

## Planning Time: A Summary

Planning time is an opportunity for children to express their ideas and interests by stating the activities or experiences they wish to engage in during work time.

### What Is Planning Time?

- A time for establishing a problem or goal;
- Imagining and anticipating actions;
- Expressing personal intentions, desires, and interests;
- Shaping intentions into purposes;
- Deliberating;
- And making ongoing modifications.

### Why Is Planning Time Important

- Gives children an opportunity to express their thoughts and make choices and decisions.
- Leads to involvement and concentration on play.
- Supports the development of increasingly complex play.
- Promotes children's sense of autonomy and sense of control.
- Promotes initiative and self-confidence.
- Develops language and mathematical and scientific thinking skills.
- Helps children to think into the future and anticipate any problems that may arise.
- Supports the development of executive function skills, including working memory, as children construct mental images and ideas about play that has not yet happened.

### What Children Do as They Plan

- Develop the capacity to express their intentions.
- Indicate their intentions through gestures, actions, and words.
- Throughout the year:
  - Make vague, routine, and detailed plans.
  - Make perfunctory and real plans.
  - Make a variety of plans over time.
- Engage in the planning process at home.

## Basics of Planning Time

- Occurs daily for 10–15 minutes
- Happens in a consistent location where intimate conversations can take place (Note: if a specific planning activity requires additional room or space for movement, the small group meets at the consistent location and then moves together as a group to the day’s planning location).
- The same adult and small group of children meet each day.
- People, interest areas, and materials are visible to children as they plan.
- Adults use a variety of planning activities to engage children at different developmental levels in thinking about what they will do at work time.
- Each child makes their own plan and children get started with their plans as soon as they are done telling their plan.
- Adults support and scaffold children’s planning through give and take conversations to answer the following questions:

### **Where?**

- In what interest area or space in the classroom will the child play?

### **What?**

- Are there specific materials the child will use to carry out their intentions?

### **Who?**

- Does this child desire other children or adults to engage in their play with them?

### **How?**

- Has the child considered a specific theme, role, or schema for their play?
- Has the child anticipated any problems that might arise?

## Planning Time Checklist: How Adults Support Children’s Planning

### **Establish a consistent planning time within the daily routine.**

- 10–15-minute block of time
- Plan in a consistent place where people, interest areas, and materials are visible
- Plan with a consistent adult and small group of children
- Use planning activities to help children think about materials, space, and people
- Modify the planning activity to support individual children at their own developmental level
- Allow children to get started right away after they plan (do not wait for the whole group to finish)

### **Converse with children and scaffold their plans**

- Encourage children to plan at their own developmental levels (e.g., looking, pointing, speaking, drawing, writing).
- Listen attentively and acknowledge the choices and decisions all children make so children begin to see themselves as decision makers.
  - Interpret children’s gestures such as pointing to materials or classroom areas
  - Repeat or restate children’s words
  - Offer suggestions when children do not respond
- Ask open-ended questions to help children think about
  - Materials
  - Space and classroom areas
  - People
- Help children sequence the steps in their plans
- Help children anticipate and think through solutions to potential barriers/problems
- Talk with children about previous play, prior work, or related materials or interests.
- Encourage playmates to plan together
- Re-plan with children during work time if it appears that they are wandering or unfocused

## Work Time: A Summary

Work time is a child-initiated time of day during which children carry out their plans and intentions. Children may pursue new ideas or adjust their plans as it makes sense for them within their play.

### What Is Work Time

- A time for carrying out intentions;
- Playing with purpose and concentration;
- Engaging in different types of play;
- Participating in a social setting;
- And solving problems.

### Why is Work Time Important

- Encourages initiative and engagement as children exhibit curiosity, independence, and self-direction.
- Supports learning in all areas of curriculum content as children explore relationships between materials, actions, ideas, and people.
- Provides a safe environment in which children can take reasonable risks and build on their working memory as they explore, investigate, gather information, ask questions, and explain their ideas.
- Develops the executive functioning skills of self-control and mental flexibility as children solve a variety of problems that arise in their play.
- Provides a foundation for autonomy and agency as children make choices and have influence over their own decisions.
- Supports sustained concentration and engagement with intrinsically motivating experiences.
- Enables adults to observe, learn from, and support children's play.

### What Children Do at Work Time

- Initiate, work on, modify, complete, and change their plans.
- Play in a variety of social contexts.
- Engage in different types of play.
- Carry out conversations.
- Solve problems with materials and resolve social conflicts.

### Basics of Work Time

- Occurs daily for at least 45 minutes in length, allowing children ample time to fully engage in and develop their plans.

- Immediately follows planning time.
- All interest areas of the classroom are open for children to move freely in and out of.
- All materials are open and available.
- Free of any preset or required activities and without limits on children's activities in interest areas.
- Followed by cleanup time and recall time.
- Adults support and scaffold children's learning through:
  - Maintaining a consistent focus on children.
  - Interacting with children and engaging in give and take conversations about play.
  - Supporting children at their current developmental level and extending their thinking to the next level.
  - Partnering in play with children, following their lead, taking on the roles they assign to you, and modeling self-talk.
  - Encouraging children's problem solving with materials and social problem-solving skills.
  - Taking anecdotal notes, photos, videos, or work samples to support and assess children's current level of development.
  - Bringing work time to an end.

