***Flow of the Day***

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| **Time** | **Activity** | **Details** |
| **7:30-8:00 am**  **30 minutes** | **Body Check**  **Hand Washing** | **As each child arrives, body check is performed and good hygiene practices take place. Afterwards, the child is redirected to FREE PLAY (all centers are open).** |
| **7:30-8:10 am**  **40 minutes** | **Free Play** | **Center of their choosing.** |
| **8:10-8:20 am**  **10 minutes** | **Transition—Potty and Wash Hands** | **Bathroom and Good Hygiene Practices take place.** |
| **8:20-8:45 am**  **15 minutes** | **Breakfast** | **Family Style Breakfast takes place—those who are finished are redirected to practice Good Hygiene.** |
| **8:45-8:55 am**  **10 minutes** | **Transition—Potty and Wash Hands** | **Bathroom and Good Hygiene Practices take place.** |
| **8:55-9:05 am**  **10 minutes** | **Morning Meeting** | * **Child will identify (“read”) symbols on message board** * **Child will respond when name is called (for attendance)** * **Child will identify who is missing from group/class** |
| **9:05-9:15 am**  **10 minutes** | **Small Group** | **During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems. Adults develop a small-group activity based on children's interests and particular skills, materials, or content areas that suit children’s developmental learning needs. Though the adult plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.**   * ***Child uses small muscles with minimal or intermittent***   ***assistance to participate in activities***   * ***Child shares materials and supplies*** * ***Child works cooperatively on a joint project with minimal***   ***or intermittent assistance***   * ***Child includes details in work from memories of***   ***experiences***   * ***Child focuses attention on project to produce a finished***   ***work***   * ***Child includes numerals and quantity in work*** * ***Child includes literacy in work*** * ***Child shows perceptual awareness of color, space, form*** * ***Child observes similarities and differences, forming***   ***theories, and testing them***   * ***Child uses materials to symbolize ideas*** |
| **9:15-10:25 am**  **10 minutes** | **Planning Time** | **Children plan what they want to do during work time (the area to visit, materials to use, and friends to play with)** |
| **10:25-10:35 am**  **10 minutes** | **Work Time** | **Children will carry out their plans (or shift to new activities that interest them).** |
| **10:35-10:45 am**  **10 minutes** | **Transition—Clean Up Time and Hand washing** | **Disposing of unwanted items and putting supplies, toys, etc. where they belong** |
| **10:45-10:55 am**  **10 minutes** | **Recall Time** | **Reviewing and recalling with an adult and other children what they’ve done and learned.** |
| **10:55-11:05 am**  **10 minutes** | **Story Time** | * ***Child can listen as part of a group (tuning out distractions)*** * ***Child comments/asks questions*** * ***Child demonstrates front/back concept; looks at pages left***   ***to right***   * ***Child can use a variety of materials (felt pieces, props,***   ***books) to retell the story with minimal or intermittent***  ***assistance***   * ***Child identifies characters/objects in a story*** * ***Child will predict what will happen next*** * ***Child recognizes own name*** * ***Child can tell the story from pictures after hearing the***   ***story with minimal or intermittent assistance***   * ***Child brings books to adult to read (self initiated)*** * ***Child “writes” signs to label constructions*** * ***Child recognizes letters in own name in other words*** * ***Child will dictate on request/initiate dictation*** |
| **11:05-11:15 am**  **10 minutes** | **Transition to Outdoors**  **Potty and Hand Washing** | **Teachers plan meaningful learning experiences for these times, which keeps children engaged and minimizes disruption.**  **Children put clothing according to the season, and use the restroom before leaving for Outdoors Play.** |
| **11:15-12:00 pm**  **45 minutes** | **Outdoor Play (gross motor)** | * **Child can use outdoor equipment and materials as**   **intended (example: climb, pedal, steer) with minimal or**  **intermittent assistance**   * **Child runs with control over speed and direction (with**   **balance and ease)**   * **Child climbs up and down climbing equipment with ease** * **Catches a large ball with both hands (against chest)** * **Child can kick a ball and maintain balance** * **Child engages in active play with others** |
| **12:00-12:10 pm**  **10 minutes** | **Transition to Indoors Potty and Wash Hands** | **Bathroom use and Good Hygiene Practice take place.** |
| **12:10-12:30 am**  **20 minutes** | **Lunch** | * **Child will assist with meal set-up (pass out needed items)** * **Child can manipulate food containers (example: milk /**   **straws) with minimal or intermittent assistance**   * **Child can use individual utensils (example: spoon / fork)**   **with minimal or intermittent assistance**   * **Child can use serving utensils (example: family style**   **meals) with minimal or intermittent assistance**   * **Child will pour milk/juice with minimal or intermittent**   **assistance**   * **Child can clean up after meals** |
| **12:20-12:30**  **10 minutes** | **Transition—Hand Washing** | **Child cleans up after meals and washes hands** |
