Talking It Up
All Summer Long
Erin E. Hemme, MSDE, CED
Michelle A. Gremp, PhD, CED
Preview and Objectives

• Recognize the importance of ESY
• Understand the importance of authentic and theme-based learning
• Increase knowledge of examples and ideas to enhance your summer program
• Realize the need for assessments
Differing Views of Summer School

• Students
  I wish I was outside

• Teachers
  Is anybody listening?

• Parents
  Does this make a difference?
Summer Slide

• Learning loss by students following the long summer break equals:
  – loss of at least one month’s worth of skill or knowledge
Specific Effects of Summer Slide

• Greatest for students in younger grades
• Accumulates over elementary school years
• Contributes to a widening achievement gap between students
What Skills Are Affected?

• Learning loss differs for different skill areas
  – Factual and procedural knowledge
    • Math computation
    • Spelling skills
Which Students Are Affected?

- Learning loss differs for different students
  - Gender, ethnicity and IQ are not factors
  - “Disadvantaged background” does make a difference
Disadvantages That Matter

• Economic
• Language delay
• Hearing loss
• Other learning disabilities
What Does This Tell Us?

- Children learn best when instruction is continuous.
- The potential negative impact of summer vacation on learning:
  - breaks the rhythm of instruction
  - leads to forgetting
  - requires significant review in the fall

(Cooper, 2003)
Options for Reducing Summer Slide

• Year-round education
  – year-round schooling
  – extended-year schooling
• Summer programs
CID’s Traditional Summer School Program

• Morning classes Monday through Friday
• Afternoon camp Monday through Thursday
• Focused on reading, speech and language
Problems with the Old Way

• Teacher burn-out
• Lack of student interest
• Each class had its own theme – no connection between classes or to camp activities
• Poor Friday attendance
(How) Can This Be Fixed?

• Form an interdepartmental team
• Survey teachers
• Evaluate and review the research
• Implement changes one at a time
Components of a Successful ESY Program

• Maintain academic, speech and language skills throughout the summer
• Align the schedule with the regular school year
• Involve parents
• Incorporate natural learning opportunities through field trips

(Borman, 2001)
Road Blocks to a Successful ESY Program

• Poor planning or organization
• Limited academic focus
• Short duration
• Discontinuity between summer and school year curriculum
• Teacher fatigue

(Borman, 2001)
CID’s New ESY Program

• Aligns ESY schedule with regular school year
• Incorporates theme-based learning
• Carries over morning themes to afternoon camp field trips
• Eliminates pre-k camp and Friday classes!
Staffing and Budget

• Current and past teachers, graduate students and volunteers
• Camp fee
The Change

Summer school → ESY
What Does the New Schedule Look Like?

- Small and large group learning for reading and language/literature
- Adjustment to include math and speech
- BIGGEST ADVANTAGE: Department-wide themes in the morning that carry over to afternoon camp!
2012 ESY Morning Schedule

9:00-9:10: Device Check
9:10-9:35: Reading
9:35-10:00: Language/Literature
10:00-10:20: Gym/Plan Time
10:20-10:50: Math/Speech/Pulled Speech
10:50-11:20: Special Activities
11:20-12:00: Language/Science/Social Studies
Aligning Morning and Afternoon

Authentic Learning

Morning
ESY

Afternoon
Camp
What Is Authentic Learning?

• It’s beneficial for all types of student learners.

• “Keep it real.” Lessons are meaningful when students can see, touch or hear as they build knowledge.
Why Is Authentic Learning Important?

- It’s student-centered.
- It’s motivating.
- It’s hands-on learning.
- It enables students to progress from concrete learning to conceptual thinking.
- Authentic learning = retention!
Additional Benefits Beyond Academics

• Students gain confidence and self-esteem.
• Students improve their social skills.
• Students develop a positive attitude toward school.
• Students gain self-advocacy skills.
Making the Connections

- ESY
- Authentic Learning
- Camp
- Themes
Components of CID’s Camp Activities

• Afternoons are aligned with theme-based morning instruction.
• Community outings provide real-world experiences.
• On-site activities provide hands-on experiences.
### 2011 Summer Camp Activities

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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</thead>
<tbody>
<tr>
<td><strong>Health and Wellness</strong></td>
<td><strong>Sports and Fitness</strong></td>
<td><strong>All about Science</strong></td>
<td><strong>Animals</strong></td>
</tr>
<tr>
<td>June 20</td>
<td>June 21</td>
<td>June 22</td>
<td>June 23</td>
</tr>
<tr>
<td>Schnucks tour and shopping trip</td>
<td>Recipe Day at CID</td>
<td>Lunch at Hopper</td>
<td>Swim safety class at YMCA</td>
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<tr>
<td>27</td>
<td>28</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Indoor swimming at Arnold Rec Center</td>
<td>Tour of Busch Stadium</td>
<td>Sport day in the park</td>
<td>Bowling at Tropicana Lanes</td>
</tr>
<tr>
<td>Please bring towel No sunscreen needed</td>
<td></td>
<td>Snow cones</td>
<td><em>Please bring socks</em></td>
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<td></td>
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<tr>
<td>July 4</td>
<td>July 5</td>
<td>July 6</td>
<td>July 7</td>
</tr>
<tr>
<td>Holiday</td>
<td>“Mad Science” in CID gym</td>
<td>Visit to Schlafly Library</td>
<td>Ice cream at Ted Drewes</td>
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<tr>
<td>No School</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Indoor swimming at Arnold Rec Center</td>
<td>“Animal Adaptations” in Forest Park</td>
<td>Tour of Cabela’s at St Louis Mills</td>
<td>Picnic in Suson Park</td>
</tr>
<tr>
<td>Please bring towel No sunscreen needed</td>
<td></td>
<td></td>
<td>Lunch provided by Mr. &amp; Mrs. Lanfer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>19</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Indoor swimming at Arnold Rec Center</td>
<td>Snakes Alive in CID gym</td>
<td>Purina Farms</td>
<td>Last day of summer camp</td>
</tr>
<tr>
<td>Please bring towel No sunscreen needed</td>
<td>Families invited to attend</td>
<td><em>Please bring sack lunch</em></td>
<td>Zoo and Train Ride</td>
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</tbody>
</table>
Planning Timeline

