

Pennsylvania State Board of Private Academic Schools Developmentally Appropriate Scheduling Guidelines and Sample Schedules for Early Childhood Programs

Purpose

The Pennsylvania State Board of Private Academic Schools encourages schools seeking licensure or renewal to develop schedules that reflect the developmental needs of young children and align with:

- Pennsylvania Early Learning Standards
- Pennsylvania Academic Standards for Kindergarten
- NAEYC Developmentally Appropriate Practice (DAP)
- Current research regarding child development, executive functioning, and early learning

The daily schedule should support the development of the whole child and provide opportunities for cognitive, language, physical, social-emotional, and creative growth through active engagement, inquiry, exploration, and play.

Indicators of a High-Quality Early Childhood Schedule

A developmentally appropriate schedule typically includes:

- A balance of child-initiated and teacher-guided learning
- Extended periods of uninterrupted play and exploration
- Daily opportunities for outdoor learning and gross motor activity
- Integrated instruction across developmental domains
- Small-group instruction embedded throughout the day
- Limited large-group instructional periods
- Developmentally appropriate transitions
- Opportunities for creativity, inquiry, and problem-solving
- Social-emotional learning embedded throughout routines and instruction
- Assessment practices that reflect authentic observation of children engaged in learning

*Note that the PAS Board limits a N/K program to a maximum of six hours.

Guiding Principles

1. Learning Should Be Active and Engaging

Young children learn best through hands-on experiences, purposeful play, inquiry, exploration, and meaningful social interaction. Daily schedules should be designed to maximize active engagement and minimize unnecessary transitions, allowing children sufficient uninterrupted time to investigate, create, collaborate, and extend their thinking.

Schedules should prioritize:

- Extended periods of child-initiated learning and play
- Hands-on, play-based experiences
- Inquiry, investigation, and discovery
- Authentic problem-solving
- Opportunities for choice, independence, and creativity
- Meaningful interactions with peers, teachers, and materials

Teacher-directed instruction should be balanced with child-initiated learning, with most direct instruction occurring through interactive small-group experiences, individual conferencing, and embedded teaching during play rather than extended whole-group lessons.

Suggested minimum guidelines for uninterrupted child-initiated learning include:

Age Group	Minimum Duration
Nursery/Preschool Ages 3-4	45–60 minutes
Prekindergarten Ages 4-5	60–90 minutes
Kindergarten	60–90 minutes

These extended learning periods should provide opportunities for children to engage in literacy, mathematics, science, social studies, creative arts, dramatic play, block construction, sensory exploration, and other integrated experiences aligned with the Pennsylvania Early Learning Standards.

2. Large Group Instruction Should Be Limited

Young children have limited attention spans and benefit most from interactive learning experiences.

Recommended practice:

Age Group	Maximum Duration
Nursery/Preschool Ages 3-4	5–15 minutes
Prekindergarten Ages 4-5	10–20 minutes
Kindergarten	10–25 minutes

Large-group experiences should be interactive and may include:

- Morning meetings
- Read-alouds
- Songs and movement
- Shared inquiry
- Community-building activities

Most direct instruction should occur through small-group experiences.

3. Learning Domains Should Be Integrated

Early childhood programs should address all domains outlined in the Pennsylvania Early Learning Standards and PAS code, including:

- Social and Emotional Development
- Approaches to Learning Through Play
- Language and Literacy Development
- Mathematical Thinking and Expression
- Scientific Thinking and Technology
- Social Studies Thinking
- Creative Thinking and Expressive Arts
- Health, Wellness, and Physical Development

Rather than teaching isolated subjects in separate blocks, schools are encouraged to integrate

4. Physical Activity Should Be Embedded Throughout the Day

Physical development is foundational to learning and self-regulation.

Programs should provide:

- Daily outdoor play whenever conditions permit (if available)
- Structured and unstructured gross motor opportunities
- Frequent movement breaks
- Opportunities to develop both gross and fine motor skills

Recommended daily gross motor opportunities:

Program	Duration
Half-Day Programs	30–45 minutes
Full-Day Programs	60+ minutes

Outdoor experiences are strongly encouraged whenever feasible.

