

## OUR PROJECT CONSTRUCT JOURNEY IN KINDERGARTEN

Lafayette Co. C-1  
Grandview Elementary  
Higginsville, MO



Tiffany  
Bollmeyer  
Abbie Struchtemeyer



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## OUR SCHOOL COMMUNITY

Preschool-5th grade

419 students

49% free/reduced lunch

4 kindergarten classrooms

Session III  
13. Constructing a Play-Based  
Classroom in Kindergarten



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## CYY 2019-Showcase School



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## WE ARE SO EXCITED FOR TODAY!

Lots of photos!!!

Explore our why and our learning process

What is Project Construct?

Changes we made (physical, schedule and curriculum wise)

Our daily schedule

Special parts of our day

What our classrooms look like

Resources



Challenge for you-evaluate what you are doing already

1. What's your purpose?
2. Is it meaningful?

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## OUR LEARNING PROCESS

2017-2018: 1 kindergarten classroom was designed to follow the Project Construct Model (Transitional Designed Classroom)

June 2018: All kindergarten teachers, along with our special education teacher, received Project Construct Training

2018-2019: Year 1 All 5 classrooms were re-designed to reflect a Project Construct Kindergarten Classroom

Summer 2019: Teaching Letters and Sounds Workshop

2019-2020: Year 2 Journey



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## WHAT IS PROJECT CONSTRUCT?

"Project Construct is derived from constructivism--the theoretical view that learners construct knowledge through interactions with the physical and social environments."

30 Years

Children birth through age seven

Incorporate many of the activities found in traditional classrooms

\*pretend play and block building

\*clear emphasis on cognitive objectives

Supportive, collaborative, child-centered environment in which all children flourish



[www.projectconstruct.org](http://www.projectconstruct.org)

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## A CONSTRUCTIVIST APPROACH

- Children want to make sense of their environment through exploration.
- Children learn through their interactions with people and things.
- Children will make mistakes and learn from them.
- The areas in which a child develops are:
  - Socially (play/interaction with others)
  - Cognitively (academics and thinking)
  - Representationally (imagination, language, and symbols)
  - Physically (motor skills, health and safety)



- Explore and Experiment
- Problem Solve
- Make Decisions and Choices
- Investigate Personal Interest
- Function at Individual Developmental Levels
- Role Play
- Create
- Collaborate with Peers and Teachers

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## SUMMER PREPARATION YEAR 1



Revamped parent orientation information-no physical worksheets



Curriculum mapping each standard for the year into quarters

Working to adapt our kindergarten day to match the Project Construct philosophy



Summer training with the fabulous Miss Rhonda



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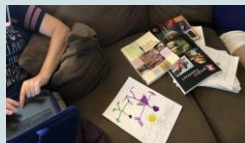
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## PREPARATION YEAR 2

- \*Teaching Letters and Sounds Workshop
- \*Conscious Discipline Training
- \*Math Workshop books/resources



Standards Based Grade Card vs. Standards Based Grading

Decided on our BIG Essential skills and sub skills, spiral all year long

- 4 Math**-Number Sense, Algebraic Thinking, Geometric Concepts and Measurement, Data and Statistics
- 4 Reading**-Writing, Developmentally Appropriate Texts, Foundational Reading Skills, Comprehension
- 3 Science**-Earth Systems and Living Things, Investigate Change in Motion, Engineering Problems/Solutions
- 2 Social Studies**-Read and Construct Maps, People and National Holidays

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## CLASSROOM ARRANGEMENTS

### Physical Changes

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### NO STUDENT DESKS/TABLES

Our classrooms are designed for individual success and growth.

All students get to choose their own work space throughout the classroom.



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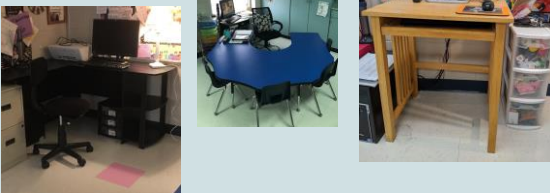
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### NO TEACHER DESK

We also replaced our extra large teacher desks with smaller areas.



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## EMPTY SHELVING

All shelves, centers and classroom areas were left empty.



