

Daily Routine Overview

Introduction to the Daily Routine

Week 1 Learning Unit

Introduction to the Daily Routine



Children's cultures are foundational to their identity. Each family's culture should be respected and integrated into children's everyday experiences in programs. It is important to use a REDI lens as you interact with children and plan for experiences throughout the day.

Week 1 Learning Unit Topics

Introduction to the Daily Routine

- General guidelines for organizing a daily routine.
- The important roles consistency, predictability, and flexibility play within a daily routine.
- The importance of shared control between teachers and children.
- An introduction to the components of the HighScope preschool daily routine.
- The relationship between the ingredients of active learning and the HighScope preschool daily routine.
- A summary of the basics of the HighScope daily routine.



Week 1 Learning Unit Topics (continued)

General Guidelines for Organizing a Daily Routine

- A variety of active learning periods provide children with a range of experiences and interactions.
- Active learning periods occur in a reasonable, predictable sequence that meets the particular needs of the setting.
- Experiences take place in an appropriate physical setting.
- Each period involves children in active learning experiences within a supportive climate.
- The daily routine provides a range of learning experiences.
- The daily routine flows smoothly from one experience to the next.



Children's initiative, needs, and learning should be the driving force of the daily routine rather than a rigidly scheduled daily routine dictating what children do.

Consider Routines and Schedule

Think for a moment about your own daily or weekly routine.

- What aspects stay the same?
- What changes?
- How does it feel when things are a little different?
- How does it feel when things are a LOT different?
- How does it feel when you are not in control of things that happen in your routine?
- Is your routine the same as that of everyone else you know? Or is it different?

Adult Routine:

- Wake up
- Take a shower
- Coffee
- Get ready
- Have breakfast
- Make lunch
- Leave for work
- Clock into work
- Have lunch
- Leave work
- Go to grocery store
- Fix dinner
- Exercise
- Watch TV
- Get ready for bed
- Read
- Sleep

The Importance of Consistency, Predictability, and Flexibility in a Preschool Daily Routine

Routines for Young Children

Likely, many of the things about your routine are true for preschoolers:

- Many aspects of a day occur on a routine basis.
- Some flexibility is important.
- Too much change and flexibility can be overwhelming and dysregulating.
- While many people have similar routines, there are usually some differences.
- More control over a routine lessens anxiety.



The Importance of Consistency, Predictability, and Flexibility in a Preschool Daily Routine (continued)

Essentials for Successful Routines

- Recognize children's individual needs.
- Establish common components of routines.
- Be consistent.
- Remain flexible.
- Give children a sense of control by giving them choices (shared control).
- **Check the routine often to ensure it is working for children and teachers.**

Routines should not add stress to children's daily lives. Each part of the routine should be well thought out to meet the needs of children and teachers.



The Importance of Consistency, Predictability, and Flexibility in a Preschool Daily Routine (continued)

Importance of Consistent and Flexible Routines

- Children learn to predict and anticipate what comes next.
- Children feel a sense of security, control, and trust as they learn how their teacher will respond throughout the day.
- Children become more confident in their own ability and develop executive functioning skills as they make their own choices, direct their own actions, and identify their own interests.
- Children are provided with a social framework for building relationships and a classroom community that eases their transition from home to school.



How can you share these same ideas with parents to establish consistent yet flexible routines at home?

The Importance of Consistency, Predictability, and Flexibility in a Preschool Daily Routine (continued)

Examples of How to Keep Routines Consistent and Predictable

- The same components of the daily routine happen each day.
- Components of the daily routine happen in the same predictable order.
- Components of the daily routine take place in the same space each day.
- Changes are infrequent or subtle and children informed ahead of time.
- Components of the daily routine are similar between classrooms, even though they may occur in a different order and for slightly different lengths of time.
- Children are supported by teachers throughout the day.
- Classroom routines reflect children's needs and are informed by home routines.

How are you communicating with families about their children's home routines, their caregiving practices and culture (e.g., child has allergies to certain foods, parent does not want child to nap, parent does all routine tasks for child)? How are you incorporating this information into the routine and collaborating with parents to help their child adjust to school?

The Importance of Consistency, Predictability, and Flexibility in a Preschool Daily Routine (continued)

Examples of How to Keep Routines Flexible

- Components of the daily routine are shorter/ longer as needed based on children's levels of engagement.
- Components of the daily routine flow from one interesting activity to the next.
- Components of the daily routine overlap to allow children to transition at their own pace.
- The routine is adapted as children grow and develop.
- Routines between classrooms vary based on children's needs.
- The routine accommodates unusual circumstances such as inclement weather, field trips, or other special events.