5. Fine Motor Development Should Occur Daily

Schedules should include opportunities to strengthen:

- Hand muscles
- Bilateral coordination
- Pencil grip readiness

Examples include:

- Drawing
- Painting
- Cutting
- Building
- Tool use
- Manipulatives
- Sensory materials
- Writing opportunities embedded in play

6. Transitions Should Be Purposeful and Efficient

Excessive transitions reduce instructional time and increase behavioral challenges.

Best practices include:

- Limiting unnecessary transitions
- Providing visual schedules
- Using songs, movement, and routines
- Allowing adequate time for children to complete activities

Programs should strive for longer blocks of meaningful engagement rather than frequent movement between short instructional periods.

7. Social-Emotional Learning Should Be Embedded Throughout the Day

Schedules should intentionally support:

- Self-regulation
- Emotional awareness
- Relationship building
- Conflict resolution
- Independence
- Executive functioning skills

These competencies are developed through classroom routines, collaborative play, problem-solving, and teacher-child interactions.

8. Time for Rest and Snack Should Reflect Developmental Needs

Programs serving younger children, particularly full-day preschool and prekindergarten students, should provide opportunities for:

- Snack break(s)
- Rest
- Quiet reflection
- Calming activities
- Individual regulation

Programs should demonstrate how children's developmental needs for food and rest are met during the school day.

Examples of Nursery/Preschool & Kindergarten Schedules Approved by PAS Board

Below is a summary chart highlighting three distinctly unique early childhood programs.

- small group/independent choice duration,
- full group duration, and
- gross motor/outdoor duration

Detailed schedules for each can be seen below.

Nursery/Preschool/Pre-K (ages 3–4)

Start	End	Activity	Activity type
9:00	9:15	Arrival / Interest Centers	Small group/independent choice duration
9:15	9:30	Morning Snack	Meal / snack
9:30	9:45	Morning Meeting	Full group duration
9:45	10:15	Gross Motor / Nature Studies	Gross motor/outdoor duration
10:15	10:30	Social Studies / Science	Small group/independent choice duration
10:30	11:00	Language Arts Centers	Small group/independent choice duration
11:00	11:30	Math Centers	Small group/independent choice duration
11:30	12:00	Lunch	Meal / snack
12:00	12:30	Creative Arts / STEAM	Small group/independent choice duration
12:30	1:00	Story Time / Prep for End of Day	Full group duration
1:00	—	Dismissal	

Creative Curriculum (Nursery/Kindergarten)

Start	End	Activity	Activity type
8:15	8:45	Arrival / Transition to Classroom	Small group/independent choice duration
8:45	9:00	Circle Time / Math	Full group duration
9:00	9:15	Snack	Meal / snack
9:15	10:00	Gross Motor / Outdoor Play	Gross motor/outdoor duration
10:00	11:00	Centers	Small group/independent choice duration
11:00	11:30	Lunch	Meal / snack

Start	End	Activity	Activity type
11:30	12:00	Read-aloud / Small Groups	Small group/independent choice duration
12:00	12:45	Centers	Small group/independent choice duration
12:45	1:00	Heggerty / Phonemic Awareness	Full group duration
1:00	1:30	Gross Motor / Outdoor Play	Gross motor/outdoor duration
1:30	1:45	Quiet Activities	Small group/independent choice duration
1:45	—	Dismissal	

Half-day Montessori (ages 3–6, including kindergarten)

Start	End	Activity	Activity type
8:30	8:45	Arrival / Morning Work Cycle	Small group/independent choice duration
8:45	10:45	Individual / Small-group Lessons and Snack (embedded in morning work cycle)	Small group/independent choice duration
10:45	11:00	Circle – Health / Music	Full group duration
11:00	11:15	Gross Motor	Gross motor/outdoor duration
11:15	11:30	Story	Full group duration
11:30	—	Dismissal	

Pennsylvania State Board of Private Academic Schools Technology and Digital Media Guidelines for Early Childhood Programs

Young children learn best through direct interaction with people, materials, and the natural environment. The Board encourages schools to design early childhood programs in which play, conversation, movement, outdoor experiences, sensory exploration, creative expression, and hands-on investigation remain the primary vehicles for learning. Digital media should never replace these essential experiences.

