



Advancing Technology in Early Childhood

This program is made available through a partnership
with the Children and Families Commission of Orange
County and the Santa Ana Unified School District



Kinder Readiness Program





School Readiness

- The Santa Ana Unified School District Kinder Readiness Program is funded by the Children and Families Commission of Orange County with Proposition 10 tobacco tax revenues and Title I funds.
- School Readiness Coordinators focus their efforts on the five key dimensions of school readiness: health and physical development, emotional well-being and social competence; attitudes toward learning; communicative skills; and cognitive skills.



Our Mission

The mission of the Santa Ana Unified School District Kinder Readiness Program is to ensure that children enter Kindergarten healthy and ready to learn.

To achieve this mission and assure student success, the Kinder Readiness Program provides children with developmentally appropriate early learning experiences in the areas of literacy, language development, social skills, math, science and print awareness.

Our Motto

*We treat each other with
love and respect*





KRP Schools & Community Sites

Classes are offered at:

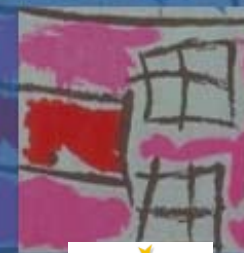
- 9 SAUSD elementary school sites, and
- 2 community-based sites

Total number of students served: 440





Daily Routine



Parent and Child Reading



Parent and Child Reading promotes early literacy and stresses the importance of reading to children.



Large Group

Large Group develops children's ability to focus and to be attentive during whole group classroom instruction.



High/Scope Approach

- Children learn best through active learning experiences –having direct and immediate experiences and deriving meaning from them through reflection.
- Active learning occurs most effectively in settings that provide developmentally appropriate learning opportunities.
- The plan-work-recall sequence is the central element of the High/Scope daily routine.

Planning Time

Each child states, in gestures or words, a plan of action

Planning Time engages children in decision-making and builds children's language, thinking skills, and sets a purpose for learning.



Work Time

Work Time promotes children's opportunities for sharing and engages them in active learning.

Children carry out their initial plans and other self-initiated activities, working and playing alone or cooperatively.

Adults interact with children to support their activities.



Recall Time

Children reflect on, talk about, and exhibit what they have done during Work Time.

Recall Time develops language as well as memory and sequencing skills.





Outside Time

Outside Time is a daily opportunity for children to engage in vigorous, noisy outdoor play.

Provides opportunities for social play.

Adults join children's play and gain a broader understanding of children's interests and abilities.



English Language Development

English Language Development is used throughout the day. Students have ample opportunities to learn vocabulary and develop oral language and listening skills.



Small Group



Children work in small groups and participate in developmentally appropriate activities.




Large Group


At the end of the day, children gather in a large group and participate in music, literature, and recall the day's activities.

Children read while they wait for an authorized adult to pick them up.







The Imagine Learning English program was added to the daily routine during the 2005-06 school year to supplement and increase the amount of time spent on English Language Development instruction.



Students work on the program in 15-minute intervals throughout the day. There are two computers in each classroom allowing all students the opportunity to use the ILE program every day.



Whole Group, Plan - Do - Review
15 Minutes/Child
Small Group, Imagine Learning English



What did the teachers say about Imagine Learning?


- The software is very child friendly.
- I like the fact that children are interacting. The child is involved and stimulated by the unique software.
- I really enjoy the Imagine Learning English program because it is a great learning tool for the students.






What else did the teachers say?

- ILE supplements our daily instruction in a fun and useful way.
- The program monitors the child's progress.
- What I like the most is that children have the opportunity to play and learn at the same time.





How did the children respond to the program?

- We hear our children sing Imagine Learning English songs and they make connections with what they've been exposed to.
 - Some students asked if they could use the computer more than once a day.
 - The children sing the songs on the program during work time. We hear more students speaking English throughout the day.
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continued...

- The children loved the Imagine Learning English program and were very excited when it was their turn on the computer.
- The children responded positively to the program. For most, it was their first experience using a computer.



And the parents?

- Our parents have expressed that they notice great growth in the amount of English their children speak.
- Parents were glad that their children were using the computer and everything they were learning from the Imagine Learning Program.
- Many parents told us that they had to purchase computer programs based on how much the children enjoyed using the computer.
- Parents like the program and wanted to buy the program. They were even inquiring if they could buy it from us.

Future plans with ILE

In the 2006-2007 school year we will....

- Continue teacher training on ILE and on the use of the ILE Teacher's Guide
- Increase the amount of time children rotate through the program to give all students the opportunity to work on the program daily.
- Teachers will print and review Class Summary reports on a monthly basis.
- Curriculum Specialist will support teachers as needed.



Conclusion

- The Imagine Learning English program supplements English teacher directed lessons
- ILE reinforces basic skills
- Provides opportunities for individual practice and ELD reinforcement
- Addresses Pre-K technology standards
- Advances technology in the Early Childhood classroom

