

# JSD Kindergarten Instructional Guidelines

## Full Day

<b>Literacy</b> (150-180 min.)				<b>Math</b> (75-90 min.)		<b>Science/Social Studies</b> (30 min.)
<b>Whole Group Instruction</b> Tier 1 Explicit Instruction & Modeling	<b>Teacher Read Aloud &amp; Vocabulary</b>	10-15 min.	<ul style="list-style-type: none"> <li>Targeted vocabulary</li> <li>Skill focus</li> </ul>	<ul style="list-style-type: none"> <li>Speaking &amp; listening skills</li> </ul>	<p><b>Tier 1: Entire Class</b> (Instruct and assess)</p> <p><b>Routines and Review:</b> (5-10 min. -- can be completed separate from the main math block)</p> <ul style="list-style-type: none"> <li>Calendar</li> <li>Number of the day</li> <li>Problem of the day</li> <li>Spiral review</li> <li>Fact practice</li> <li>Review game, center, or activity</li> </ul> <p><b>Instruction:</b> (40-50 min.)</p> <p><b>Launch</b> – Pose a task or string of related questions with a clear mathematical purpose, aligned to state standards, with multiple paths to a solution.</p> <p><b>Explore</b> – Students engage in a task individually, in partners, or small groups. Students use mathematical models and math talk to describe thinking.</p> <p><b>Discuss</b> – In a whole group, students share and explain their thinking, make sense of solutions and multiple methods with the goal to identify an efficient procedure, refine vocabulary, and make connections.</p> <p><b>Check for Understanding:</b> (5-10 min. – ongoing and informal – adjust time for unit tests and benchmarks)</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>Exit tickets</li> <li>White board checks</li> <li>Thumbs up</li> <li>Agree/disagree</li> <li>Short quiz</li> </ul> <p><b>Tier 2: Targeted Groups</b> (30 min. - Intervene, Reteach, Enrich, and Accelerate)</p> <ul style="list-style-type: none"> <li>Instruction provided by a highly-qualified classroom teacher</li> <li>Targeted, systematic, explicit instruction</li> <li>Differentiated instruction in small groups</li> <li>Explicit connections between physical, visual, and abstract representations</li> <li>Additional conceptual development of core mathematics ideas and skills</li> <li>Guided practice to develop skills for independent practice</li> <li>Manipulatives and technology for instruction and individual skill practice</li> <li>Interventions should include instruction on solving word problems based on common underlying structures</li> </ul>	<ul style="list-style-type: none"> <li>Texts may be integrated into Teacher Read Aloud and Shared Reading</li> </ul>
	<b>Shared Reading</b>	30-40 min.	<ul style="list-style-type: none"> <li>Concepts of print</li> <li>Speaking &amp; listening skills</li> <li>Explicitly teach and model comprehension strategy and skills</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>High frequency words</li> <li>Fluency</li> <li>Writing about reading skills</li> </ul>		
	<b>Word Study</b>	15-30 min.	<ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>Phonics</li> <li>Letter work/handwriting</li> </ul>	<ul style="list-style-type: none"> <li>Blending/segmenting</li> <li>Decoding</li> <li>Spelling patterns</li> </ul>		
<b>Small Group Instruction</b>	<b>Guided Reading/Small Groups</b>	50-60 min.	<ul style="list-style-type: none"> <li>Word study</li> <li>Vocabulary</li> <li>Skill or strategy focus lesson</li> </ul>	<ul style="list-style-type: none"> <li>Fluency</li> <li>Guided Reading (Using leveled text)</li> </ul>	<p><b>Specials</b> (30-40 min.)</p> <ul style="list-style-type: none"> <li>PE/Dance</li> <li>Visual Arts</li> <li>Music/Drama</li> <li>Media Arts/Computers</li> <li>Library</li> </ul>	
	<b>Centers/Independent Practice</b>		<ul style="list-style-type: none"> <li>Students practice and apply material taught during whole class instruction</li> </ul>			
<b>Writing</b> Tier 1 Explicit Instruction & Modeling	<b>Mini-lesson</b>	10-15 min.	Lesson may include: <ul style="list-style-type: none"> <li>Interactive writing</li> <li>Guided/modeled writing</li> <li>Writing focus</li> <li>Grammar</li> <li>Genre focus</li> </ul>	<ul style="list-style-type: none"> <li>Foundational writing skills (write sentences to teach concepts, letter formation and sounds, using sight words, punctuation)</li> <li>Writing process</li> </ul>	<p style="text-align: center;"><b>Recess</b> (15 min.)</p> <p style="text-align: center;"><b>Lunch</b> (45 min.)</p>	
	<b>Independent Practice</b>	30-40 min.	<ul style="list-style-type: none"> <li>Independent practice is embedded throughout the day-in a variety of settings</li> </ul>	<ul style="list-style-type: none"> <li>Students writing</li> <li>Revising/editing</li> <li>Conferencing</li> </ul>		
	<b>Sharing</b>	5-10 min.	<ul style="list-style-type: none"> <li>Share targeted skills</li> </ul>	<ul style="list-style-type: none"> <li>Whole group, small group, or partners</li> </ul>		
<b>RTI</b> Tier 2	<b>Interventions (remediation and extensions)</b>	15-30 min.	<ul style="list-style-type: none"> <li>Targeted skills in reading and writing</li> </ul>			

\*Traditional Day = 395 min.

\*Year-Round Day = 415 min. (Add 20 min. to literacy for year-round)