



AKU Daily Schedule

Following HighScope Curriculum and Handwriting Without Tears Get Set for School Curriculum

9:00-9:20 Arrival/ Small Group Math

9:20-9:40 Circle Time (includes morning message, letter links, calendar, weather, songs, stories, music and movement)

9:20-9:40 STEAM

10:00-10:15 Snack

10:15-10:30 Plan (children actively make a plan for their work time-learn through play)

10:30-11:15 Work Time (Centers)

11:15-11:30 Recall (part of the HighScope plan-do-review children actively made a plan, followed through with it, now will recall or review what they did)

11:30-12:00 Lunch

12-12:15 Large Group-Music and Movement (gross motor skill development through music and movement)

12:15-12:30 Small Group-Handwriting and Literacy (age appropriate focus on handwriting, fine motor skills, and prewriting readiness with a focus on language and literacy)

12:30-1:00 Children's Choice/Art / Gross Motor Fun

HighScope Daily Routine:

The daily routine, according to the HighScope curriculum, calls for small group, large group, work time (plan, work, recall), and outside time. The daily routine is consistent yet flexible. Children should always know what comes next due to the consistency in the schedule.

HighScope is a child focused curriculum and allows for the children to have an equal partnership with the adults. The adults are always interacting with the children, questioning the children, and creating a natural learning environment. The children should be able to make choices throughout the day.

*You will notice there are not scheduled times for restroom breaks. This should be done naturally throughout the day. At the end of circle time use a cue to allow a few children to go use the restroom, wash their hands, and get ready for snack. Example: anyone wearing red go get ready for snack, whose name starts with A...go get ready for snack, etc... At the beginning you may need to teach proper handwashing. This can be done during small group as well. Include a visual.

During recall time send students as they finish recall time to the restroom and to wash hands before lunch. Restroom breaks do not need to be in the daily schedule. If you are potty training you will need to add more frequent restroom breaks into your day.

What we teach Highscope and Handwriting Without Tears:

From the Website: "In the HighScope Preschool Curriculum, learning in these eight areas is guided by [58 key developmental indicators \(KDIs\)](#) that meet all state standards. Each KDI is linked to one of the dimensions of school readiness, and each is a statement that identifies an observable child behavior reflecting knowledge and skills in those areas." The activities done each day will be in connection with these KDI's. In addition the HWOT's Get Set for School Curriculum outlines our activities for math, literacy, and handwriting.

Letter Links-

Letter links are a part of the HighScope curriculum. Letter links are pictures that start with the same letter as the child's name. For example: My students called me Mrs. Brandt so my letter link was bracelet. You create letter links by taking a rectangle sentence strip and writing the child's name. Next help them pick a letter link and print or draw a picture to put next to their name. You will need a few of these per child so that you can use one for morning activity assignments, one during circle time, and one for letter matching (this one needs to be bigger). Letter links help the children determine their names, beginning letters of their names, their classmates' names, and letter sounds. It is really neat to see how quickly they associate these links with their classmates. These need to be made within the first week of school to establish routine.

Transitions: Transitions are also not scheduled into the daily schedule but should become a natural part of the day. Make sure you always give warnings when something is about to end and something new is about to begin.

“Class you have 10 minutes until we will begin cleaning up”

“There are two minutes left until we need to be seated for recall time”

Providing student notice and using the visual schedule will make transitions smooth from one activity to the next. Also try to make transitions fun and interesting.

“It is now time to move from small group to circle time. Bob how should we get to circle time today? Should we fly like airplanes or hop like bunnies?”

“Large group is now finished. I noticed yesterday you were all having so much fun pretending to be cats so when I say go I want you to stand up and prance like a cat to your small group table. Ready, Go”

Arrival/ Small Group

As students arrive for the day you will have them put their belongings away and sit down at a table. At the table each morning will be activities set out for them. These activities will be different each day. Some days it might be a fine motor activity or a math activity. Other days it could be a literacy activity. Some days you might have 10 minutes of independent work and 10 minutes of work with a teacher. This will allow for different drop off times and a smooth start to the morning. Set up expectations from day one that students come in, put their backpacks away, and find their letter link to get to work

**Prior to the start of the day the teacher needs to set out trays with activities on them. Then place each child’s letter link on the tray where you want them to begin working. Once they complete this task they can trade with their friends if time allows!

