

Daily Schedule (1 of 4)

We would like to walk you through a day in the life at Pre-K 4 SA, highlighting our safety features:

EVENT	LOCATION	SAFETY FEATURES	DESCRIPTION
Read Aloud (15 min)	Classroom	<ul style="list-style-type: none"> ■ No more than 10 children in a classroom designed for 20. ■ HVAC systems modified to provide better air filtration and more fresh air 	As children arrive to the classroom, they put away their cloth face masks and put on their personal face shields before joining the teacher for a read aloud to develop early literacy. With a smaller number of children in the classroom, they have plenty of room to spread out.
Breakfast (30 min)	Classroom		One by one, children wash their hands and then select a seat at the table. Plexiglass table dividers allow children and teachers to safely sit near one another. Children eat a healthy, individually packaged meal while the teacher engages them in conversation to support language development.
Morning Message (10 min)	Classroom		After breakfast, children wash their hands and find a place on the large floor rug. Each child is individually greeted and welcomed as they sit down. The teacher shares the schedule for the day, which is written on a dry erase easel all the children can see. The teacher discusses any news or changes to the schedule. Children share their own news and are encouraged to comment and make suggestions about the day's schedule.
Large Group (15 min)	Classroom or outside		Teacher and children stand up and spread out so they can express themselves through movement and music. The children take turns being the leader by selecting the type of movement activity and encouraging other children to share in the fun.

Daily Schedule (2 of 4)

EVENT	LOCATION	SAFETY FEATURES	DESCRIPTION
Small Group (15 min)	Classroom or outside	<ul style="list-style-type: none"> ■ Table and chairs sanitized before and after each use ■ Plexiglass table dividers ■ Individualized materials 	<p>After movement, the children select a seat at the table for small group instruction. Each child is given a box of learning materials. To the children, it looks like they all have the same materials. But the teacher has carefully individualized the boxes based on each child's interests and developmental needs. The teacher demonstrates what the children are expected to do with the materials in their boxes and then the children have time to practice using their own materials while the teacher observes and guides the learning.</p>
Outside Learning Time (60 min)	Outside		<p>After small group, it's time to head outside to one of the outdoor learning environments that has been specially designed to engage children in learning through nature. Whether the children are tending to their gardens, playing restaurant in the mud kitchen, or staging a production on the outdoor stage, the children are supported in developing not only their gross motor skills, but also foundational academic thinking. When outdoor learning time is over, children wash their hands as they return to the classroom for work time.</p>

Daily Schedule (3 of 4)

EVENT	LOCATION	SAFETY FEATURES	DESCRIPTION
Work Time: Plan, Do, Review (75 min)	Classroom	<ul style="list-style-type: none"> ■ Children sanitize their hands before going to the work area. ■ Children put materials in the cleaning bin when they are done playing with them to ensure they are cleaned before the next work time. ■ Children have ample room to spread out in the classroom. 	<p>This period includes 3 distinct activities:</p> <ol style="list-style-type: none"> 1) Plan: A 10- to 15-minute period during which children plan what they want to do during work time (the area to visit, materials to use, and friends to play with); 2) Do: A 40- to 60-minute worktime minimum for children to carry out their plans (or shift to new activities that interest them); and 3) Review: 10- to 15-minute period to review and recall with the teacher and discuss what they did and learned. <p>Engaging in plan, do, and review helps children develop executive function skills, which are essential not only to success in school, but also in career and life.</p>
Read Aloud (10 min)	Classroom or outside		The teacher reads aloud while children take turns washing their hands.
Lunch (30 min)	Classroom or outside		Children select a seat at a table with plexiglass dividers. The teacher uses gloves to serve each child an individually packaged meal. The teacher engages the children in conversation to support language development. As children finish their meal, the children clean up their place and put out their rest mat being mindful to allow ample space between each mat.
Rest Time (75 min)	Classroom or outside	<ul style="list-style-type: none"> ■ Pre-K 4 SA provides individual mats for the children which are stored separately to prevent cross contamination. ■ Mats are cleaned and sanitized at least 2 x / week. ■ Mats are spread throughout the room and children lie head to toe. ■ Classroom materials are cleaned while children rest. 	Children take this time to rest quietly on their mat. Having a rest time helps children become more self-aware and regulate their emotions, as well as helps them gain more energy for the other half of the day. Many children will sleep during this time, but they are not required to do so.

Daily Schedule (4 of 4)

EVENT	LOCATION	SAFETY FEATURES	DESCRIPTION
Storytime (20 min)	Classroom or outside		As the children get up from rest time, they join the teacher for story time. The teacher focuses on literacy skills while reading a book or telling a story.
Snack (15 min)	Classroom or outside	<ul style="list-style-type: none"> ■ Snacks are individually packaged ■ Children are spaced apart or seated at a table with plexiglass partitions 	Children sit at the table with plexiglass dividers or select a special spot outside to enjoy a healthy snack.
Large Group (10 min)	Classroom or outside		After the story, children once again have the opportunity to express themselves through music and movement.
Small Group, Outside, and Work Time: Plan, Do, Review (60 min)	Classroom or outside		The rest of the afternoon is filled with another small group time, more outside time and a second worktime provides children with the opportunity to continue what they were working on in the morning or to select a whole new project.