Fitting children into a generic routine that has been developed for all classrooms creates child management issues. Each classroom routine should be created based on children's needs.

The Importance of Consistency, Predictability, and Flexibility in a Preschool Daily Routine (continued)

Importance of Sharing Control With Children

Definition:

Adults share control with children during each time period so that children can assume increasing control of themselves and their learning within appropriate bounds of adult interaction and support.

Shared control looks like:

- Child-initiated times of the day and adult-initiated times of day.
- Children and teachers take turns being the leader and the follower, the speaker and the listener, and the teacher and the learner (e.g., let children be leaders at large-group time; allow children to share messages at message board; allow children to resolve conflicts).

- Participate with children on their terms (e.g., take on a role that children give you; give and take during conversations with children; take cues from children; share in children's interests).
- Learn from children (e.g., take pleasure when children discover new ideas).
- Allow children to pursue their own interests and ideas (e.g., at small-group time children pretend with materials instead of working toward the objective).

Reflect on how you are sharing control with all children throughout the daily routine.

Components of the HighScope Preschool Daily Routine

- The order of components may vary, depending on the hours, the structure of the program, and children's needs.
- **Planning time, work time, and recall time (Plan-Do-Review®) must occur in sequence.**
- Greeting time and message board combined occur near the beginning of each day.
- In half-day programs, each component typically occurs once.
- In full-day programs, one or more components may be repeated.

Greeting and Departure Times (variable)

Message Board Time (5–10 minutes)

Planning Time (10–15 minutes)

Work Time (45–60 minutes)

Cleanup Time (10 minutes)

Recall Time (10–15 minutes)

Large-Group Time (10–15 minutes)

Small-Group Time (15–20 minutes)

Read-Aloud Time (10–15 minutes)

Outside Time (30–40 minutes)

Transition times, including arrival and departure (variable)

Eating and rest times (variable)

Making the Components of the HighScope Daily Routine Visible

A visible schedule that children can read and refer to during the day helps children learn what is happening now and what comes next.



Incorporating Active Learning Throughout the Daily Routine

Five Ingredients of Active Learning

- Materials
- Manipulation
- Choice
- Child language and thought
- Adult scaffolding

How can understanding children's home cultures help teachers to more appropriately support their choices, communication, interest in materials, and engagement throughout the day?



Incorporating Active Learning Throughout the Daily Routine (continued)

Materials

There are abundant materials that children can use in a variety of ways.

- During each part of the day, children have varied materials to support their participation and engagement in the daily routine in developmentally appropriate ways.
- Materials include any physical object used to complete a plan, task, activity, or learning experience.
- Materials are carefully selected based on both child interest and learning objectives.



How are you using materials that reflect your children's home cultures throughout the day? Examples of this include using cultural music and various types of fabric during large-group times or adding familiar materials to the house area that reflect families' kitchens for use during work time.

Incorporating Active Learning Throughout the Daily Routine (continued)

Materials and Daily Routine Examples:

- During work time, children choose materials to implement their plans and to use as their plans change.
- During large-group time, children use scarves while moving their bodies in any way they want to a musical selection.
- During outside time, children dig in the dirt and sand with shovels, ride bikes, throw balls to each other, swing, and climb on logs.
- During cleanup time, children use buckets to put materials in and then put the buckets on the shelves.



Incorporating Active Learning Throughout the Daily Routine (continued)

Manipulation

Children examine, handle, combine, and transform materials and ideas in their own ways.

- During each part of the day, children have opportunities to explore actively with all of their senses.
- Throughout the day, children are provided opportunities to handle, examine, combine, and transform materials.
- Time for children to make discoveries through direct, hands-on, “minds-on” contact with materials is integrated into each component of the daily routine.

How are you supporting all children’s abilities to handle and manipulate materials?



Incorporating Active Learning Throughout the Daily Routine (continued)

Manipulation and Daily Routine Examples:

- During work time, children mold with play dough, stir pine cones in a pan, paint on cardboard, line up cars and race them down a track, and turn the pages of a book.
- During large-group time, children drum with sticks on plastic lids to the beat of African drum music.
- During small-group time, children use a magnet wand to locate the letters of their name in a bowl of sand.



