



# Greeley-Evans School District 6

## Early Childhood Schedule Components



**Parent and Child Time (PAC):** Parents are welcome and encouraged to stay with their child to engage in reading, literacy, or mathematics activities. This time gives parents take home ideas to facilitate their child's learning.

**Circle Time:** During this whole group time teachers will explicitly teach social emotional skills for early learning. These skills include empathy, emotion management, friendship skills and problem solving. Teachers use this time to review the calendar and daily schedule, go over any changes that may occur, and give out student specific jobs. Teachers then transition to a whole group math activity (number sense, sorting, patterning, etc.)

**Small Groups:** Activities for small groups address mathematics, literacy, science, writing, language, fine motor and social emotional skills using varied teacher-directed and independent activities. Groups are often tailored to the specific needs of the students by using Teaching Strategies GOLD assessments.

**Songs, Word Play, and Letters:** This whole group time provides a unique opportunity for teachers to engage children in playful, literacy skill building activities in phonological awareness, letter sounds, alphabet letter knowledge, and concepts of print.

**Center Time:** This is an extended period during the day when children engage in self-selected activities. Children explore and experiment with materials, developing cognitive skills such as deepening their understanding of various concepts, and practice social skills. Teachers support this learning through questioning and interactions with students. Oral language and social emotional skills are targeted and emphasized (sharing, interacting with peers, taking turns, waiting, problem solving, transitioning etc.). Centers may include:

- Writing Center
- Art Center
- Sensory Table
- Math Activities
- Music and Movement
- Library
- Dramatic Play
- Science/Discovery
- Literacy
- Puzzles, Blocks

**Story Time (Interactive Read Alouds):** During the daily interactive story reads, the teacher takes children along a magical journey through a book. Each book is read every day for four days.

- The first reading, teachers explicitly model the overall sense of the book while discussing unfamiliar vocabulary and comprehension. Teachers are modeling what a good reader does through inferencing, predicting and questioning.
- The second reading, the teacher clarifies and extends the reading of the book as children reconstruct the story.
- The third reading, children chime in on vocabulary words as the book is read.
- The fourth reading allows children to interact with the book through role playing, think-pair-share activities, compare and contrast, sequencing or other comprehension activities.

**Writing:** Teachers model a picture story/word story and students are encouraged to produce their own picture story/word story at their "kid writing" level.

**Outdoor Play:** This time spent outdoors may be either child-directed, teacher-directed, or a combination of both. Targeted skills include oral language, social skills (such as problem-solving, taking turns, etc), and gross motor skills.