

| TIME | ACTIVITY | WE ARE LEARNING.... |
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| 8:45 | ARRIVAL AND MORNING ROUTINE | Find your name and place in "who's here today pocket chart, do the table activity. |
| | TABLE TIME | Students pick a table and do the activity on the table. Students are learning various literacy, math, art, and/or fine motor concepts/skills. The activities are often connected to our theme. |
| 9:05 | CIRCLE 1 | Children will have an opportunity to share something to build verbal skills. We see who our helper of the day is, review calendar, sing days of the week song, and pledge. Then we read a book related to our theme. Students share, join in, and make connections to build reading comprehension and book knowledge. We will talk about our day and the different rotations. |
| 9:30 | SNACK | Children will find their name at the table, after they found their name, a teacher will review the letters with them then, we say a blessing. This a time for students to try different foods and enjoy time with friends. |
| 9:40 | CENTERS | Students pick a center they want to work in with a friend or independently. Students may change centers as they wish. Our centers are blocks, writing, science, pretend, and discovery. Skills and concepts students are learning during centers are literacy, math, science, art, fine motor, and social skills. |
| | SMALL GROUP | At some point during center time, students will work with the teacher and both aides individually or in a small group to learn various literacy or math skills and concepts or make an art project. New games and activities are introduced at this time to ensure student success. |
| | HANDWASHING AND BATHROOM | All students will take a turn using the bathroom and washing their hands. |
| 11:00 | CLEAN-UP & INDIVIDUAL QUIET READING TIME | Students will help clean-up any messes left in the centers. Once the room is pick-up, students may select a book on the shelf in our library center to read independently on the carpet. |
| 11:10 | CIRCLE 2 | For circle 2 we focus on connecting activities (charts, graphs, songs, etc.) to build oral language, social skills, science/math concepts, and various literacy skills. |
| 11:30 | LUNCH OUTSIDE/GROSS MOTOR BATHROOM | Students and teachers eat lunch together either outside or in the classroom. If weather permits, we will go to the playground. Students can play on the equipment and in the sand box. On some days, various gross motor activities will be set up to develop various skills. |
| 12:45 | SMALL GROUP ROTATION | The class splits into two groups. New games and skills are introduced and practiced at this time. Fine motor work and group games are played as well. |
| 1:05 | MUSIC AND MOVEMENT | We use this time to sing new songs and other movement activities. |
| 1:15 | OUTSIDE PLAY | |
| 1:45 | DISMISSAL | We will sing our goodbye song and child leaves with family. |

Our school has a mix of student lead, play based, and teacher directed lessons and activities. We infuse movement throughout the day and take a child's attention span into consideration as well. This is an example of a daily routine. The routine will not often change. However, it may be adjusted based on students' needs, situations, and classroom events.