## Work Time Checklist

- Children engage in at least 45 minutes of uninterrupted, child-initiated play.
- All classroom interest areas and materials are open and there are no limits on the number of children in any area.
  - Children move between areas.
  - Children can take materials in and out of areas.
- Children follow through on their plans.
  - Children choose areas, people, and materials.
  - Children are free to invent activities and use materials creatively.
  - Children are free to change activities.
- Adults participate as partners in children's play.
  - Ask children about their plans and help them follow through with their intentions.
  - Observe first to understand children's ideas and intentions.
  - Look for natural play openings.
  - Join play on children's level.
  - Play next to children and use materials in a similar way.
  - Allow children to initiate interactions.
  - Follow children's cues about the topic and direction of play (e.g., Stay within the children's play theme, take on role suggested by child during pretend play).
  - Adults use self-talk (e.g., While playing mom, adult says, *I want my baby to have new clothes, so I am going to pretend to go to the store*).
- Adults converse with children during play.
  - Converse in a give-and-take manner.
  - Describe children's actions.
  - Encourage children to describe and talk about what they are doing.
  - Repeat or rephrase children's words.
  - Provide specific feedback, acknowledgements, and encouragement connected to child's actions, words, and work.
  - Introduce vocabulary related to curriculum content.
  - Ask open-ended questions related to children's actions and thought process (e.g., *How did you do that? What makes you think...?*).
- Adults scaffold children's learning.
  - Model new ways to use materials.

- Encourage children to solve problems with materials and do things for themselves before offering a solution.
  - Use a problem-solving approach to social conflict.
  - Refer children to one another for help and ideas.
  - Replan with children.
  - Adults look for opportunities to extend children’s learning around curriculum content.
  - Adults look for and support children who need comfort and contact.
  - Adults observe children and record anecdotes.
- Adults help children clean up materials as they complete an activity.
- Encourage children to put materials away if no other children are using the materials.
  - If a child is involved in another activity, adults wait until the child is between activities to remind them to clean up materials or wait for cleanup time.

### **Cleanup Time Checklist**

- Adults signal children that work time will be coming to an end.
- Adults use a variety of strategies to help children start cleanup time.
- Adults and children clean up together.
- Children choose where, what, and how to clean up materials.
- Encourage problem solving.
- Adults maintain realistic expectation during cleanup time.
- Adults help children save “works in progress” if possible.

## **Recall Time: A Summary**

Recall time is an opportunity for children to remember and reflect on their actions and experiences during work time, talk with others about personally meaningful experiences, and develop connections between plans, actions, and outcomes.

### **What Is Recall time**

- Remembering and reflecting on actions and experiences.
- Connecting plans, actions, and outcomes.
- Talking with others about personally meaningful experiences.

### **Why Is Recall Time Important**

- Exercises children’s capacity to form and talk about mental images.
- Expands children’s consciousness beyond the present.
- Supports children in remembering details, articulating their actions, and connecting their emotions to experiences and plans.
- Helps children see themselves as confident decision makers and problem solvers, and learners and doers. (They can make things happen, solve problems, learn new things).
- Helps children examine their choices and actions and the effects on themselves and others.
- Provides children with practice reflecting on and learning from their experiences.
- Fosters language development through the retelling of events and social conversations with peers and adults directly related to their shared experiences during work time.

### **What Children Do as They Recall**

- Grow in their capacity to recount past events.
- Select experiences they want to recall and talk about.
- Describe what happened at work time according to their own developmental levels (e.g., gestures, actions, words).
- Construct their own understanding of what they have just done.
- Recall experiences in a variety of ways.
- Recall any problems that arose.

## Basics of Recall Time

- Occurs daily for 10–15-minutes
- Happens in a consistent location where social conversations can take place (Note: if a specific recall activity requires additional room or space for movement, the small group meets at the consistent location and then moves together as a group to the day’s recall location)
- The same adult and small group of children meet each day
- Brings closure to the work time activities. This occurs immediately after cleanup time.
- Adults use a variety of recall activities to engage children at different developmental levels in thinking about what they did at work time. These activities may be the same activities as planning time
- Designed as a social experience through which children can share thoughts and meaningful conversations related to their activities and experiences during work time.
- Adults support and scaffold children’s recall through give and take conversations to answer the following questions:

### **Where?**

- In what interest area or space in the classroom did the child play?

### **What?**

- What specific materials did the child use to carry out their intentions?

### **Who?**

- Who else engaged in play with the child?
- Did anyone engage in the play, take on a specific role, job, or task?

### **How?**

- How did the child address challenges or problems that arose during play?
- How might the child adapt or extend their play theme on a different day?

## Recall Time Checklist

### Establish a consistent recall time within the daily routine.

- Recall in a consistent place where people, interest areas, and materials are visible.
- Recall with a consistent small group of children.
- Physically separate recall groups as much as possible to reduce distractions
- Use recall activities to gain children's attention and to help children think about materials, space, and people
- Take an unhurried approach and give children time to remember their work time actions and accomplishments

### Converse with children.

- Take an unhurried approach.
- Encourage children to recall at their own developmental levels (e.g., looking, pointing, speaking, drawing, writing).
- Encourage a group conversation and support children's co-narratives and different viewpoints.
- Listen attentively and allow children to decide what aspects of work time they recall.
  - Interpret children's gestures, such as pointing to materials or classroom areas.
  - Repeat or restate children's words.
  - Contribute your own observations about what the child did at work time.
  - Encourage other children to add observations.
- Ask open-ended questions to help children think about:
  - Materials
  - Space and classroom areas
  - People
  - Original plans
- Help children remember the sequence of steps in their play.
- Encourage children to describe accomplishments or solutions to problems encountered at work time.
- Connect children's work time actions and accomplishments to their plans (e.g., Remark when children follow through on their intentions).