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## NEUTRAL BASED COLORS

More natural colors in the classroom

Challenges-finding things in storage, thrift stores, trading with other teachers, costly

Getting rid of things

Slower process



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## OUR DAILY SCHEDULE



Morning procedures/free explore



RTI Time



Community Meeting



Math Workshop



Reader's Workshop



Centers-Full 60 minutes of uninterrupted play



Lunch



Writer's Workshop



Recess-30 minutes



Specials

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## COMMUNITY MEETING AREA

Whole Group Area  
Multiple Seating Options  
Pocket Chart  
Easel  
Carpet  
Resources at Eye Level




Students can sit freely wherever they feel they will be most successful.

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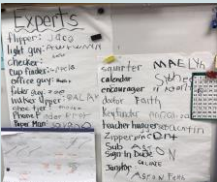
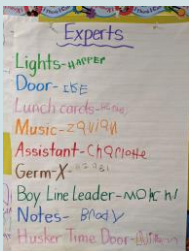

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## EXPERT LIST

Class jobs decided on by the students

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## VISUAL SCHEDULES

No formal calendar time-Expert Job





No formal behavior chart (clips, colored cards, Dojos etc)

Expert job-flip over the card as the task is completed for the day.

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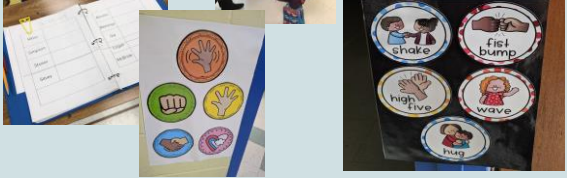
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## MORNING ROUTINE

Students also sign in as they enter. The process progresses as the year goes on.



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## NO MORNING WORK

15 minutes of choice until the bell rings and our day begins.



STEM bins  
Puzzles  
Manipulatives  
Block

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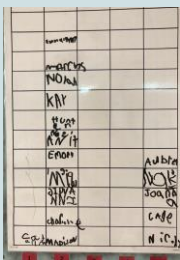
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## LUNCH CHOICES

Students make their own lunch choice as they enter the classroom. Students are responsible for counting and recording lunch number totals and reporting them to the teacher.

Great math teaching opportunities daily through our lunch choices.



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## COMMUNITY MORNING MEETING

Our favorite part of our day!

Building safe trusting relationships



Good Morning Handshakes

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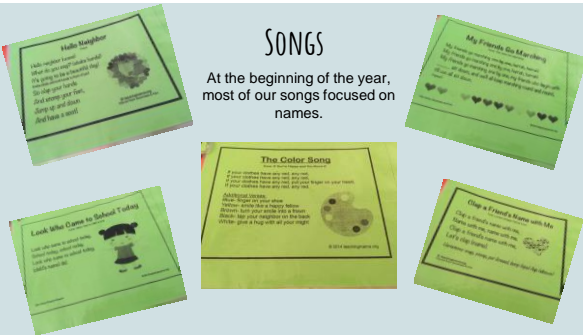
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## SONGS

At the beginning of the year,  
most of our songs focused on  
names.



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## SONGS BOOKS



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## I LOVE YOU RITUALS

- \*Boost brain potential
- \*Encourage cooperation and caring
- \*Promote learning and literacy
- \*Increase attention and decrease power struggles
- \*Build bonds of unconditional love

Brain Smart Starts  
 Activity to Unite=Dance  
 Activity to Connect=Greeting  
 Activity to Disengage Stress=Breathing  
 Activity to Commit [www.consciousdiscipline.com](http://www.consciousdiscipline.com)




Twinkle Twinkle Little Star

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## MUSIC






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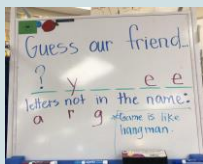
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## CLASSMATES NAMES

Started off the year with lots of name building activities.  
 NO letter isolation-no letter(s) of the week.  
**NAMES ARE MORE MEANINGFUL TO THEM!!!**  
 Names need to be posted in 7 locations in the room.

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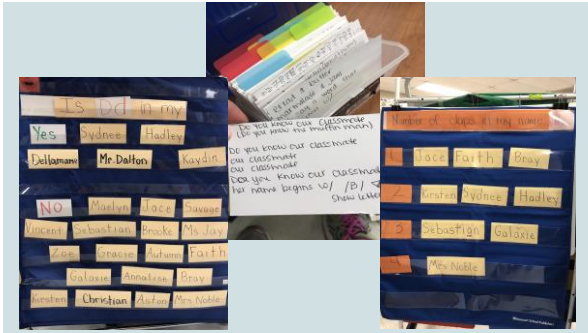
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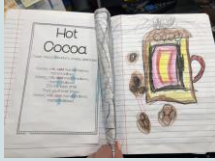
## YEAR 1-HUSKER TIME (RTI)