Example of arrival small groups:

Puzzles, Sorting, Stacking, 1:1 Correspondence, Letter Matching,
Reading books, File Folder Games, Art Activities

This small group will usually be focused on a math concept. During this small group is also when you will have the children sign in. Each child should have their own page in the sign in book. Children should sign in each day even if they can’t write their name. You can first have them sign in with a straight line or another shape then begin to write their name as you progress in handwriting.

Circle Time

During circle time you want to have a mix of activities to keep the children engaged. Have the children be active participants by picking out what day it is and hanging it up or allowing them to pick out a song. Incorporate music and movement into your circle time especially if you see that the children are getting restless. Read below about each component of circle time.

Morning Message-

Part of the HighScope Curriculum is having a morning message. You will need to create a morning message board. A large white board or white board easel will work well for this. At the beginning your message board will contain pictures (or actual objects taped on) to relay a message but as the year progresses you will add words and possibly work into sentences. It really depends on where your students are. The morning message will be different each day and could be related to what the kids did the day before, new items the center purchased, or something that interests the children. It could also be used to introduce new concepts. The message board will help children make predictions, build vocabulary, and draw conclusions. Start your circle time with the message board. It will also help children to develop an understanding that words are created by letters and sounds-phonemic awareness.

Letter Links

Go through everyone's letter link to determine who is at school today and who is missing. Count to see how many people are at school and how many are missing. Play a guessing game to see whose letter link you will pick next or have everyone point to the child whose link you are holding. Review each child's letter link and letters in their name. At first you want them to start to recognize the picture associated with their name, (especially for the younger children) then work to help them identify what their name starts with, and finally move into being able to spell their name.

Calendar

Days of the week-talk about what today is, tomorrow will be, and yesterday was....transition into this from the message board by playing a days of the week song and have everyone sing along. Count the number of days there are in a week then lay out all of the days of the week cards. Have children take turns coming up to pick out what today is, tomorrow will be, and yesterday was. If it's Monday or Thursday take a minute to talk about the upcoming or previous weekend. Incorporate ordinal positions such as first day of the week, middle of the week, and end of the week. Talk about the letters in the days of the week and start to work on letter sounds. If it is Monday talk with the children about what day it is by saying, "Today is a day that comes after Sunday and starts with the letter M...who can tell me what sound the letter M makes?" "Great can you find the day that starts with M?"

Next move the calendar and find out what month it is. Count the days to determine what day of the month it is. Help the children relate to the month by talking about whose birthday is in that month, what holidays are coming up, and anything else that might help them relate to the month.

Weather

Next transition into talking about the weather by playing a weather song. Create gestures and movements for the song by incorporating sign language for sunny or moving your fingers for rainy. Use weather cards to talk about the different types of weather and have someone look out the window to determine the weather. Then have them put the correct weather card on the board next to Today's Weather Is....

*Bring in an umbrella or some gloves relevant to the current season and talk about appropriate clothing for the season. Use picture cards and ask the children if they should wear gloves or a swim suit in the summer. As it gets colder out have one student show what they wore to school that day or use a foam board to create a doll to dress every day. Laminate pictures of clothing and use Velcro to dress the doll according to the current weather.

Now use circle time to introduce new concepts and review concepts. Sing the ABC's at least once and review letters of the alphabet. Turn on a music and movement song that involves counting. Use alphabet puppets to talk about the alphabet or use colored scarves to work on identifying colors. Talk about what the children did the day before and use your observations to bring in the children's interest.

Review the daily schedule with the visual schedule cards and transition into snack time.

STEAM

Science, technology, engineering, art, and math! Each day will focus on a different aspect of STEAM!

