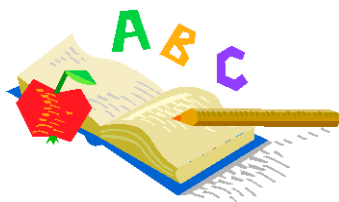


# 1/2 Day Pre-Kindergarten Schedule

The following table is a listing of key components essential in a ½ day Pre-Kindergarten daily schedule.

Key Components	Features:												
<p style="text-align: center;"><i>Arrival/Greeting</i></p>	<ul style="list-style-type: none"> <li>• Each child and family is greeted individually by name.</li> <li>• Arrival is a time where information is shared between home and school making that connection stronger.</li> <li>• Upon arrival, each child is immediately marked as “present” and added to the child count for the day (supervision).</li> <li>• Each child washes their hands upon entry into the classroom.</li> <li>• Each child has their own space to store personal belongings.</li> <li>• Children quickly transition into an activity, helping to ease separation anxiety from family.</li> </ul>												
<p style="text-align: center;"><i>Transitions</i></p>	<ul style="list-style-type: none"> <li>• Transitions occur throughout the day in Pre-K: upon arrival, before and after morning meeting, before and after center time, before and after snack, before and after gross motor time and departure.</li> <li>• Transitions are well thought out and planned for, knowing that smooth transitions are a critical piece of successful classroom management.</li> <li>• Children are shown respect when a transition is about to take place and are given a timed warning.</li> </ul>												
<p style="text-align: center;"><i>Morning Meeting</i> <i>(10 to 15 minutes depending on children's attention and interests)</i></p>	<ul style="list-style-type: none"> <li>• Morning meeting is whole group instruction with active participation from both the teacher and the children. The daily message, calendar, thematic songs, stories, poems, finger plays and cooperative activities usually occur during this time.</li> <li>• Duration is developmentally appropriate and follows children's interest and attention.</li> </ul>												
<p style="text-align: center;"><i>Free Play</i> <i>CenterTime</i> <i>Work Time</i> <i>(Should be a substantial amount of time 50 – 60 minutes)</i></p>	<p><i>SPOD – Many programs are familiar with this acronym. SPOD – stands for substantial portion of the day. Centers and interest areas are accessible to children for a substantial portion of the day which is equal to 1/3 of the time the program is open. In a 3 hour program, children have access to materials for 1 hour daily.</i></p> <p style="text-align: center;"><u>Interest areas should include:</u></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Art</td> <td>Fine Motor/Manipulative</td> </tr> <tr> <td>Science</td> <td>Math</td> </tr> <tr> <td>Blocks</td> <td>Reading/Literacy</td> </tr> <tr> <td>Sensory</td> <td>Music</td> </tr> <tr> <td>Computer</td> <td>Writing</td> </tr> <tr> <td colspan="2" style="text-align: center;">Dramatic play</td> </tr> </table> <ul style="list-style-type: none"> <li>• During Center time, teachers facilitate children's learning of concepts through one on-one and small group instruction.</li> <li>• Center time provides teachers with opportunities for observation, documentation and assessment of children's learning.</li> <li>• All interest areas are clearly defined, well organized and labeled with a picture and word (bi-lingual where fitting).</li> <li>• Materials are clean, safe, developmentally and age appropriate and rotated in/out of interest areas on a monthly basis.</li> </ul>	Art	Fine Motor/Manipulative	Science	Math	Blocks	Reading/Literacy	Sensory	Music	Computer	Writing	Dramatic play	
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<p style="text-align: center;"><i>Small Group</i> <i>(10 – 15 minutes depending on children's attention and interests)</i></p>	<ul style="list-style-type: none"> <li>• Small group instruction is a time to delve deeper into inquiry and concept development. Remember to have needed materials prepared and ready for use.</li> <li>• Children are encouraged to participate in small group but not required.</li> <li>• Small group instruction allows children hands-on experience using all of their senses to further exploration and discovery.</li> </ul>												

	<ul style="list-style-type: none"> <li>• Duration is developmentally appropriate and follows children's interest and attention.</li> <li>• Small group instruction is a convenient time to focus on individual children's needs within the group. It is also an opportunity to purposefully organize groupings based on children's similar needs</li> </ul>
<p style="text-align: center;"><b>Gross Motor</b> <i>(Should be a substantial amount of time 30 – 40minutes)</i></p>	<ul style="list-style-type: none"> <li>• Children gain control over their bodies and body movements through active experiences and exploration both indoors and outdoors.</li> <li>• Safe gross motor space is accessible to children daily.</li> <li>• Materials and equipment stimulate a variety of skills: pushing, pulling, climbing, running, jumping, swinging, hopping, tossing, catching, throwing, kicking etc.</li> <li>• Supervision of gross motor activities is imperative as most injuries occur on playgrounds.</li> </ul>
<p style="text-align: center;"><b>Story Time/Literacy</b> <b>Music/Finger Plays</b></p>	<ul style="list-style-type: none"> <li>• Literacy development is crucial during early childhood years. Stories and literacy activities occur during morning meeting but also take place throughout the school day.</li> <li>• Staff read books to children spontaneously throughout the day, one on one or in small group settings.</li> <li>• Staff child interaction and peer interaction occurs much throughout the school day.</li> <li>• Children's spoken language is linked with written language (i.e. child dictates a story and teacher transcribes and reads it back to them).</li> </ul>
<p style="text-align: center;"><b>Meals</b></p>	<ul style="list-style-type: none"> <li>• Meals are an opportunity to assist children in developing healthful food habits as well as table manners.</li> <li>• Meals and snacks are a convenient time for social interaction. Children and adults are relaxed and involved in reciprocal conversation.</li> <li>• If one's program allows for it, family style eating with children serving themselves is a great way to foster skill development.</li> </ul>
<p style="text-align: center;"><b>Departure</b></p>	<ul style="list-style-type: none"> <li>• Departure is well organized making a smooth transition from school to home.</li> <li>• Information is shared during departure about the child's day once again, strengthening the home/school relationship. Children are marked "out" and no longer evident in the child count for the remainder of the day (supervision).</li> </ul>
<p style="text-align: center;"><b>Routines</b></p>	<ul style="list-style-type: none"> <li>• <u>Restrooms.</u> Children use the restroom on an as needed basis. If programs do not have access to a restroom within the classroom, adjustments to scheduling will be needed. <ul style="list-style-type: none"> <li>- Restrooms are clean, sanitized and stocked full of needed supplies.</li> </ul> </li> <li>• <u>Hand washing.</u> Hand washing is one of the most important routines in early childhood. <i>Studies have shown that improperly washed hands are the primary carriers of disease.</i> Children should wash hands: upon arrival, before and after meals, after using the restroom, before and after using the sand/water table, after outdoor play, after blowing their nose, before and after cooking exercises ...</li> </ul>



“Life is too unpredictable to live by a schedule.”

~ allow for flexibility