Reading and Math

Focus group

Reading-Focus is tied into the actual text through Shared Reading

Math-Focus skill  
PALS  
Fluency Block



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## YEAR 2-HUSKER TIME (RTI)

Reading and Math

School Wide-some kids sent to first grade

Focus skill more specific than year 1

Reading-Moved away from doing this within shared reading time. Challenge long vowels, cvc PALS, blending/segmenting, sounds/letters

Math-1st grade Math PALS, Kindergarten challenge boards PALS, Fluency Block-more teacher created

Progress monitor every 3 weeks.  
(9 sessions reading)  
(6 sessions math)



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## YEAR 1-MATH

No program  
Leveled into 4 groups  
Whole group instruction



## YEAR 2-MATH WORKSHOP

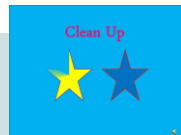
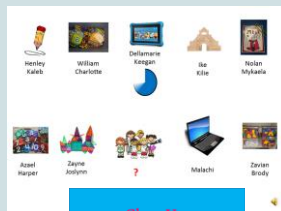
5-10 minute number talk

5 minute fluency practice

5-10 minute mini lesson

30 minutes rotations/small groups  
\*3 groups

5 minutes sharing



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## BOOKS FOR MATH



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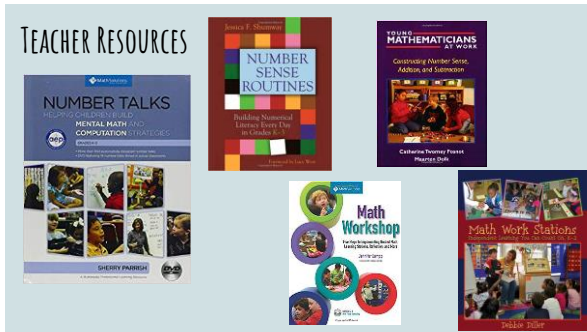
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## TEACHER RESOURCES



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## READER'S WORKSHOP

10-15 minute mini lesson  
with shared reading

10-15 minute book box to  
practice mini lesson skill

30 minutes rotations/small  
groups

\*2-3 groups

5 minutes sharing

Lucy Calkins Units of Study for  
Reading was recommend to use as a  
resource

**Free webinars online for  
Lucy Calkins support!!!**



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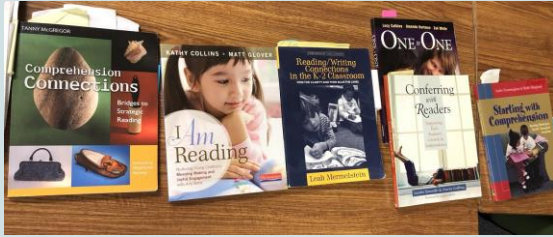
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## TEACHER RESOURCES



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## WRITER'S WORKSHOP

5-10 minute mini lesson

20-30 minutes independent writing time

\*5-10 minute small invitational writing group

\*Teacher 1-1 conferencing

5-10 minutes sharing

Lucy Calkins Writer's Workshop was recommend to use as a resource



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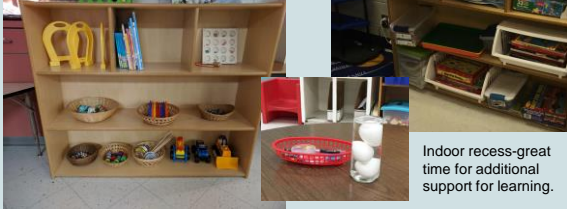
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## SCIENCE AND SOCIAL STUDIES

One whole group lesson over a topic.  
Supporting material are added to science and social studies centers for student exploration.



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## OUTDOOR LEARNING EXPLORATION



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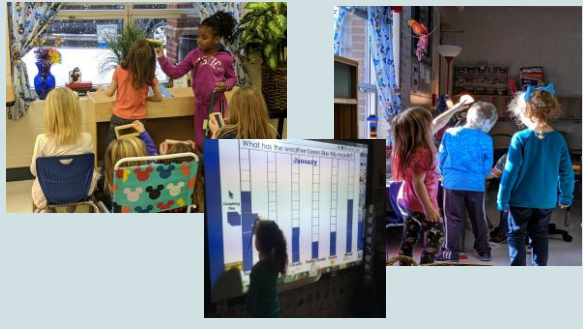
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## LEARNING CENTERS

\* 60 minutes of uninterrupted play  
with teacher involvement

\* Not limited on amount of students

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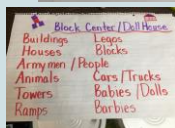
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## STUDENT MATERIAL IDEAS

Students created a list of  
what they wanted to see in  
there.



