



Teaching in the New Kindergarten

J. Amos Hatch

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Teaching in the New Kindergarten prepares early education students, kindergarten teachers and supervisors to serve the educational needs of children while satisfying the academic expectations that have arisen from standards-based reform efforts. This text encourages the student to rethink what constitutes good practice and gives guidance in organizing classrooms and programs in ways that apply what we know about learning and teaching in a balanced kindergarten curriculum. It offers a clear idea of what should be taught in each subject matter area based on the latest recommendations from scholarly organizations, state and district curriculum guides, widely adopted texts and published advice from experts in early childhood and each discipline. For math, science, literacy, social studies, physical education and the arts, the author fully discusses the concepts, skills, operations, processes, understandings and dispositions that make up the substance for what should be taught at this level. One of the goals of the text is to bring balance to kindergarten teaching and move away from the idea that one teaching strategy fits all. The author also guides the professional educator in making sound instructional decisions for children with disabilities who are included in kindergarten classes. To further aid the educator, several strategies are outlined for ongoing collection of assessment data, in support of the importance placed on recording students' accomplishments. In conclusion, the text presents a week in the new kindergarten, centered on a particular theme to illustrate for the reader the practical applications of the ideas introduced in the text and how they can be integrated into meaningful classroom activities. The entire text is presented in a personal and practical tone, using a host of real world examples throughout.

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