

Great Start Readiness Program
School-Day Sample Routine

- 8:00 – 8:45** **Arrival/Breakfast/Greeting Time** – Children enter the classroom at their own pace. Parents/guardians are encouraged to stay until children are ready for them to leave. Children have choices about whether to eat, spend time with books, or interact with adults and one another. Once all children have arrived, adults share the daily announcements.
- 8:45 – 9:00** **Large-Group Time/Music and Movement** – All adults and children participate in activities planned around children’s interests, developmental levels, music and movement, cooperative play and projects; and events meaningful to children.
- 9:00 – 9:10** **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 children’s planning (e.g., props, area signs, tape recorders, singing, planning individually, in pairs, in small groups).
- 9:10 – 10:10** **Work Time** (children’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 Work Time, adults participate as partners in child-initiated play and encourage children’s problem solving both with materials and during times of social conflict.
- 10:10 – 10:20** **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 children’s level of involvement and skill while supporting their learning.
- 10:20 – 10:30** **Recall Time** – Gathered in small group settings, children choose Work Time experiences to reflect on, talk about, and exhibit. Adults provide a variety of materials and strategies to maintain interest as they follow children’s lead and encourage children to share (e.g., 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). Adults are unhurried in their approach and may complete Recall Time with four or five children each day.
- 10:30 – 10:45** **Small Group Time** – An adult-initiated learning experience based on children’s interests and development where children explore, play, work with materials, and talk about what they are doing. Individual children explore and use the same set of materials in their own way.
- 10:45 – 11:30** **Outside Time** – 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 also join in their active outdoor play, supporting their initiatives and problem solving.
- 11:30 – 11:40** **Bathroom/Wash Hands/Prepare for Lunch** – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves.
- 11:40 – 12:25** **Lunch/Brush Teeth** – Family-Style meals support children doing things for themselves (e.g., serve themselves, pour beverages, distribute napkins, 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 snack space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 12:25 – 1:25** **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 manipulatives.
- 1:25 – 1:55** **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.
- 1:55 – 2:05** **Small Group Time.** An afternoon or supplemental Small Group experience can support a tiered model of instruction where some or a few children are homogenously grouped to meet developmental needs.
- 2:05 – 3:00** **Plan/Work/Cleanup/Recall** (refer to AM descriptions).
- 3:00 – 3:30** **Outside Time/Dismissal** (refer to AM descriptions).