The Board discourages instructional practices that rely heavily on screens or digital devices, including:

- Extended periods of children working independently on computers or tablets.
- Passive viewing of videos or other digital media as a substitute for active learning.
- Using technology primarily for entertainment, classroom management, or to occupy children during transitions.
- Daily schedules in which digital activities replace center-based learning, dramatic play, outdoor play, art, music, sensory exploration, or other hands-on experiences.
- Routine use of drill-and-practice software as the primary method of literacy or mathematics instruction.

When technology is incorporated into an early childhood program, its use should be adult-directed, intentional, limited, and developmentally appropriate. Technology should serve a clearly defined educational purpose that aligns with the Pennsylvania Early Learning Standards and should enhance, not replace, active learning.

Developmentally appropriate technology use should:

- Promote active engagement rather than passive consumption.
- Be facilitated by an educator who extends children's thinking through questioning, discussion, and shared inquiry.
- Support creativity, communication, documentation of learning, or authentic investigation.
- Be integrated thoughtfully within meaningful learning experiences rather than taught as a stand-alone subject.
- Be used to increase accessibility or provide individualized supports when appropriate for a child's documented educational needs.

The Board does not expect or encourage the routine use of computers or tablets in early childhood classrooms. During the licensure review process, schools that incorporate digital technology should be prepared to articulate the educational purpose of its use and demonstrate how it supports, rather than supplants, developmentally appropriate practice.

Pennsylvania State Board of Private Academic Schools Assessment and Reporting Guidelines for Early Childhood Programs

Assessment in early childhood should be an ongoing process used to understand children's development and learning, inform responsive teaching, and communicate meaningful progress to families. Assessment practices should align with the school's stated philosophy and curriculum, the Pennsylvania Learning Standards for Early Childhood, and developmentally appropriate practice.

Assessment should be authentic, ongoing, and integrated into the daily life of the classroom. Schools should use multiple sources of evidence to:

- Identify children's strengths, interests, development, and learning needs;
- Inform curriculum planning, instructional decisions, individualization, and differentiation;
- Monitor growth over time; and
- Support meaningful communication and partnership with families.

The Board encourages schools to use a variety of developmentally appropriate assessment methods, including:

- Systematic observation during play, routines, interactions, and teacher-guided experiences;
- Conversations with children;
- Portfolios and work samples;
- Authentic demonstrations of knowledge and skills; and
- Developmentally appropriate assessment tools used for their intended purposes.

Assessment and progress reporting should reflect the full scope of the school's early childhood curriculum. Progress reports should communicate children's development across all applicable areas of learning rather than focus exclusively on literacy and mathematics. Reports should provide families with meaningful information about a child's strengths, interests, accomplishments, areas of continued development, and appropriate next steps. Narrative feedback and examples of children's learning are encouraged.

Schools should establish intentional reporting periods that allow sufficient time to gather meaningful evidence of children's development and learning and align with the school's broader system of communication with families, including conferences, portfolios, and other ongoing communication. Formal progress reports should be one component of an ongoing partnership with families rather than the sole means of communicating about a child's progress.

The Board encourages schools to view assessment as an integral part of teaching and learning. A high-quality assessment system does more than document what children know; it helps educators understand children more fully and use that understanding to create responsive learning experiences that support each child's continued development.

SAMPLES of Early Childhood Schedules

Nursery/Preschool Schedule (ages 3-4)

9:00-9:15 Interest Center Activities (small group/individual)

Children initiate choices of centers based on their interests. This time allows students to interact in small groups with peers of their choosing, developing collaboration and problem-solving skills. Activities include but are not limited to technology, creative arts, dramatic play, library, math, science, sensory, and construction.

9:15-9:30 Morning Snack (whole group)

Snack time is a great opportunity for teachers to discuss the importance of nutrition, as well as a time to emphasize health and safety policies for the classroom. It is also a time where students strengthen social-emotional skills (e.g. taking turns, initiating conversation, responding to questions from peers, conflict resolution, etc.)

