





DR. THOMAS ARMSTRONG

<https://www.youtube.com/watch?v=aMx4Ui-F-tA>



SHIFT TO FULL DAY KINDERGARTEN

Rationale



Crunch for time with competing interests



**Academic Achievement Discourse
vs
Human Development Discourse**



ACADEMIC ACHIEVEMENT DISCOURSE

Language Skills

- Participate in conversations
- Retell information from a story; read to him/her
- Follow simple two-step, verbal directions
- Speak using sentences of at least 5 words
- Communicate feelings and needs
- Listen attentively to a speaker



ACADEMIC ACHIEVEMENT DISCOURSE

Literacy Skills

- Hold a book and turn pages from the front to the back
- Explore books independently
- Recognize printed letters, especially in their name and familiar printed words
- Match/connect letters and sounds
- Identify some initial sounds



ACADEMIC ACHIEVEMENT DISCOURSE

Numeracy Skills

- Count to 10
- Demonstrate one-to-one correspondence while counting (e.g. touches objects as he/she counts)
- Measure objects using a variety of everyday items
- Identify simple shapes such as circles, squares, rectangles, and triangles
- Identify patterns
- Sort and group objects by size, shape, function (use), or other attributes
- Understand sequence of events (e.g. before, after, yesterday, today, or tomorrow)



HUMAN DEVELOPMENT DISCOURSE

Physical/Motor Skills

- Run, jump, or balance
- Kick or throw a ball, climb stairs, or dance
- Write or draw using writing instruments (e.g. markers, chalk, pencils, etc.)
- Perform tasks, such as completing puzzles, stringing beads, or cutting with scissors



HUMAN DEVELOPMENT DISCOURSE

Creative/Aesthetic Skills

- Draw, paint, sculpt, or build to represent experiences
- Participate in pretend play
- Enjoy or participate in musical experiences (e.g. singing, clapping, drumming, or dancing)



HUMAN DEVELOPMENT DISCOURSE

Personal/Social Skills

- Engage in self-selected activities
- Interact with peers to play or work cooperatively
- Use words to express own feelings or to identify conflicts
- Seek peer or adult help to resolve a conflict
- Follow classroom routines



BEWARE

Standards



WHAT TO FOCUS ON?





FINE MOTOR SKILLS

Introduction

Fine motor coordination skills are especially important for school aged children, since they spend much of their day manipulating small objects, and participating in handwriting, coloring, cutting, and gluing activities.



FINE MOTOR SKILLS

Examples of Activities



Collect a box of objects. With eyes closed, have the child pick up an object and see if s/he can guess what it is. Collect objects that feel different to each other (i.e. hard, soft, bumpy, prickly, rough, smooth).

Have the children "bury" their hands in a bucket filled with sand, rice, or very small beads for sensory input.
*Practice writing letters, numerals, and words in the sand!





FINE MOTOR SKILLS

Examples of Activities

Playdough! Roll into small balls or use scissors to cut playdough.



Clothespins! Students can use clothespins to hang their artwork on the clotheslines in the classroom.



Squeeze Ball/Stress Balls!



GROSS MOTOR SKILLS

Introduction

Gross motor skills are involved in movement and coordination of the arms, legs, and other large body parts and movements. Gross motor skills can be further divided into two subgroups of locomotor skills and non-locomotor skills.





GROSS MOTOR SKILLS

Examples of Activities

Locomotor movements



Walking

Running

Hopping

Jumping

Sliding



Skipping and galloping are tough!



GROSS MOTOR SKILLS

Examples of Activities

Non-locomotor movements



Bending

Twisting

Turning



Kicking a stationary object

Throwing underhand

(not yet ready for overhand with proper form)



GROSS MOTOR SKILLS

Examples of Activities



Use music!

Music on...music off.



Move a certain way while music plays demonstrating body control and when music stops touch a body part to a paper plate or beanbag



PLAY...FUN...GROW

Keep it simple, let them play, have fun, and grow on their own terms!



Be honest with parents!



MOST DIFFICULT QUESTION



Is my child ready for kindergarten?