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| **8:15-8:30** | **Arrival:**   * Welcome families and children to **school** * Ask children questions – i.e. How do you feel? (check in) * Children will hang-up backpack and personal belongings * Children can sign-in   **Restroom:**   * Encourage children to practice self-help skills. Teacher supports children as needed to build independence. |
| **8:30-8:50** | **Table Top:**   |  |  |  |  | | --- | --- | --- | --- | | **Monday**  Journaling | **Tuesday**  Discovering with playdough | **Thursday**  Discovering with math cubes | **Friday**  Journaling |  * Teacher can choose activities to best meet the needs of the children (i.e., fine motor practice, counting objects, letter recognition). * As children finish an activity, they may choose to play with manipulatives. * Transition Activity |
| **8:50-9:00** | **Large Group Morning Meeting:** Teacher-Directed   * Welcome Song (this is a good place to embed literacy songs) * Morning message (see One Page Resource) * Review daily schedule * Review children’s jobs * Transition Activity (See one page resources.) |
| **9:00-9:10** | **Handwashing:**   * Remind children to wash for 20 seconds (sing Row, Row, Row Your Boat 1 time). |
| **9:10-9:30** | **Family Style Breakfast:**   * Teacher engages in and facilitates child-led conversations.   + Children may read books once they are done. * Transition |
| **9:30-9:50** | **Whole Group Story Time:** Teacher-Directed   * Possible activities include: calendar, songs, dance, poems, story   + Be sure to include movement within the circle time.   + Introduce or review social emotional focus of the day. * Story Time   + Utilize the 1st Read, 2nd Read, 3rd Read strategy (see One Page Resource). * Transition Activity |
| **9:50-10:50** | **Learning Center** **Time:** Child-Directed   * Children may choose between the following centers:   + Blocks, art, math, dramatic play, library, science, sensory, writing, movement/music (at least 8 centers must be open). * Transition Activity |
| **10:50-11:20** | **Small Group Activity:** Teacher-Directed   * Small groups should be 5 or fewer children. * If more than two back-to-back structured small group activities are offered within a 40 to 45 minute timeframe, each activity must be 20 minutes or less in duration, and children are NOT required to participate in more than 2 of the activities. * If 2 small groups occur back-to-back children must be allowed movement in between (i.e., moving to a new location, if staying in the same location children should be given a stretch break). * Transition Activity |
| **11:20-11:50** | **Outdoor/ Large Motor:** Child-Directed   * Teacher engages in and facilitates child-led conversations. * This is a great opportunity for children to engage in gross motor activities. * Teacher can pre-teach an activity or game and remind children about it during outdoor time, but not require them to do any particular activity. * Something to consider: can you bring indoor activities outside? (i.e., painting, building, water table). * Transition Activity |
| **11:50-12:20** | **Restroom:**   * Encourage children to practice self-help skills. Teacher supports children as needed, not providing too much or too little support in order to build independence. * Remind children to wash for 20 seconds (sing Row, Row, Row Your Boat 2 times).   **Family Style Lunch:**   * Teacher engages in and facilitates child-led conversations.   Children may read books once they finish.   * Transition Activity |
| **12:20-12:30** | **Restroom/Brushing Teeth:**   * Check your district/school policy regarding tooth brushing at school. * Teeth should be brushed once a day. Toothpaste is not required since food and plaque can be removed without toothpaste. |
| **12:30- 12:50** | **Story Time:** Teacher-directed   * Books can integrate multiple subjects (i.e., science, math, social emotional). * Use rich literature and utilize the 1st Read, 2nd Read, 3rd Read strategy (see One Page Resource). * Transition Activity |
| **12:50-1:20** | **Rest Time:**   * Children who are resting must be within sight and hearing of a supervising adult. * 30 minute Rest Time * Consider methods to help children relax (i.e., dimming the lights, soft music, sit next to children who have difficulty settling down). * Transition Activity |
| **1:20-1:30** | **Restroom:**   * Encourage children to practice self-help skills. Teacher supports children as needed, not providing too much or too little support in order to build independence. * Remind children to wash for 20 seconds (sing Row, Row, Row Your Boat 2 times). |
| **1:30-2:10** | **Small Group Activity:** Teacher-Directed   * Small groups should be 5 or fewer children. * If more than two back-to-back structured small group activities are offered within a 40 to 45 minute timeframe, each activity must be 20 minutes or less in duration, and children are NOT required to participate in more than 2 of the activities. * If 2 small groups occur back-to-back children must be allowed movement in between (i.e., moving to a new location, if staying in the same location children should be given a stretch break). * Transition Activity |
| **2:10-2:40** | **Outdoor/Large Motor:** Child-Directed   * Teacher engages in and facilitates child-led conversations. * This is a great opportunity for children to engage in gross motor activities. * Teacher can pre-teach an activity or game and remind children about it during outdoor time, but not require them to do any particular activity. * Something to consider: bring indoor activities outside (i.e., painting, building, water table). * Transition Activity |
| **2:40-3:05** | **Learning Center** **Time:** Child-Directed   * Children may choose between the following centers:   + Blocks, art, math, dramatic play, library, science, sensory, writing, movement/music (at least 6 centers must be open). * Transition Activity |
| **3:05-3:15** | **Afternoon Meeting and Dismissal:** Teacher-Directed   * Children get backpacks and personal belongings, bring to circle * Closing circle - children can reflect on the day, teacher can reflect on social emotional focus of the day (i.e., helping, saying kind words). * Goodbye song * Greet families as they come to pick up children * Escort bus children to buses |