9:30-9:45 Morning Meeting (whole group)

Morning Meeting allows children to recognize calendar skills such as identifying days of the week, months of the year, and to explore weather and seasons. Children participate in discussions with peers, sing songs, learn sign language, Spanish, and yoga poses. This is often a space for read-alouds that connect to the weekly inquiry, or that highlight a social-emotional issue the class has been facing. Communication skills are strengthened during this time through the emphasis on sharing and listening together, and this is a great space to role-play conflict resolution skills and to practice mindfulness.

This is a time to gather the class on a large rug to get the day started all together. This dedicated time offers a great opportunity to build a classroom community, establish routines and get to know each other. Additionally, it is an opportunity to have a happy and energetic start to the day with the inclusion of songs and read-alouds. This time is meant to become longer and more routine-based as the children age and their attention spans increase. This is also a great time to introduce a new inquiry and allow children to share and discuss ideas.

9:45-10:15 Gross Motor Development/Nature Studies (whole group)

Students will participate in various forms of exercise either outside or in our multi-purpose room in order to emphasize the importance of living an active, healthy lifestyle. Teachers have lesson plans during this time that emphasize learning from the nature surrounding students, and/or strengthening executive functioning skills through the participation in multi-step group games. In outdoor play, children take their learning outside in order to participate in their natural world

and revel in the joys of outdoor play and exploration. There is potential for more creativity and wonder when you move a lesson from inside to outside. Utilize loose parts, dramatic play items, gardens, nature items, and games to expand inquiry and learning. A variety of play activities that vary from independent/open-ended to teacher-facilitated should be at the heart of the outdoor play.

10:15-10:30 Social Studies/Science (small group centers)

For Social Studies, students explore how they and those around them fit into larger communities. They are encouraged to use geographical clues within their school and classrooms, and they practice retelling events and making predictions. Students also practice enhancing their social-emotional learning (initiative and planning, problem solving/conflict resolution, reflecting, expressing emotions, and more).

In Science, students will participate in small group, hands-on science projects to explore the scientific process. Students will collaborate and join in discussions on understanding characteristics of living things, the concepts of solids, liquids, gasses, and the earth's environment. They use tools to solve problems, sort items based on characteristics, and they are encouraged to both make predictions and notice changes as they occur.

Subjects alternate weekly.

10:30-11:00 Language Arts (small group centers or whole group)

Students are introduced to letter recognition and phonemic awareness activities completed independently with teacher guidance or in small groups. Students will refine motor skills by practicing letter formation. Students will practice retelling stories and making connections to what they read throughout the day. They will link text to real-life objects and strengthen their concepts of print. To support the different inquiry questions and topics each week, the Wonder of Learning literature collections introduce and build on concepts within each unit. Additionally, a life lesson library book is embedded for each week to foster social-emotional development. Utilize books to further explain concepts presented during the weeks, allow for children to make connections to their world views, and make the experience of reading and narrating a joyful and academic time. Fiction and nonfiction books are included to make space for children to connect to characters, relate personal experiences, and discover ways to tell stories and listen. Revisit favorites at the request of students.

11:00-11:30 Mathematics (small group centers or whole group)

Students will count objects to 10, identify numbers to 5, and connect numbers to counted objects. They will work cooperatively in groups in order to recognize basic 2-D shapes and to extend simple patterns using manipulatives and other interactive materials. They will also practice representing data in concrete ways.

11:30-12:00 Lunch

Mealtime is a great opportunity for teachers to discuss the importance of nutrition, as well as a time to emphasize health and safety policies for the classroom. It is also a time where students strengthen social-emotional skills (e.g. taking turns, initiating conversation, responding to questions from peers, conflict resolution, etc.)

12:00-12:30 Creative Arts/STEAM (small or whole group)

Students will explore mathematical and scientific problems through art in order to encourage creative, ingenuitive ways to solve complex problems and to build on their logical skills. This is a great time to practice dance moves, learn songs, role play how to solve issues, and to collaboratively come up with different solutions and strategies when tackling a group project. This learning opportunity is meant to foster 21st century skills such as collaboration, communication, problem-solving, creativity, and design thinking that children will use beyond the preschool years. This part of the curriculum supports science, technology, engineering and math through an arts lens. Activites in STEAM enrichment include music, movement, yoga, art and outdoor play. These activities may be modified to meet the classroom's needs (by varying the frequency of the activity, space in which it is held, group size, etc.)

