

# Week 3 Reading Assignment

## *Sample Routines*



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## Daily Routine #1: General Daily Schedule of Events and Caregiving Routines for Infants

The following is a sample schedule that shows how daily routine components might be arranged in a full-day program. Notice that durations are not specified for the individual components. Rather, it is important to address children's personal schedules within the overall sequence of routines instead of focusing on activities or times designated by an adult. Whatever words you use, be sure to label the daily routine components consistently. If you are working in a part-day program, you can adjust the individual components to fit your time frame.

- **Greeting time**
- **Feeding and naptimes**
- **Choice time**
- **Bodily care time**
- **Group time**
- **Feeding and naptimes**
- **Outside time**
- **Bodily care time**
- **Feeding and naptimes**
- **Bodily care time**
- **Feeding and naptimes**
- **Bodily care time**
- **Choice time**
- **Group time**
- **Reunion with parents; departure**

## Daily Routine #2: General Toddler Schedule

**Arrival/departure** — staggered

**7:30–8:00 Group time**

All the children are combined in the senior playroom.

**8:00 Choice time  
Washroom/diapers**

At this time all the toddlers who are present move to their classroom and go directly into choice time.

**9:00 Snack**

**9:15** Dress for outside play and proceed to **outside time**.

**10:15–10:30 Inside/undressing**

**10:30–11:30 Choice time  
Washroom/diapers**

Children in this group are 18 months to 2½ years old, so the range of cognitive and language skills are wide. The teachers plan on an individual basis with each child, adjusting their interaction strategies appropriately. Teachers will directly ask some of the older toddlers their plan for play, but with younger children, a different planning technique is used: as the younger children engage in play, the teachers will move to each child and comment on the choices they have made. In this way the younger children are introduced to the idea of planning and the words used in a developmentally appropriate way.

**11:30–11:45 Whole group (movement and music)**

All the children are encouraged to gather in one group with the teachers to explore their bodies through movements that use large-muscle skills. They also use props as they dance along to music.

**11:45–12:15 Lunchtime**

Each of the teachers has five children, which she sits with on a consistent basis.

**12:15–2:15 Naptime**

**2:15–2:30 Washroom/diapers**

**2:30–3:30 Dressing and outside time**

**3:30 Inside/undressing/snack**

**3:45 Group time**

While the first group time of the day focuses on movement and music, this group time covers a variety of areas based on the key developmental indicators (KDIs) and observations of the children. All of the classroom areas remain open during this time. Typically, most or all of the toddlers will check out the group time activity initially, but the younger toddlers tend to come and go.

**4:00–6:00 Choice time**

This is the final daily routine element of the day. Since departure times are staggered, children remain playing in the areas while parents arrive to pick up their children.

## Daily Routine #3: General Daily Routine for a Multiaged Group:

### Child arrival/departure — staggered

**7:00–7:50**    **Arrival**

**7:50–8:00**    **Wash hands/eat**

**8:00–8:30**    **Choice time**

**8:30–9:00**    **Diaper changes and choice time**

**9:00–9:45**    **Outside activity**

Outside time includes all the children. Sometimes in the morning there are young infants napping, in which case their teacher stays inside with them; they will then go outside for the afternoon playtime. The outside environment includes swings, a sand area, grass area, and a playhouse. Caregivers spread sheets to place young infants on at outside time. They sometimes also place them in an empty plastic wading pool filled with soft cushions. Specific toys are brought outside for the youngest infants on a daily basis.

**9:45–10:15**    **Coming inside/group time**

Each caregiver meets with their primary group of children and engages in a group time with materials based on KDIs and/or observations of their children.

**10:15–10:30**    **Choice time**

**10:30–10:45**    **Whole group (Songs, finger plays, movement and music)**

**10:45–11:10**    **Wash hands/eat lunch**

**11:10–11:30**    **Diaper changes and choice time**

**11:30–2:30**    **Naptime/quiet activity for early risers**

**2:30–3:00**    **Choice time**

**3:00–3:15**    **Snack**

**3:15–4:00**    **Outside**

**4:00–5:30**    **Cleanup and choice time**

**Source:** Adapted from: Kruse, T. S. (2005). *Building a HighScope program: Infant-toddler programs*. Ypsilanti, MI: HighScope Press, pp. 51–54.