

# Full Day Kindergarten Schedule

The following table is a listing of key components essential in a full day Kindergarten daily schedule.

| Key Components  | Features:   |
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| <p style="text-align: center;"><i>Arrival/Greeting</i><br/><b>15 minutes</b></p>  | <ul style="list-style-type: none"> <li>• Getting the day started on a positive note sets the tone for the rest of the school day.</li> <li>• Each child is greeted individually. When able, family members are also greeted.</li> <li>• Sign-in sheets are available. These may take many forms throughout the year. In the beginning children would find their name and mark it in some fashion. Then they would write their first name, and finally their first and last names.</li> <li>• Children put belongings away</li> <li>• Children complete morning jobs</li> <li>• Children become engaged with table manipulatives or play center of their choice</li> <li>• Time to socialize and catch up on each other's news while interacting with materials.</li> </ul>  |
| <p style="text-align: center;"><i>Morning Meeting/Class Meeting</i><br/><b>15 minutes</b></p>   | <ul style="list-style-type: none"> <li>• Children come together to review prior learning and talk about the day's activities.</li> <li>• Morning meeting is whole group instruction with active participation from both the teacher and the children.</li> <li>• The morning message, The Pledge of Allegiance to the flag, calendar mathematics, finger plays, poems, songs, chants, and stories may be included as part of morning meeting</li> <li>• Time scheduled follows children's interest and attention. Since whole group activities often require children to spend time passively listening and waiting their turn, the whole-group format should not be overused.</li> </ul>   |
| <p style="text-align: center;"><b>Language Arts Block</b><br/><b>Writing</b><br/><b>60-75 minutes</b><br/><i>(time block should be divided between active and passive activities)</i></p> | <ul style="list-style-type: none"> <li>• Literacy and language development is crucial during early childhood years. Children who get off to a good start in reading and writing tend to do well. The more time children spend writing the better their language skills become. Stories and literacy activities occur throughout the school day in a combination of small and whole group instruction. This block is broken into smaller learning segments alternating between seated and active activities.</li> <li>• Time block should include some whole group instruction, small group instruction, and individual practice</li> <li>• Activities in this learning block might include shared reading, guided reading, phonemic Awareness and phonics Instruction, integration of Science and Social Studies, Writing Workshop, Kidwriting, journal writing and other language experiences</li> </ul> |
| <p style="text-align: center;"><b>Music and Movement</b><br/><b>15 minutes</b></p>  | <ul style="list-style-type: none"> <li>• Provides children freedom of movement which promotes peer interaction, gross motor development, and brain/body connections</li> <li>• Activities might include listening to different types of music, singing songs, dancing, use of instruments, indoor games</li> </ul>  |
| <p style="text-align: center;"><b>Snack and preparation for Recess</b><br/><b>15 minutes</b></p>  | <ul style="list-style-type: none"> <li>• Snack time should be a pleasant social experience for children. Oral Language should be encouraged.</li> <li>• Responsibility for providing snacks could be shared</li> <li>• Teacher joins the conversation and models good manners</li> <li>• Serving themselves and each other is a good way to foster social skill development</li> </ul>  |

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| <p style="text-align: center;"><b>Outdoor Recess</b><br/>or<br/><b>Indoor Free Play</b><br/><i>(when weather doesn't permit outside play)</i><br/>30 minutes</p> | <ul style="list-style-type: none"> <li>• Children clean-up and get jackets, etc. for outdoor play</li> <li>• Outside games</li> <li>• Activities requiring cooperation inside and outside</li> <li>• Instructional and play centers: Housekeeping, dramatic play, blocks, art, writing, reading, science, math, are available for free choice.</li> </ul>   |
| <p style="text-align: center;"><b>Learning Centers</b><br/>30 minutes</p>  | <ul style="list-style-type: none"> <li>• Activities are planned to maximize children's active engagement and to provide time to practice skills in authentic settings.</li> <li>• Centers, or work times, are a means of organizing instruction for individualization.</li> <li>• Provided for small groups of children on different instructional activities involving the Key Learning Areas</li> <li>• On special topics of study</li> <li>• Child or teacher directed</li> <li>• Provided more than once a day when appropriate</li> </ul>  |
| <p style="text-align: center;"><b>Prepare for Lunch</b><br/>10-15 minutes</p>  | <ul style="list-style-type: none"> <li>• Good health practices of washing hands before lunch</li> </ul>   |
| <p style="text-align: center;"><b>Lunch and recess</b><br/>60 minutes</p>  | <ul style="list-style-type: none"> <li>• Young children need a time to relax and enjoy interacting with their peers. This is a time to establish healthy eating habits and promote social and emotional development.</li> </ul>   |
| <p style="text-align: center;"><b>Rest Time</b><br/><b>Independent Reading</b><br/><b>Read Aloud</b><br/>15-30 minutes</p>                                       | <ul style="list-style-type: none"> <li>• Whether or not children nap, they should have the opportunity to "regroup" before their afternoon work.</li> <li>• Rest time could include napping, read quietly, journal writing, or some other quiet, restful activity</li> <li>• In the beginning of the year more "rest time" should be provided. Toward the end of the year, "rest time" can be shortened to assist children in the transition into a setting which will not include "rest time."</li> </ul>  |
| <p style="text-align: center;"><b>Math</b><br/>45 minutes<br/><i>(time block should be divided between active and passive activities)</i></p>                    | <ul style="list-style-type: none"> <li>• Used to lay the foundation for more formal learning in later grades.</li> <li>• Science is easily integrated into math instruction.</li> <li>• Study of mathematical concepts might include mini-lessons provided by the teacher, project-related activities, center work, large group instruction</li> <li>• Study of mathematical concepts for the young child should include instruction and practice using real objects.</li> <li>• Math centers are developed to encourage exploration and to practice skills.</li> <li>• Math materials can be included in all the other centers.</li> </ul> |
| <p style="text-align: center;"><b>Free Choice Centers</b><br/><b>Time for play</b><br/>30 minutes</p>  | <ul style="list-style-type: none"> <li>• Research has shown that play is one of the best ways for kindergarten children to learn. If engaging, hands-on materials are provided in each center, children will learn by manipulating them. Free choice centers can include, but not limited to: <ul style="list-style-type: none"> <li>Housekeeping</li> <li>Dramatic Play</li> <li>Blocks</li> <li>Art</li> <li>Sand and water table</li> <li>Listening</li> <li>Computer</li> </ul> </li> </ul>   |

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| <p align="center"><b>Special Subject Areas</b><br/><i>Physical Education, Music, Library, Art</i></p> | <ul style="list-style-type: none"> <li>• Some districts provide all special subject areas to kindergarten for varying lengths of time. If not, these areas should be integrated into daily classroom activities.</li> </ul>  |
| <p align="center"><b>Closure</b><br/><i>15-30 minutes</i></p>   | <ul style="list-style-type: none"> <li>• Children and teachers have a time to reflect on the school day and plan for the next.</li> <li>• Closure activities might include movement to music, sharing about the day, preparation for the next day, collecting belongings, departure routines</li> </ul>  |
| <p align="center"><b>Transitions</b></p>  | <ul style="list-style-type: none"> <li>• Transitions occur throughout the day in Kindergarten: upon arrival, before and after morning meeting, before and after center time, before and after snack, before and after gross motor time and departure.</li> <li>• Transitions are well thought out and planned for, knowing that smooth transitions are a critical piece of successful classroom management.</li> </ul> |



“Life is too unpredictable to live by a schedule.”

~ allow for flexibility