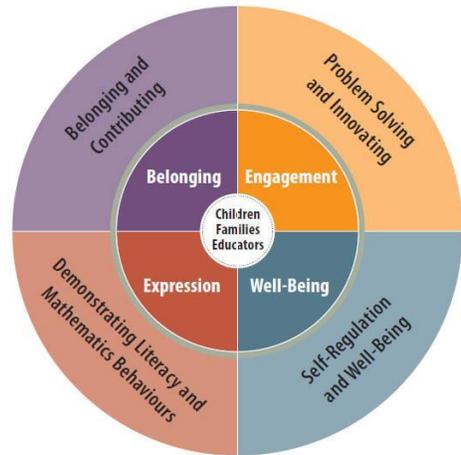


Planning for Learning in Kindergarten

When planning for kindergarten instruction, educators consider many factors. Learning expectations, developmental trajectories, student interests, knowledge of the learner, physical spaces and materials, and assessment practices all contribute to the learning environment and long term plans for learning. The Kindergarten Program provides a learning framework from which educators develop supporting experiences for children, reflective of the integrated way in which children learn.



These frames are represented in the AMDSB Kindergarten Planning Template (<http://bit.ly/KPlanningTemplate>) as a consideration for developing an intentional plan for learning in Kindergarten. Educators draw upon their knowledge of the children, the program expectations, assessment processes, and knowledge of learning and developmental trajectories when determining a pathway for learning.

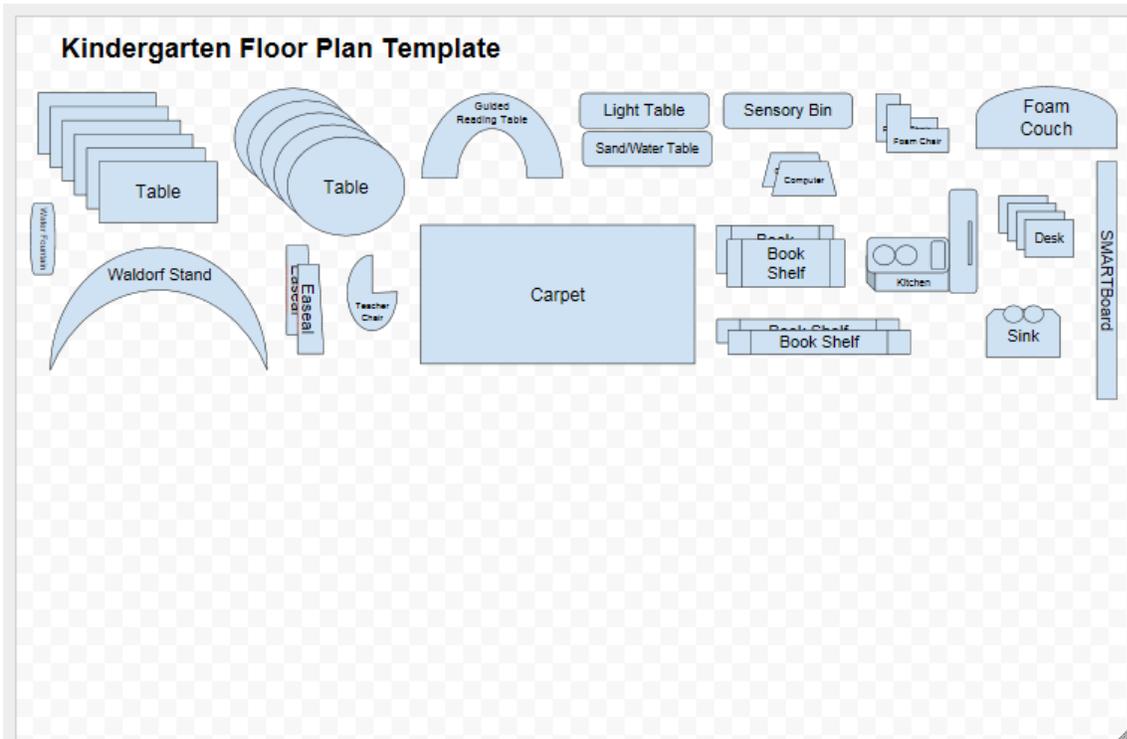
Timeline: _____		Assessment for, as and of Learning Read aloud: Individual Support:	Literacy Behaviours (phonemic awareness, independent & modeled shared & guided writing, letterwork, word work, rhyme) Read aloud: Individual Support:
Belonging and Contributing Read aloud: Individual Support:	Levels of Support: Small Group/ Guided Literacy Behaviours Mathematics Behaviours BC, BRWB Individual Support:		Mathematics Behaviours (conceptual understandings in numeracy, measurement, patterning, spatial reasoning, geometry, data management & probability) Read aloud: Individual Support:
Self Regulation and Well Being Read aloud: Individual Support:	Student Interests and Wonders Read aloud: Individual Support:	Problem Solving and Innovating Read aloud: Individual Support:	