Snack

At snack time let the children pick where they sit. Have students help hand out napkins and have tasks. Encourage conversation during snack and be an active listener. Ask thought provoking questions as the children communicate. Demonstrate at the beginning how children should clean up from snack so that they can be as independent as possible.

Planning

After snack transition into planning time which should be done in small groups. The same groups should meet each day and start in the same location each day. You may want to look at splitting the groups by age. This is where children will plan what they will do during work time. Planning can be done a variety of ways:

- You can have the children draw what they are going to do that day
- Create a map of the centers and have the children point or place an object where they plan to work
- Create a train and have the children hop off where they wish to work
- Take pictures of the centers and create a planning board

- Create a telescope with a paper towel roll and have them search for where they wish to work

During the planning time you want to ask questions about where they will work, what they will do, and how they will do it. Will they work alone or together? If they are going to the art center what will they do? Paint, draw, write? Or if they are going to the kitchen what will they cook?

How will they cook it?

Work

During work time the teacher should be walking around the room engaging with the children as they play. The teacher will stop and ask questions helping to create natural learning. If children are playing restaurant encourage them to write numbers for the bill. If they are playing with the farm animals talk about the sounds the animals make... what do the animals eat? Where do they live? Pull out some play dough and start rolling it to make letters with some of the children or stop by the sensory table to see if they can draw letters in the sand. After planning children should go to the work center they planned for however they do not have to stay at this center. They are free to work in any center they chose and move from location to location. Some centers will stay the same each week and some will be new. It will be important at the beginning that you show how each center works, the manipulatives, and how to clean up. Clean up is an important part of work time and notice before clean up time should be given.

Recall

After clean up you will move into recall. This will be in the same location as planning and in the same small groups as planning. This too can be done a variety of ways. Use the observations you made during work time to initiate a conversation about what they did during work time. After each child is able to recall send them to the restroom to get ready for lunch.

Lunch

Just as you did for snack, let children chose where to sit for lunch. Again encourage independence and student helping. If a child asks you to open something, encourage them to try first. You want the children to problem solve on their own when possible but of course if they try and cannot open something, please help them.

Large Group

After lunch you will move into large group which will be held where circle time was held. During this time you may have some music and movement, story time, or a combination of the two. You can also review concepts during this time. Large group will focus on gross motor skills as well as academic concepts.

Small Group

After large group you will move back into your small groups (which should remain the same as your morning groups). This small group will usually cover handwriting and literacy but also could include math, literacy, vocabulary, art or a combination of any of the above mentioned.

Free Play

Finally you will end your day with some free play. The HighScope curriculum states that there should be 30 minutes of outside time. This is not possible at many of the centers so we will have an adapted outdoor play. This is where children can play on your play structures, play basketball, wall climb, etc....Again this is a time for gross motor skills, conflict resolution, socialization, problem solving, and many of the other Key Development Indicators outlined in the HighScope Curriculum. During this time you will also want to make sure the children pack up their belongings (again covers independence) and that the daily folders are filled out.

If you would like to end your day with more structure then I would suggest having free play followed by story time.

Daily Folders-

I recommend creating a folder for each child that goes home daily. This folder will contain the daily sheets and can be a place for parents to communicate if they need to. You can also place any notes in here for parents and the children's work. Create a folder bin so that each day when the children arrive for AKU they can take their folder out of their back pack and place it in the bin. Then in the afternoon when they pack their backpack they can grab their folder from the bin and place it in their bag. Place the child's letter link on the folder and help them learn to determine which folder is theirs. I would only do these for the kids who regularly attend AKU. If you have children who come a few hours every couple of weeks I would not do a folder for them and when the other students are packing their folder that child can pack a single sheet. If you have a child who leaves before the end of the day then I would not worry about a daily sheet.

Centers: Try to have as many of the following centers (work areas) as you can:

Art

Math

Writing (see recommended purchase list)

Dramatic Play

Kitchen

Blocks

Cars

Reading

Farm

Fine Motor Skill Activities

Science Exploration