| **12:30-12:45 pm**  **25 minutes** | **Large Group** | * **Child can find place in large group meeting time (example: find place to sit on carpet)** * **Child can participate in singing songs, finger plays and**   **sharing news**   * **Child participates in cooperative and collaborative work** * **Child moves legs/feet in rhythm to beat** * **Child claps/taps hands in rhythm to beat** * **Child will stay engaged for duration of activity with minimal or intermittent assistance** |
| **12:45-1:00 pm**  **15 minutes** | **Transition—Potty, Hand Washing, and Cots Set Up** | **Bathroom and Good Hygiene Practices take place as well. Children are encouraged to set up their own cots with minimal or intermittent assistance.** |
| **1:00-2:20 pm**  **80 minutes** | **Rest Time** | **Relaxing Sounds, or music is set for nap time.** |
| **2:20-2:30 pm**  **10 minutes** | **Transition—Cots clean-up, Potty and Hand Washing** | **After children are awake, they are encouraged to clean up after themselves. Bathroom and Good Hygiene Practices take place as well.** |
| **2:30-3:00 pm**  **30 minutes** | **Snack** | * **Child will assist with meal set-up (pass out needed items)** * **Child can manipulate food containers (example: milk /**   **straws) with minimal or intermittent assistance**   * **Child can use individual utensils (example: spoon / fork)**   **with minimal or intermittent assistance**   * **Child can use serving utensils (example: family style**   **meals) with minimal or intermittent assistance**   * **Child will pour milk/juice with minimal or intermittent**   **assistance**   * **Child can clean up after meals** |
| **2:50-3:00 pm**  **10 minutes** | **Transition—Wash Hands** | **Child can clean up after meals** |
| **3:00-3:15 pm**  **15 minutes** | **Small Group** | **During this time, a small group of children meet with an adult to experiment with materials, try out new skills, and solve problems. Adults develop a small-group activity based on children's interests and particular skills, materials, or content areas that suit children’s developmental learning needs. Though the adult plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.**   * ***Child uses small muscles with minimal or intermittent***   ***assistance to participate in activities***   * ***Child shares materials and supplies*** * ***Child works cooperatively on a joint project with minimal***   ***or intermittent assistance***   * ***Child includes details in work from memories of***   ***experiences***   * ***Child focuses attention on project to produce a finished***   ***work***   * ***Child includes numerals and quantity in work*** * ***Child includes literacy in work*** * ***Child shows perceptual awareness of color, space, form*** * ***Child observes similarities and differences, forming***   ***theories, and testing them***   * ***Child uses materials to symbolize ideas*** |
| **3:15-3:25 pm**  **10 minutes** | **Story Time** | * ***Child can listen as part of a group (tuning out distractions)*** * ***Child comments/asks questions*** * ***Child demonstrates front/back concept; looks at pages left***   ***to right***   * ***Child can use a variety of materials (felt pieces, props,***   ***books) to retell the story with minimal or intermittent***  ***assistance***   * ***Child identifies characters/objects in a story*** * ***Child will predict what will happen next*** * ***Child recognizes own name*** * ***Child can tell the story from pictures after hearing the***   ***story with minimal or intermittent assistance***   * ***Child brings books to adult to read (self initiated)*** * ***Child “writes” signs to label constructions*** * ***Child recognizes letters in own name in other words*** * ***Child will dictate on request/initiate dictation*** |
| **3:25-3:35 pm**  **10 minutes** | **Transition to Outdoors**  **Potty and Hand washing** | **Teachers plan meaningful learning experiences for these times, which keeps children engaged and minimizes disruption.**  **Children put clothing according to the season, and use the restroom before leaving for Outdoors Play.** |
| **3:35-4:15 pm**  **40 minutes** | **Outdoor Play (gross motor)** | * **Child can use outdoor equipment and materials as**   **intended (example: climb, pedal, steer) with minimal or**  **intermittent assistance**   * **Child runs with control over speed and direction (with**   **balance and ease)**   * **Child climbs up and down climbing equipment with ease** * **Catches a large ball with both hands (against chest)** * **Child can kick a ball and maintain balance** * **Child engages in active play with others** |
| **4:15-4:25 pm**  **10 minutes** | **Transition to Indoors**  **Potty and Hand washing** | **Bathroom use and Good Hygiene Practice take place.** |
| **4:25-5:25 pm**  **60 minutes** | **Work time** | **Children will carry out their plans (or shift to new activities that interest them).** |
| **5:25-5:35 pm**  **10 minutes** | **Clean Up Time** | **Disposing of unwanted items and putting supplies, toys, etc. where they belong** |
| **5:35-5:45 PM**  **10 minutes** | **Transition—Potty and Hand washing** | **Use of bathroom and Good Hygiene Practices take place before the children go home** |
| **5:35-6:00 pm**  **25 minutes** | **Large Group/Dismissal** | * **Child can find place in large group meeting time (example: find place to sit on carpet)** * **Child can participate in singing songs, finger plays and**   **sharing news**   * **Child participates in cooperative and collaborative work** * **Child moves legs/feet in rhythm to beat** * **Child claps/taps hands in rhythm to beat** * **Child will stay engaged for duration of activity with minimal or intermittent assistance** |