12:30-1:00 Story Time/Preparation for the end of the day (whole group, small group and/or independent time)

Students will participate in program closing activities which vary from story time, independent book exploration, yoga and sign language skills.

1:00 Program Ends

Nursery/Preschool Schedule (ages 3-4)

8:15-8:40 Arrival/Transition to Classrooms (whole group)/Table Top Activities (whole group/small group/individual)

Puzzles, manipulatives and games are set out on the tables after the children arrive in the morning. During this time, the children are learning how to interact cooperatively in large or small groups or play independently. They are also learning how to problem solve, sustain interest in tasks, and persist despite distractions or interruptions.

8:40-9:00 Circle Time/Math (whole group)

Circle time is a common daily routine in the classroom where children can use mathematical thinking. Using a calendar during circle time makes mathematics interactive. The students interact with the calendar and learn concepts such as the days of the week, seasons, weather, holidays that relate to America, the sequence of events such as yesterday, today and tomorrow, counting, and number recognition. Number and operation including patterns, measurements, and shapes and space are incorporated into the learning. Circle time reinforces the math concepts being worked on during instruction held during whole group activities. The children also engage in Morning Message when they are introduced and review the concepts of print. This is also a time to meet and discuss the classroom rules, routine and expectations of the children. At this time, the students are learning how to participate, attend, and listen to each other in group settings. Additionally, during this time, the children salute the flag, count from 1-10 in Spanish, are assigned their classroom jobs, and have a discussion or read a social story about how to be a responsible classroom citizen.

9:00-9:15 Snack

Students discuss healthy eating and nutrition. Students learn one-to-one correspondence and counting skills as they set the table. At this period, students are learning self-help skills and socialization.

9:15-10:00 Gross Motor-Outdoor Play weather permitting (whole group)

Students develop muscle strength, balance, coordination and traveling skills by participating in various forms of exercise. Students understand how exercise contributes to healthy lifestyles.

10:00-10:55 Centers/Free Choice/Math (whole group/small group/individual)

Students are given the opportunity to choose different centers they would like to play in such as library, writing, computers, art, science, blocks, dramatic play,

music and manipulatives. Social Studies content is integrated at this time as students may read multicultural books, disabilities and differences books, family titles, or books about different emotions. Students learn about economics and government as they identify jobs and community helpers when exploring dramatic play costumes, props, pretend money, books, puzzles or figurines. They are given opportunities to explore world culture puppets, globes and maps. They learn about diversity in art as they explore paint and crayons in various skin tones and learn about recycling as they reuse cardboard tubes and boxes. They learn about the physical world and geography as they build roads and buildings in blocks or mountains and hills in the sand table. Additionally, at this time, the students are learning how to manage feelings, share and take turns, establish friendships, negotiate and cooperate with others in large groups, or play independently. During this time, the students are using their imaginations, curiosities and inventiveness while their physical, cognitive, language and social-emotional skills are enhanced. The teacher's role during this time is to facilitate, scaffold and extend their learning. As teachers connect with students, they can determine a child's interests, strengths and weaknesses, and develop specific goals for each child.

10:55-11:00 Clean Up/Wash Up/Bathroom (whole group/individual)

Students follow classroom rules, proper hygiene and toileting procedures. The students learn how to take responsibility of their own needs.

11:00-11:30 Lunch

Students learn about nutrition, different kinds of food, and the 5 food groups. Students are encouraged to use appropriate table etiquette and communicate with their peers. Teachers reinforce concepts such as counting, identifying shapes and colors, and practicing the alphabet.

11:30-11:40 Story (whole group)

Students learn how to attend and interact during read-alouds. Students learn about the concepts of print and appropriate book handling skills. Students are exposed to a wide range of genres and learn the difference between real and make believe. Students develop early literacy skills and the ability to listen and understand words. Students learn to comprehend and learn different strategies to make meaning of the text. Students learn to appreciate and value the importance of books and reading. Students are introduced to a variety of topics, and all subject areas are connected through the readings.