In tandem with developing long range plans for learning, educators plan the physical environment to support learners and set the conditions for the learning experiences to occur. Learning areas to be considered while planning for physical spaces include:

- Large Motor play area (block/building area)
- Sand /water/sensory play areas
- Dramatic play
- Writing area
- Creation/Imagination Station (craft)
- Reading area
- Quiet area
- Exploration area
- Guided Reading area
- Art easel
- Large group meeting place
- Light Table area



In order to support planning for the physical environment, a floor plan template with moveable icons has been created. Please visit <http://bit.ly/KFloorPlanTemplate>



In addition to considering the learning areas, educators ensure that learning materials are provided and furniture arranged in such a way that accessibility and use of the materials and furniture are flexible and child-oriented. Consider:

- Movable Shelving
- Tables for eating and working
- Open ended resources are offered and can move flexibly around the room
- Natural materials where possible
- Arranging furniture to create nooks, crannies and defined learning areas
- Removing extra materials and clutter
- Spaces for small groups to work, large groups to meet, pairs of children, or individual spaces
- Soft seating and carpet options

- Differentiated materials (ex. various sizes of paint brushes, different writing utensils, blocks of various sizes and styles)
- Variety of math manipulatives
- Leveled book library and books geared to student interests
- Arrangement of chairs, tables, and guided reading table to accommodate flexible groupings and multiple functions



Planning for Learning: Using the Kindergarten Planning Template

<http://bit.ly/KPlanningTemplate>

Planning for learning in kindergarten is no longer a practice of providing traditional long range plans that focus on weekly or monthly topics to cover. Rather, planning for learning requires educators to draw upon their awareness of learning trajectories, program expectations, and how children best learn. Often, this is revealed through observations and assessment practices as educators develop relationships with the students throughout the school year.

The AMDSB Kindergarten Planning Template (KPT) is designed to support educators through a visible planning process that is grounded in the Four Frames. The KPT is not intended to be completed ahead of the school year, but rather should represent a series of mutually agreed upon time periods (*i.e., weekly, monthly*) within the kindergarten classroom, developed as time, and the learning, progresses.

Educators should collaborate to populate the template with thoughtful learning experiences, resources, and assessment plans based on their observations and knowledge of the expectations within the Four Frames. As the learning develops throughout the time period, educators can contribute to the evolving learning with further experiences and resources that reflect the needs of the students.

Over time, a visible expression of planned and purposeful learning in kindergarten will be revealed, through which both educators have contributed to the learning pathways of the students.

The process of contributing to ongoing KPTs does not imply that learning is solely an emergent phenomenon. It is important to be aware of the interests of the students as these interests can be the drivers for rich inquiries and opportunities to integrate and sustain deep learning. Thus there is a section devoted to recording, wondering, and supporting student interests. In tandem with this awareness, educators plan strategic and intentional experiences within the Four Frames that reflect the Overall and Specific Expectations in the Program Guide. Assessment practices align with current practice and the Growing Success Kindergarten Addendum. By framing learning experiences in these contexts, educators also position programming to align with the Communication of Learning templates.

Levels of Support are provided throughout the template as a reminder to educators about the impact of providing a variety of experiences for children along the gradual release of responsibility continuum. Children in kindergarten represent learning within a broad range, and therefore educators must be prepared to support children within these ranges by providing learning opportunities and instruction in large group, small group/guided, and at times, individually. The instruction provided within the levels of support selected by the educators are determined by observations or assessment, and fall within the child's zone of proximal development.

For more information about planning for learning, refer to:

- Thinking it Through, Planning for Learning
- Think Kindergarten, Chapter 3
- The Kindergarten Program, 2015
- Growing Success, The Kindergarten Addendum