

Toddler Daily Schedule

- 7:30- 8:20 Welcome Choices/Tooth brushing
- 8:20- 8:30 Clean-up and Transition (table prep)
- 8:30- 9:00 Breakfast (family style)
- *Informal planning occurs with toddlers during breakfast. Adults and children engage in conversations about the choices and materials available during work time.*
- 9:00- 10:00 Work Time
- *During work time the planned choices may be offered on a rotating schedule determined by children's interest, weather, staffing, children's needs, etc.*
 - *Additional activities may be supplemented based on Early Childhood Student requirements, individual children's needs, etc.*
 - *Diapering/toileting and individual feeding will also occur during work time as needed.*
 - *Informal recall with toddlers occurs during the remainder of the morning routine.*
- 10:00-10:15 Clean- up and Transition
- 10:15- 10:30 Primary Group Time (family groups)
- *Adult initiated learning experience based on children's interests and development. During this time Primary Caregivers (teachers) are able to observe children's development level to plan future experiences.*
- 10:30- 11:30 Outdoor Experiences
- 11:30- 12:00 Lunch (family style)
- *Informal recall strategies will be used with toddlers during lunch to discuss what occurred during the morning work time.*
- 12:00- 12:30 Rest Preparation (language and literacy, health, diapering/toileting, etc.)
- 12:30- 2:30 Rest and Relaxation
- 2:30- 2:45 Rest Transition (language and literacy, diapering/toileting, etc.)
- 2:45-3:00 Group Music and Movement (table prep)
- 3:00- 3:30 Snack (family style)
- *Informal recall strategies will be used with toddlers during snack to discuss what occurred during the day.*
- 3:30- 4:30 Work Time
- 4:30- 5:30 Outdoor Experiences

Early Learning Center

Weekly Planning Template Narrative Explanations

Toddler

Welcome Choices- The entire classroom is open at this time. Adults are strategically placed throughout the room to ensure all children are supervised and supported.

Meal Times- Served family style with at least one adult at each table. Informal planning occurs at breakfast where the child's planned choices for worktime are discussed. During lunch and snack teachers conduct informal recall strategies with the children to discuss what occurred during the day. Adults are expected to serve themselves at least one serving of each meal component. (Children are served first, followed by all day staff, then staff who will be staying for 5 consecutive hours or more. This may be slightly different for infant staff as some infants are not eating family style yet). A book is available at the table for the teacher to read to engage children during meal prep and/or while the children complete their meal.

Work Time- Children explore the room and materials at their own pace. Adults ensure all areas are accessible to children and ample materials are available. Adults join children at their level and describe the choices (acknowledgement) the children are making as they explore and discover their environment. Adults observe children and ask open ended questions. During work time infant and toddlers observe, explore, and play on their own or with others at their own pace and level of interest and development.

Clean Up- Adults explain and demonstrate to the children what they are doing and invite them to join in. Cleaning up might be a new routine for them, so adults allow them to join in the process at their own pace and comfort level.

Transitions- Adults give children advance notice that a change in routine is coming. Adults inform children of upcoming changes two minutes in advance by using a chime to alert the children. As you are moving through transitions, describe the process for them and what they will be doing next.

Primary Group Time- Primary teachers meet with their primary group. Group time will begin by having the children gather in a familiar group-time space. Enough materials will be provided for each child to have their own set of materials. Children explore at their own pace, level of interest, and development. The teacher moves child to child to support and scaffold each child at their level of development. Additional materials will be provided to support scaffolding.

Bodily Care- For infants and toddlers bodily care routines occur frequently and regularly throughout the day. Bodily care routines promote cleanliness, physical comfort, health, and emotional well-being. Adults describe what they are doing while moving through bodily care routines. Adults support children in developing self-help skills at their own level of development.

Group Music and Movement- Adults invite children to an open space in the classroom. As much as possible children should have choices and control over the songs and music during this time. As appropriate, adults model singing and large body movements to encourage the children to participate. Adults observe the children's movements and mimic their motions. Allow infants and toddlers to observe, explore, and play on their own or with others at their own pace and level of interest and development.

Rest Preparation- Preparing to rest in a new place can be a hard adjustment for children. Adults support children by giving them advance notice (see transitions) prior to rest time. The lights are dimmed and books are read quietly while cots are placed around the classroom.

Cultural Enrichment- Teachers create a welcoming environment that respects diversity while supporting children, families, and community by providing materials for children to explore that resemble their own culture and cultures of others.

Outdoor Experiences- Adults allow children to freely (and safely) explore the outdoor play space, support their use of materials similar to indoor work time. During outside time infant and toddlers observe, explore, and play on their own or with others at their own pace and level of interest and development. Adults should be spread out through all areas of the playground that children are exploring to ensure safety from injury.

Phonological Awareness- Phonological awareness refers to an individual's awareness of the phonological structure, or sound structure of words. This includes, wooden letters, felt letters, alphabet puzzles, our Song book, sign-in, Letter Links, books, etc.

Science Concepts- Science concepts are a way of explaining to ourselves and children how the world works. Science shows children the interconnections of life and teaches them about the things they observe. This includes magnifying glasses, natural components, science experiments, explorations in the sensory table, bouncing balls, outdoor experiments, etc.

Math Concepts- Math concepts happen very early in development and help promote more complex reasoning's about things. This includes timers, shapes, Let's Pretend phones, calculators, scales, addition and subtraction, numbers, timelines, clocks, daily schedules, counting manipulatives, etc.

Technology- Every child has an opportunity to use technology daily in our classroom. This includes water wheels, scoops, pipettes, funnels, pipes, gears, nuts and bolts, and etc.

Creative Expression- Children can be creative throughout the day and in many developmental domains. This could be represented through art, let's Pretend, writing, etc.