11:40-12:00 Small Group Activity (small group)

Students participate in different follow-up activities related to the read-aloud. Activities are created to focus on key learning areas. Activities may include games, creative artwork, a nature walk, science experiments, an all about me project, a timeline of the child's life, or inviting a family member into the classroom to cook a multicultural dish with the students. Students are encouraged to follow directions, cooperate with others, express themselves, ask questions, problem solve, or make predictions. A math activity from circle time that reinforces the math concepts will be worked on during whole group. Whatever the math concept, students are engaged in conversation and encouraged to participate. Activities are adapted and specially designed in order for full class participation and meeting diverse abilities.

12:00-12:45 Centers/Free Choice (whole group/small group/individual)

Students are given the opportunity to choose different centers they would like to play in such as library, writing, computers, art, science, blocks, dramatic play, music and manipulatives. Social Studies content is integrated at this time as students may read multicultural books, disabilities and differences books, family titles, or books about different emotions. Students learn about economics and government as they identify jobs and community helpers when exploring dramatic play costumes, props, pretend money, books, puzzles or figurines. They are given opportunities to explore world culture puppets, globes and maps. They learn about diversity in art as they explore paint and crayons in various skin tones and learn about recycling as they reuse cardboard tubes and boxes. They learn about the physical world and geography as they build roads and buildings in blocks or mountains and hills in the sand table. Additionally, at this time, the students are learning how to manage feelings, share and take turns, establish friendships, negotiate and cooperate with others in large groups, or play independently. Students are using their imaginations, curiosities and inventiveness while their physical, cognitive, language and social-emotional skills are enhanced. The teacher's role during this time is to facilitate, scaffold and extend their learning. As teachers connect with students, they can determine a child's interests, strengths and weaknesses, and develop specific goals for each child.

12:45-1:00 Heggerty/Phonemic Awareness (whole group)

Students participate in engaging teacher modeled instruction to learn beginning skills literacy skills that focus on phonological and phonemic awareness skills to build strong foundational literacy skills. These skills include introductions to rhyme, onset fluency, phoneme isolation, blending, segmenting, adding sounds, deleting sounds and substituting sounds.

1:00-1:30 **Gross Motor-Outdoor Play weather permitting (whole group)**

Students develop muscle strength, balance, coordination and traveling skills by participating in various forms of exercise. Students understand how exercise contributes to healthy lifestyles.

1:30-1:40 **Quiet Activities (whole group/small group/individual)**

Students participate in quiet activities such as puzzles, books and dry erase boards. Students' focus, attention, confidence and independence are strengthened during this period.

1:40-1:45 **Clean Up/Pack Up/Dismissal (whole group)**

Students learn to follow classroom rules and routines and demonstrate confidence in meeting their own needs. Students are encouraged to dress independently and expected to follow dismissal rules and safety measures.

Montessori Schedule (3s, 4s and Kindergarten)

8:30 **Arrival**

8:30-10:45 **Morning Work Cycle (individual/small group)**

Math: Students will write numerals in order from 1-20, recognize numerals from 1-100, form and identify sets of 20, work cooperatively in group activities, classify objects, identify and duplicate patterns and be introduced to the concepts of time, money and fractions.

Language: Students will demonstrate an understanding of spoken words, syllables, and sounds (phonemes), know and apply grade-level phonics and word analysis skills in decoding words, use words and phrases acquired through conversations, reading and being read to, and respond to texts. Students will recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Science: Students will identify the similarities and differences between living and non-living things. They will observe, compare, and describe stages of life cycles for plants and/or animals. They will participate in investigations of physical characteristics of living things from same species to answer a question or test a prediction.

Cultural: Students will identify individual wants and needs, goods and consumers, and advertisements encouraging us to buy things. Students will identify good and services provided by local businesses and individuals in the community who volunteer. Students will interpret a simple map of a known environment, describe the location of places in the home, school and community, and gain an understanding of relative location.

Art: Students will be introduced to great artists and their work and have the opportunity to use various materials and medium creatively.

Journaling and Reading: Students will be able to express their creativity through individual writing and practice writing mechanics. They will also read emergent reader text with purpose and understanding and participate in independent reading.

Snack

10:45-11:00 **Circle (whole group)**

Health/Safety/Nutrition: Students will learn various safety rules, learn about nutritious foods and recognize the need for a well-balanced diet.

