics – representative excerpts
 - recites number to 20
 - understands concepts of whole and half
 - identifies and extends AB, ABC and ABB patterns
 - identifies penny, nickel, dime and quarter
 - shows understanding of addition and subtraction to 10



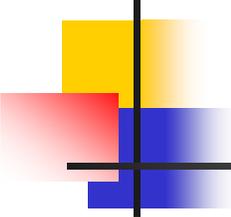
Expectations Now

- Recites numbers to 100
- Understands the relationship between numbers and quantities; identifies greater than, less than, equal to
- Decomposes numbers less than or equal to 10 into pairs in more than one way and record each decomposition by a drawing or an equation. ($5 = 2 + 3$, $5 = 4 + 1$)
- Compose and decompose numbers from 11 – 19 into tens and ones as a foundation for place value.
- Describe measurable attributes of objects such as length or weight.
- Identify shapes as two-dimensional (lying in a plane) or three-dimensional (solid).
- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, spheres.)
- And more.



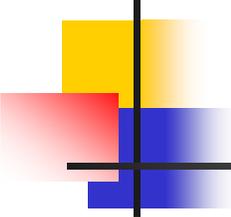
Literacy Then - 2008

- Recognizes that print moves from left to right.
- Prints first and last name.
- Restates main ideas and important facts.
- Generates story ideas.
- Uses conventional spelling of high frequency words.



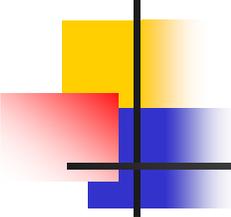
Literacy Now - Excerpts

- Reading Literature: With prompting and support,
 - compare and contrast the adventures and experiences of characters in familiar stories.
- Reading Informational Literature
 - describe the connection between two individuals, events, ideas or pieces of information in a text.
 - name the illustrator and author of a text and define the role of each in presenting ideas or information in a text.
 - identify the reasons an author gives to support points in a text
- Foundational Skills:
 - Demonstrate understanding of the organization and basic features of print: left, right, spaces, upper and lower case.
 - Recognize and produce rhyming words.
 - Add or substitute individual sounds in simple one syllable words to make new words.
 - Know and apply grade-level phonics and word analysis in decoding words.
 - Read emergent reader texts with purpose and understanding.



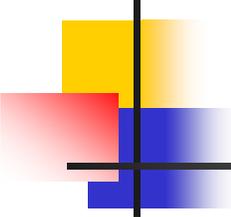
Writing – Kindergartners will:

- Use a combination of drawing, dictation and writing to compose opinion pieces in which they tell the reader the topic or name of the book they are writing about and state an opinion.
- Participate in shared research and writing projects.



Language – Kindergartners will:

- Demonstrate command of the conventions of standard English grammar when writing or speaking.
 - Upper and lower case, plural, question words, prepositions.
- Identify new meanings for familiar words and apply them accurately. (bird, duck)



Conclusions

- Play is still the best way young children learn.
- “Play is the work of kindergarten.” Beth Benoit – New Davis School Principal
- We need to learn how to teach more content within the nurturing, playful context of kindergarten.
- The success of all kindergartners in the years ahead is dependent on how well we meet the new standards.
- To meet the new standards, we need more time for the children as well as time for teachers to re-think and reorganize instruction.