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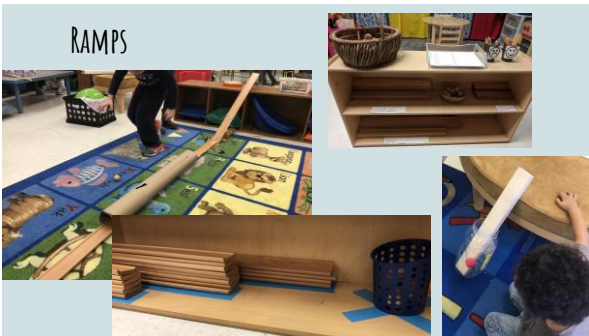
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## DRAMATIC PLAY



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## CREATION STATION



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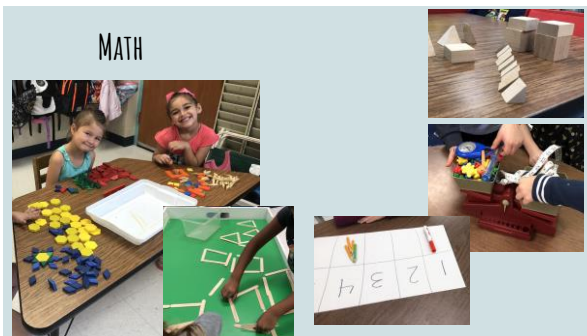
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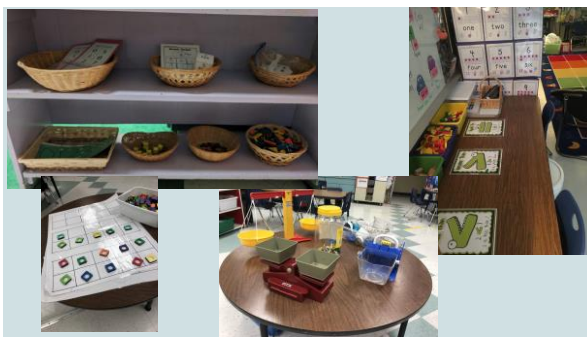
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## WRITING



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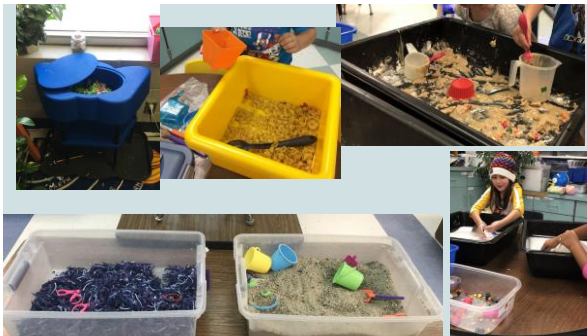
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### PEACE BENCH



This has helped tremendously with tattling.

When a problem arises in our classroom, the students go to this special bench. While sitting here, the students work out their conflict together. Teachers help facilitate the conversation so students learn to solve problems on their own.

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### SAFE PLACES



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### SPECIAL EDUCATION CLASSROOM

Kindergarten & 1st Grade



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## YOUR CHALLENGE

Are there some things you are doing just because you have always have done them?

1. What's your purpose?
2. Is it meaningful?

What changes can you make for a constructivist learning approach?

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## OUR BIG TAKEAWAYS

- \*It's okay to question what you are doing-evaluate it, change is good
- \*Workshop Models work
- \*Building a class community should be a main goal
- \*Play and learning are more meaningful together
- \*Help students support their own learning
- \*Deepen their thinking-ask questions and have students validate answers
- \*Mistakes are going to happen-this is where the learning will take place

**PLAYING IS ESSENTIAL FOR LEARNING**

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## INTERESTED IN PROJECT CONSTRUCT TRAINING?

Contact Info:

\*March and April modules

[www.projectconstruct.org](http://www.projectconstruct.org)

\*Offer private workshops and other trainings

573-445-7457

-Summer Workshops  
- 3 day Conscious Discipline training-MO grant funded



\*Handouts, book lists, links, other resources online

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ENJOY YOUR CONFERENCE!

Contact Info:

[bollmeyert@huskersk12.org](mailto:bollmeyert@huskersk12.org)

[struchtemeyerab@huskersk12.org](mailto:struchtemeyerab@huskersk12.org)



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