Music: Students will be allowed to explore other cultures through musical instruments and experiences and learn to follow and repeat a rhythmic pattern.

Storybooks: Students will be able to answer questions about key details in a text read aloud or information presented orally or through other media. Use stories to express ideas, thoughts and feelings.

11:00-11:20 **Gross Motor/Creative Play:** Students will be able to demonstrate coordination of body movements in active play, exhibit balance while moving on the ground or using equipment, and use imagination and creativity to express self through dramatic play.

Storybooks: Student will be able to answer questions about key details in a text read aloud or information presented orally or through other media. Use stories to express ideas, thoughts and feelings.

11:20-11:30 **Dismissal for 3s, 4s and Kindergarten**

Kindergarten Schedule

9:00	Arrive and unpack with morning work (Mon-Fri) or play (Fri)
9:20	Morning meeting (calendar, weather)
9:45	Bathroom, snack, story
10:00	Language Arts: • Heggerty drills (every day) • Foundation drills (every day) • Whole group Foundation instruction (4 days per week) • Small group centers, individual reading with teacher, partner reading, buddy reading (with stuffed animals), individual writing with teacher • Lessons and centers include magnet boards, whiteboards, puzzles and word building tiles, games
11:00	Specials (music or yoga) or Catch-up time
11:30	Recess
12:00	Social-Emotional Learning (story and/or activity)
12:15	Lunch and Free Play in Classroom
1:00	Math • Whole group instruction (4 days per week) • Centers, small group • Textbooks, manipulatives, dry erase boards, magnets, games
1:45	Science/Social Studies • Lesson with book or activity • Integrated project
2:30	Pack up
2:45	Dismissal

Kindergarten Schedule

8:30-9:00	Arrival	Students will unpack, sign in, and participate in centers and learning games that reinforce skills that have been learned.
9:00-9:15	Calendar Corner (whole group)	Pledge of Allegiance, calendar, weather, songs and morning message.
9:15-10:15	Language and Literacy Development (whole group/small group/independent)	Shared reading/read aloud activities, comprehension activities, word work, vocabulary development, phonemic awareness and lesson, guided reading lesson, language experience, writing workshop and small group instruction.
10:15-10:25	Bathroom Break (whole group)	Students will work on self help skills as well as health and hygiene in the restroom.
10:25-11:15	Mathematical Thinking (whole group/small group)	Whole group lesson with activities and skill reinforcement using manipulatives and small group instruction. Students will also be given the opportunity to learn mathematical concepts through hands-on activities, games and art projects.
11:15-11:45	Lunch (whole group)	Students will work on fine motor skills, manners, and independence with being accountable for disposal of their lunch materials. They will also have opportunities to engage in conversation with their peers. We will talk about healthy and nutritious choices.
11:45-12:15	Recess/Gross Motor Skills – Free Choice (whole group)	Students are given the opportunity to explore their imaginations and initiate play as well as appropriately interact with their peers whether in a group or one-on-one setting.
12:15-12:55	Science/Social Studies/Social and Emotional Development (whole group/small group)	Students will be introduced to a variety of science concepts. Through guided

discovery and experimentation, the teacher will guide them to the desired answer. Social Studies will introduce the students to the community around them as well as areas unfamiliar to them.

12:55-1:45 Creative Play – Free Choice (whole group/small group)

Table time, learning centers and/or independent play. This activity consists of areas or designated centers where students are given the opportunity to explore their imaginations and initiate play as well as appropriately interact with their peers whether in a group or one-on-one setting. This will be a time to explore dramatic play, manipulatives, puzzles, different art materials and a variety of other teaching tools that may not be common in their home. This time is also used for small group instruction in mathematical concepts and literacy skills. Additionally, the development of social-emotional skills will be supported, and academics will be supplemented as they come up naturally during play.

1:45-2:15 Health, Wellness and Physical Development/Creative Thinking and Expression/Social and Emotional Development (whole group)

Students will take part in a variety of cooperative games, activities and exercises that will help encourage the importance of a healthy lifestyle.

2:15-2:30 Clean up, sharing time, and prepare to go home