- February: Meet with teachers.
- March: Search internet for possible camp outings.
- April: Contact organizations/destinations.
- May: Finalize schedule and share with teachers and parents.
Camp Experiences: Health and Wellness

• A.M.
  – Discuss healthy vs. unhealthy foods.
  – Learn about the food pyramid.
  – Research recipes.
  – Make grocery lists.

• Camp
  Grocery store tour and shopping trip
Grocery Store
Camp Experiences: Health and Wellness

- A.M.
  - Discuss healthy vs. unhealthy foods.
  - Learn cooking terms.
  - Learn how to measure ingredients.
  - Do a mock cooking show.

- Camp
  - Recipe day at CID
Recipe Day at CID
Camp Experiences: Health and Wellness

• A.M.
  – Look at menus/practice ordering.
  – Categorize foods.
  – Design menus.
  – Chart favorite foods.

• Camp Red Robin lunch outing
Red Robin Lunch Outing
Camp Experiences: Sports and Fitness

• A.M.
  – Discuss different ways to exercise.
  – Stretch, cool down, hydrate (e.g., sample sports drinks).
  – Discuss pool safety.

• Camp
  Swim safety lessons at YMCA
Swim Safety at YMCA
Camp Experiences: Sports and Fitness

• A.M.
  – Discuss history of Cardinals baseball.
  – Write about favorite players and positions.
  – Play baseball outside or on Wii.

• Camp Tour of Busch Stadium
Tour of Busch Stadium
Camp Experiences: Sports and Fitness

- A.M.
  - Discuss individual vs. team sports.
  - Calculate heart rate and pulse after exercise.

- Camp
  Sports day at the Park
Sports Day at the Park
Camp Experiences: All About Science

• A.M.
  – Introduce scientific terms: experiment, prediction.
  – Conduct classroom science project (e.g., chemical reaction, magnets, sink or float).

• Camp Mad Science at CID
Mad Science at CID
Camp Experiences: All About Science

• A.M.
  – Introduce weather and natural disasters on the web.
  – Student “meteorologists” write and present a weather forecast.

• Camp
  Magic House in St. Louis
Magic House in St. Louis
Camp Experiences: All About Science

- A.M.
  - Discuss natural disasters such as earthquakes, tsunamis, hurricanes and volcanoes.
  - Students write rules about how to prepare.

- Camp Science day at a local school
Science Day at a Local School
Camp Experiences: Animals In Our Community

• A.M.
  – View a Venn diagram of living/non-living things.
  – Make a graph of living/non-living things.

• Camp
  St. Louis Zoo
Camp Experiences: Animals in Our Community

• A.M.
  – Discuss categories of animals.
  – Assemble food chains.
  – Play food chain game.

• Camp Forest Park exploration
Forest Park Exploration
Camp Experiences: Animals Around the World

• A.M.
  – Read *The Great Kapok Tree*.
  – Learn facts about snakes.
  – Write a report about favorite snake.

• Camp
  The Reptile Guy
Determining Success

- Students
- Teachers
- Parents
Success for Students

• Observations

• Track student progress
  – Speech and language
  – Math

• May • September • October
## Sentence Repetition Task

<table>
<thead>
<tr>
<th>Sentences</th>
<th>Speech Errors</th>
<th>Lang Errors</th>
<th>Total # of errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A fire is very hot.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She’s drinking from her own cup.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strawberry jam is sweet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The bus leaves before the train.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Errors:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Success for Students: Speech and Language

- **Sentence repetition scoring**

<table>
<thead>
<tr>
<th>Language Errors</th>
<th>Speech Errors</th>
</tr>
</thead>
</table>
| • Deletion of grammatical marker  
  (ex: go for goes)  
• Substitution of words  
• Omission of single word  
• Unintelligible word  
• Pronoun substitution  
  (ex: he for she)  
• Switch in word order  
  (ex: took coat off, for took off coat)  
• Added word or ending | • Deletion of syllable  
• Substitution of single phoneme  
• Distortion of single phoneme  
• Deletion of final consonant |
Success for Students: Math

Student Fluency Growth Report

Time Period: 08/30/2011 to 05/23/2012

Subtraction (0-12)

- Fast (Fluent) Facts: The student has quick, accurate responses to these facts.
- Focus (Developing) Facts: The student is receiving targeted practice to develop fluency with these facts.
Success for Teachers

• Informal comments
• Surveys
  – Ratings
  – Comments
• Interviews
Success for Parents

- Increased enrollment
- Informal feedback
What Have We Learned?

• Summer programs must be proactive and preventive.
  – Don’t wait for students to fall behind.
• Begin summer programs at an early age.
• Students should attend summer programs over multiple years.
What Have We Learned?

• Continued evaluation
  – Evaluate more than once a year or it’s difficult to separate summer from regular school year.
  – Test all students — not just those who attend ESY.
Where Are We Headed?

- Continual review of ESY Program
- Addition of an enrichment program for graduates
Conclusion

ESY  Themes

Authentic  Camp

Learning
Sources

Sources


Questions

• Erin Hemme: ehemme@cid.edu
• Michelle Gremp: mgremp@cid.edu