Daily Schedule

8:00-8:20 Arrival-Sign in Folders, Check Jobs, Read Books, Writing Table, Puzzles

8:20-8:30 Jump Start Program/Music and Movement- movement, oral motor, letter sounds, taste

8:30-9:00 Breakfast/Wash Hands-Family style meals support children doing things for themselves (serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

9:00-9:15 Transition- Journals.

9:15-9:30 Morning Meeting- Job review: Calendar, Weather, Sentence scribe, etc.-All adults and children participate in activities planned around student's interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.

9:30-9:45 Small Group Time- An adult-initiated learning experience based on student's interests and development where children explore, play, work with materials, and talk about what they are doing.

9:45-9:55 Planning Time - Children indicate their plans to adults in a place where intimate conversations can occur and where people and materials are visible. Adults use a range of strategies to support student's planning (props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).

9:55-10:55 Work Time/Centers- Student's hour of uninterrupted Choice Time- Children always initiate activities and carry out their intentions. Children make many choices about where and how to use materials. During Center Time, adults participate as partners in child-initiated play and encourage student's problem solving both with materials and during times of social conflict.

10:55-11:05 Cleanup Time- Children and adults clean up together keeping the spirit of play and problem solving alive. Children make many choices during clean up. Adults accept student's level of involvement and skill while supporting their learning.

11:05-11:15 Recall – Gathered in small group settings, children choose Center Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow student's lead and encourage children to share (individual props such as puppets, telephones or periscopes, group games using a hula hoop, ball or spinner, re-enacting, drawing, showing and describing a structure or painting).

11:15-12:15 Outside/Gym - Children have many choices about how they play in the outdoor learning environment, much as they do during Work Time indoors. Adults supervise children for safety and join in their outdoor play, supporting their initiatives, and problem solving.

12:15-12:35 Lunch - Family style meals support children doing things for themselves (serve themselves, pour beverages, distribute napkins, and wipe up spills). Children choose whether to eat, what to eat, and how much to eat. Adults eat and have meaningful conversations with the children. Children are encouraged to clean their own space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

12:35-1:00 Story Time/Bathroom break- Children will listen to stories and focus on vocabulary,

comprehension and higher order thinking skills.

1:00-2:00 Quiet/Resting Time-Resting is a time for sleeping or quiet, solitary, on-your-own-cot play. Rest Time plans should be individualized to meet the needs of each child. Quiet play could include books, soft music, baby dolls, or fine motor manipulative.

2:00-2:30 Wake/Bathroom/Snack-As children wake up, adults and children work together to put away cots and set up for snack. Children are encouraged to clean their own snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.

2:30-2:50 Circle Time/Movement/Daily Review-Science and Social Studies.

2:50-3:00 Pack Up

3:00-3:05 Dismissal/Board buses/Pick Up