

## **Great Start Readiness Program**

### **School-Day Sample Routine – PM Small Group**

- 8:00 – 8:40** **Arrival/Breakfast** – 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.
- 8:40 – 8:55** **Large-Group Time/Music and Movement** – Once all children have arrived, adults and children spend 3-5 minutes together sharing daily announcements. All adults and children then participate in activities planned around children's interests, developmental levels, music and movement, cooperative play/projects; and events meaningful to children.
- 8:55 – 9:05** **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).
- 9:05 – 10:05** **Choice/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.
- 10:05 – 10:15** **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.
- 10:15 – 10:25** **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.
- 10:25 – 11:10** **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. Outside time is minimally 30 minutes each day, excluding time for dressing and transitioning outdoors.
- 11:10 – 11:20** **Bathroom/Wash Hands** – Children use the bathroom and wash hands. Adults facilitate handwashing to ensure children follow-up proper steps.
- 11:20 – 12:05** **Lunch** – Children assist in preparation and set up. Children choose where they would like to sit and are encouraged to serve themselves. 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 meal space including disposal of leftovers, wiping of tables, and pushing in their own chairs.
- 12:05 – 12:15** **Brush Teeth/Prepare for Rest** – Children brush teeth and prepare their sleeping area for rest.
- 12:15 – 1:15** **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.
- 1:15 – 1:25** **Wake-up** – As children wake, adults and children work together to put away cots. Children begin working as they are ready.
- 1:25 – 2:10** **Choice/Work Time** – A second work time cycle, while essentially the same as morning work time, may vary slightly from morning expectations while ensuring that children are primarily involved in planning and carrying out their own intentions. Teachers may implement activities with various grouping strategies (individual, very small groups, homogenous) to support children's learning of targeted skills. At least one member of the teaching team will be assigned to support the majority of children working in open centers. A collaborative curriculum-planning approach helps to ensure that the teaching team will meet individual child needs by supporting and extending development, knowledge and skills within children's play themes rather than pulling them aside for teacher-directed activities. GSRP expectations for active, play-based learning must be met at all times.
- 2:10 – 2:20** **Cleanup Time** (Refer to AM descriptions)
- 2:20 – 2:35** **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.
- 2:35 – 2:40** **Wash Hands** - Adults facilitate handwashing to ensure children follow-up proper steps.
- 2:40 – 3:00** **Snack** (refer to Lunch description)
- 3:00 – 3:10** **Prep for Outside & Dismissal** – Children gather belongings, dress for outdoors.
- 3:10 – 3:30** **Outside Time/Dismissal** – Refer to AM description for Outside Time. Children are dismissed as families arrive.