Incorporating Active Learning Throughout the Daily Routine (continued)

Choice

Children choose what to do.

- Throughout the day, children initiate activities that grow from their personal interests and intentions.
- Throughout the day, children are provided with opportunities to choose materials and play partners.
- The daily routine includes time for children to plan and execute activities according to their interests and needs.
- Children have opportunities to change and/or build on their play ideas.



How are all children given opportunities to make choices throughout the day?

Incorporating Active Learning Throughout the Daily Routine (continued)

Choice and Daily Routine Examples:

- During the plan-do-review process, children make plans related to where they will play, what materials they will use, how they will use those materials, and who else may be engaged in play with them.
- During transitions, children choose a way to move to the door to get ready to go outside. Teachers copy their ideas and narrate their actions.
- During snack time, children choose what to eat from the available options, how much to eat of each option, and in what order.
- During rest time, choices are provided for the use of comfort items, blankets, pillows, and what position to rest in. Children are also given the ability to fall asleep at their own pace. If they prefer, an adult may rub their back, sing soothing songs, or offer a book to look at quietly.



Incorporating Active Learning Throughout the Daily Routine (continued)

Child Language and Thought

Children communicate their thoughts, ideas, and knowledge in a variety of ways (language, art, movement, expression)

- Throughout the day, children have many opportunities to think, communicate, and develop both their verbal and nonverbal language.
- Opportunities for children to describe what they are thinking, doing, and understanding should be built into the daily routine.
- Children should be offered experiences that encourage reflection on their actions and the chance to modify their thinking to take new learning into account.



In addition to supporting preschoolers' language and communication development, how is each child's home language valued, supported, and reflected throughout the day?

Incorporating Active Learning Throughout the Daily Routine (continued)

Child Language and Thought Daily Routine Examples:

- During message board, children have conversations about what will happen during the day.
- During read-aloud time, children make comments about the pictures in the book, share ideas about their own lives related to the story, repeat common words, and ask questions.
- Throughout the day, children have give-and-take conversations with adults and talk about their experiences.
- Throughout the day, adults interpret children's language as needed for understanding.
- A large-group time, children share their ideas about how to move their bodies, sing a song, and contribute to storytelling.



Incorporating Active Learning Throughout the Daily Routine (continued)

Adult Scaffolding

Adults recognize and encourage children's intentions, reflections, problem solving, and creativity.

- Adults are engaged with and support children on their level and follow their lead through the routine.
- Adults support children's current level of development (e.g., imitate children's actions, make comments related to their own and children's actions, allow time for children to process and respond)
- Adults extend children's thinking and understanding (e.g., ask open-ended questions connected to their thoughts and actions, provide time for children to reflect on their work, allow time for children to problem-solve).



- Adults acknowledge children's feelings and support problem solving and conflict resolution throughout the day.

As you reflect on your interactions with children, how are you respecting their culture, home language, and abilities throughout the day?

Incorporating Active Learning Throughout the Daily Routine *(continued)*

Adult Scaffolding and Daily Routine Examples:

- During large-group time, adults ask for children's ideas, describe children's actions, and imitate those actions while encouraging other children to do the same.
- During small-group time, the adult gives a short opening statement to describe the materials and the learning objectives before quickly turning the materials over to children. Children then have choice as to how they will use and manipulate the provided materials.
- During outside time, adults engage in children's activities (e.g., racing with children, throwing balls, pushing children on the swing, exploring nature with children).



Daily Routine Basics: A Summary

The daily routine supports child initiative.

- Provides time for children to express and follow through on their goals and intentions.
- Enables adults to be fully engaged in supporting and encouraging children to do things for themselves.

The daily routine provides a social framework.

- Provides children with a psychologically safe and purposeful environment.
- Eases children's transition between home and school.

The daily routine provides a flexible structure.

- Provides an alternative to rigid structure or randomness.
- Has the potential for teaching adults something new about each child every day.

The daily routine supports curriculum values.

- Enables children to construct knowledge.
- Includes the five ingredients of active learning in each segment.

A peek ahead

Next week, you'll explore:

- The basic framework of planning time, work time, and recall time.
- Activities to engage children in planning and recall time.
- Important skills children develop as they engage in the plan-do-review process, including executive function skills.
- Strategies to support and scaffold learning at various developmental levels during planning time, work time, and recall time.

