

SAMPLE SCHEDULE FOR A THREE YEAR OLD FULL DAY PROGRAM

Research shows that children are happiest when they know what to expect. Try to be consistent with the schedule.

- 8:45 – 9:00** **ARRIVAL:** Children select quiet activities set out on tables, such as puzzles, books or drawing materials, games, and table toys.
- 9:00 – 9:15** **MORNING MEETING/CIRCLE TIME:** Teacher uses the Responsive Classroom approach. This allows the class to come together as a community as they get to know each other through songs, discussion of the day’s work, events, and sharing. This time can be used for discussion of weather and calendar.
- 9:15 – 9:35** **LANGUAGE/LITERACY:** This time is set-aside for the Peabody Language Development Kit.

Lessons are clearly outlined in the Teacher’s Manual. Read the manual before you introduce the lesson to the students. Identify and have ready the materials you will need for each lesson. Lessons have two parts and should be taught in sequence. Keep the focus question in mind during instruction. After each lesson in the program, identify individuals who have difficulty demonstrating proficiency in the skills you consider appropriate and important for them to learn. Assistants can help students having difficulty with these skills. This can be done during small group time and/or target a center for these students.

PEABODY SAMPLE LESSON

Materials:

Activity 1

Puppets

P. Mooney

Activity 2

Puppets

P. Mooney

*NOTE: All materials are listed in the appendix to the Teacher's Guide.

1 Focus: guessing the identity of a hidden object, talking about pets, and then finding P. Mooney

Before the lesson, hide the puppet where the children can easily find it. Introduce the lesson by saying:

Something interesting is hidden in the room. What do you think it might be?

After each guess, give clues. If no one guesses correctly, say:

I have hidden a special puppet. What is a puppet?

Encourage the children to talk about the puppets.

Summarize their remarks.

Yes, a puppet may look like a doll. You can put your hand into a puppet and use your fingers to move its head and arms or its mouth, if it has one. Now let's look for the puppet.

During the search, give clues as necessary. When someone finds the puppet, have that child bring it to you, and ask the other children to clap for him or her.

2 Focus: talking with P. Mooney, and telling first and last names

Put P. Mooney on your hands and have him say:

Hello everyone! I am glad you found me! I am a puppet.

See how I move my head and arms.

(Demonstrate) Have you ever

known anyone named P. Mooney?

(Pause) That is my name. Let's all say it together.

After the children have said his name in unison several times, the puppet continues:

Now that you know my name, I want to know yours. When I call on you, please come up, shake my hand, and tell me your first and last names in a sentence. Each time a child does so, have the puppet respond with such phrases as these:

I am happy to meet you, (Rosa Ortega).

Hello, (Clarence Melnick).

How are you? (Katie O'Neill)?

I like your name, (Ray Baxter).

When every child has met P. Mooney, the puppet concludes:

I enjoyed meeting all of you. I must go now, but I will come back soon to see you again. Good -bye!

- 9:35 - 9:45** **TRANSITION TIME:** Children will recite poems, finger plays, or engage in movement /music activities.
- 9:45 - 10:00** **PLANNING:** In a large group, children share and make choices as to what they are going to work on and where they wish to go.
- Example:
Teacher: “John where would you like to work today?”
Child: “I want to work in the block area.”
Teacher: “What are you going to do in the block area?”
Child: “I’m going to play with Jim and we’re going to make a fort.”
(If the child is non-verbal, allow him/her to point to desired work area.)
- 10:00 – 10:30** **CENTER/WORK TIME:** Children work with activities in the interest areas.
- 10:30 – 10:45** **CLEAN – UP:** Children put toys and materials away, use bathrooms and help set tables for snacks.
- 10:45 – 11:00** **SNACK TIME:** Children enjoy healthy snacks and engage in conversation.
- 11:00 – 11:15** **RECALL TIME:** Children recall what they have worked on and materials they used. This can be done during small or large group time.
- 11:15 – 11:45** **OUTDOOR PLAY/HEALTH:** (Weather permitting.)
Children use outdoor equipment and/or play large muscle games. On occasion we may go for a walk.
- 11:45 – 12:00** **PREPARATION FOR LUNCH:** Children wash hands and help set the table for lunch.
- 12:00 – 12:30** **LUNCH AND CLEAN-UP:** Children enjoy lunch and conversation. Children and staff members clean up after lunch.

Sample Schedule (cont...)

- 12:30 – 12:55** **STORY TIME:** Teacher reads, tells or dramatizes a story related to Math, Science or Social Studies. Children may join in storytelling or help act out parts of the story.
(Suggested materials: big books, puppets, story props, manipulatives.)
- 12:55 – 1:55** **REST TIME:** Children will have the opportunity to rest/sleep. Books, puzzles, or quiet toys will be available for restless children to use on their mats.
- 1:55 – 2:15** **SMALL GROUP TIME:** A skill-oriented activity will be offered at this time. The teacher and assistant will each work with a specific group.
- 2:15 - 2:30** **CLEAN – UP TIME:** Children clean up from small group work.
- 2:30 – 2:55** **LARGE GROUP TIME:** Children participate in music and movement activities.
- 2:55 – 3:15** **STORY TIME:** Children recall and reflect on a story read during the day.
- 3:15 – 3:25** **CLOSING CIRCLE:** Recap of the day:
Children reflect on day’s work and activities.
- 3:25 – 3:30** **DISMISSAL**

SAMPLE SCHEDULE FOR A FOUR YEAR OLD FULL DAY PROGRAM

Research shows that children are happiest when they know what to expect. Try to be consistent with the schedule.

- 8:45 – 9:00** **ARRIVAL:** Children select quiet activities set out on tables, such as puzzles, books or drawing materials, games, and table toys.
- 9:00 – 9:05** **TRANSITION TIME ACTIVITY:** Children will recite poems, finger plays, or engage in movement /music activities.
- 9:05 – 9:20** **MORNING MEETING/CIRCLE TIME:** Teacher uses the Responsive Classroom Approach. This allows the class to come together as a community as they get to know each other through songs, discussion of the day's work, events, and sharing. This time can be used for discussion of weather and calendar.
- 9:20 – 9:40** **LANGUAGE/LITERACY:** A skill oriented activity that coincides with our Scholastic Unit. For children to experiment with emerging literacy skills, they must be in a classroom that is print rich and offers a variety of activities that encourage children to talk, read, write, play, listen, and share their work. The program is designed to be interactive, playful, and creative. The suggested time for Scholastic is 60 minutes, however, these 60 minutes should be divided throughout the day to address the different activities. Building Language for Literacy is a thoughtfully designed program in which developmental skills are introduced and practiced along a continuum. The program is designed around six thematic units, which can last up to four weeks or more.

ENRICHMENT LESSON PLAN ON THE UNIT– HOME (Teacher Created)

This lesson was created to serve as an extension to the unit on homes.

Objective:

Students will have a better understanding of different homes and families.

Procedure:

1. Read story – “Corduroy”
2. Discuss different homes.
3. Chart responses.

Centers:

Center #1 – **Blocks**

Students will construct a sample of their home using Legos.

Center #2 – **Math** – Graphing

Students will use graph paper, unifix cubes, and stamps to show # of family members (one to one correspondence).

Center #3 – **Art**

Using pictures cut from magazines children will create a collage of things found in homes.

Center #4 – **Science** – Cooking Activity

Follow recipe to make play dough.

Materials:

Book – “Corduroy”

Unifix cubes

Graph paper

Construction paper

Glue

Stamps / Crayons

Legos / Blocks

Magazines

Flour, Salt

Vegetable Oil

Evaluation:

Teacher observation of students’ responses and participation at the centers.

- 9:40 - 9:45** **TRANSITION TIME:** Children will recite poems, finger plays, or engage in movement /music activities.
- 9:45 - 10:00** **PLANNING:** In a large group, children share and make choices as to what they are going to work on and where they wish to go.
 Example:
Teacher: “John where would you like to work today?”
Child: “I want to work in the block area.”
Teacher: “What are you going to do in the block area?”
Child: “I’m going to play with Jim and we’re going to make a fort.”
 (If the child is non-verbal, allow him/her to point to desired work area.)
- 10:00 – 10:30** **CENTER/WORK TIME:** Children work with activities in the interest areas. (Scholastic offers a variety of ideas for choice time.)
- 10:30 – 10:45** **CLEAN – UP:** Children put toys and materials away, use bathrooms and help set tables for snacks.
- 10:45 – 11:00** **SNACK TIME:** Children enjoy healthy snacks and engage in conversation.
- 11:00 – 11:15** **RECALL TIME:** Children recall what they have worked on and materials they used. This can be done during small or large group time.
- 11:15 – 11:45** **OUTDOOR PLAY/HEALTH:** (Weather permitting.)
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- 11:45 – 12:00** **PREPARATION FOR LUNCH:** Children wash hands and help set the table for lunch.
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- 12:55 – 1:55** **REST TIME:** Children will have the opportunity to rest/sleep. Books, puzzles, or quiet toys will be available for restless children to use on their mats.
- 1:55 – 2:15** **SMALL GROUP TIME:** A skill-oriented activity will be offered at this time. The teacher and assistant will each work with a specific group.
- 2:15 - 2:30** **CLEAN – UP TIME:** Children clean up from small group work.
- 2:30 – 2:55** **LARGE GROUP TIME:** Children participate in music and movement activities. Scholastic songs and poems could be utilized at this time.
- 2:55 – 3:15** **STORY TIME:** Children recall and reflect on a story read during the day. As suggested in the Scholastic’s manual, this time can be used for
- Early Rereading - An activity which focuses on oral language skills
 - Later Rereading - An activity which focuses on letter knowledge
 - Remembered Reading - An activity which focuses on phonemic awareness
- 3:15 – 3:25** **CLOSING CIRCLE:** Recap of the day:
Children reflect on day’s work and activities.
- 3:25 – 3:30** **DISMISSAL**