

NYCEEC Sample Schedule for In-Person and Remote Learning 3-K for All & Pre-K for All

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Introduction

Young children learn best in the context of relationships, through play and engaging hands-on activities. In early childhood classrooms, the relationships children develop with their teaching teams and caregivers are crucial to their development and learning. The younger the child, the more in-person experiences are recommended. This is because young children learn through play and in the context of relationships with caring adults, and are not yet independent users of technology.

This fall, most programs will offer a blended learning model, which is a combination of in-person and remote learning, depending on families' needs, group size requirements, and staffing limitations. This could include a split schedule with alternating days (i.e., in-person learning services on Tuesday and Thursday, and remote learning services on Monday, Wednesday, and Friday), or a split schedule with alternating weeks (i.e., one week in-person and the next week remote). This document includes considerations and suggestions for structuring a blended learning instructional experience with sample in-person and remote learning schedules. The document provides considerations and suggestions for 6 hour and 20 minute, 8 hour, and 10 hour days. If your day is shorter, adjust each component of the schedule accordingly. See the [Blended Learning Implementation Guidance](#) for curricular strategies and suggestions for in-person and remote learning with young children.

Considerations for In-Person Learning

- As children and families return to your program, they may have gone through individual or collective traumatic experiences. Traumatic experiences can range from witnessing or experiencing violence to natural disasters, sudden changes, loss or illness. Children react to traumatic experiences in different ways. Safe nurturing and predictable relationships can help mitigate the adverse impact of trauma. Please be sensitive to the needs of children and families and make adjustments to this suggested schedule based on their social and emotional needs.
- As you plan for the 2020-2021 school year, the DECE strongly encourages programs to use a staggered schedule to help children and families adjust. Sample staggered schedules can be found on the [Beginning the Year](#) page; updated versions will be made available at the same link in the coming weeks.
- Transition strategies such as singing songs, chants, rhymes, playing word or guessing games, fingerplays, reading a book or allowing children to book browse can limit “wait time” and make transitions fun and productive. It is important to consider each child’s transition needs by setting routines and schedules that are responsive to those needs, so children will experience a safe, nurturing, and predictable learning environment.
- Physical distancing looks different for young children than for adults. Children can play together in smaller groups, with a focus on washing hands and washing toys, instead of keeping children apart.
- Outdoor space allows social distancing to happen more naturally while providing fresh air and ventilation. Consider ways to use outdoor space for additional activities throughout the day, including morning meeting, read alouds, snack, and many more. This can provide children with opportunities to explore and learn together while maximizing safety considerations.
- In addition to using outdoor space more often, please consider any and all safety measures that must be implemented to ensure the safety of the children in the program.

Please also reference the following guidance documents when developing your schedule:

- [Early Childhood Framework for Quality \(EFQ\)](#)
- [DECE Policy Handbook](#)
- [Fall 2020 Guidance for 3-K and Pre-K Programs, Version 1](#)
- [Fall 2020 NYCEEC Staffing Readiness Planning Tool](#)
- [Fall 2020 NYCEEC Program Readiness Checklist](#)
- [DOHMH Checklist for Child Care](#)

Sample Schedule at a Glance for In-Person Learning - 6 hour and 20 minute day

Adjust each activity/routine accordingly if your in-person day is shorter than 6 hours and 20 minutes to ensure that children have the maximum amount of time for independent play and choice making opportunities. To do this, consider shortening time in Large Group Meeting or Closing Meeting to preserve children's time in Centers.

Minutes Allotted	Activity/Routine
20 minutes	Arrival/Handwashing/Greeting Routines/Breakfast
8-10 minutes (4-5 minute for transition)	Large Group Meeting
60 minutes for 3-K 70 minutes for Pre-K	Centers
10-15 minutes	Clean-up/Handwashing/ Toileting
40 minutes	Gross Motor Play
10 minutes	Clean-up/Handwashing
20 minutes	Lunch
10-15 minutes	Toileting/Handwashing
50 minutes for 3-K 40 minutes for Pre-K	Rest/Quiet Time
8-10 minutes (4-5 minute for transition)	Large Group Meeting
70 minutes for 3-K 70 minutes for Pre-K	Centers/Snack
10 minutes	Clean-up/Handwashing
40 minutes for 3-K 30 minutes for Pre-K	Gross Motor Play
10 minutes	Clean-up/Handwashing
8-10 minutes	Closing Meeting

Sample Schedule at a Glance for In-Person Learning - 8 hour day

Minutes Allotted	Activity/Routine
20 minutes	Arrival/Handwashing/Greeting Routines/Breakfast
10 minutes (4-5 minute for transition)	Large Group Meeting
90 minutes	Centers
15 minutes	Clean-up/Handwashing/Toileting
60 minutes	Gross Motor Play
10 minutes	Clean-up/ Handwashing
20 minutes	Lunch
10 minutes	Toileting/Handwashing
70 minutes	Rest/Quiet Time
10 minutes (4-5 minute for transition)	Large Group Meeting
90 minutes	Centers
10 minutes	Clean-up
55 minutes	Gross Motor Play
20 minutes	Clean-up/Handwashing/Snack
10 minutes	Closing Meeting

Sample Schedule at a Glance for In-Person Learning - 10 hour day

Minutes Allotted	Activity/Routine
20 minutes	Arrival/Handwashing/Greeting Routines/Breakfast
10 minutes (4-5 minute for transition)	Large Group Meeting
90 minutes	Centers
15 minutes	Clean-up/Handwashing/Toileting
60 minutes	Gross Motor Play
10 minutes	Clean-up Handwashing
20 minutes	Lunch
10 minutes	Toileting/Handwashing
80 minutes	Rest/Quiet Time
10-15 minutes	Large Group Meeting
90 minutes	Centers
20 minutes	Clean-up/Handwashing/Snack
55 minutes	Gross Motor Play
20 minutes	Clean-up/Toileting/Handwashing
10 minutes (4-5 minute for transition)	Large group meeting
80 minutes for 3K 70 minutes for Pre-K	Centers
10 minutes	Clean-up/Handwashing
10 minutes	Closing meeting

Detailed Considerations for Routines and Activities for In-Person Learning

Routine/ Activity	Health & Safety Considerations	General Considerations
Arrival/ Handwashing/ Greeting Routines	<ul style="list-style-type: none"> • Clean and sanitize the sink before handwashing. • Staff and children must wash hands upon entry to the classroom. • Personal belongings should be completely contained within an individual location (i.e. cubby). • Please ensure children's belongings do not touch each other and personal items, such as sheets, are washed weekly. • Staff personal belongings must be out of children's reach. • Families may have limited access to the building, therefore develop methods for sign-in / sign-out and health checks that can be done outside of the classroom or remotely. • Following health checks, and once the children have grown comfortable with the program, they should be dropped off at the front of the building (or designated entrance) and escorted to their classroom program by a staff member. This is to limit the number of adults accessing the building to prevent the spread of illness. <p>Handwashing Procedures</p> <ul style="list-style-type: none"> • Handwashing or hand sanitizing must take place for all children and program staff: • Upon arrival to the building and classroom • Upon arrival to the first program activity • Between all program activities • After using the restroom and supporting children with toileting • Before and after eating • Before departing the last program activity 	<ul style="list-style-type: none"> • Expect longer timeframes at the beginning of the school year as children become familiar with routines. • Teaching teams should greet children and families by their names. Please note that families should not be allowed in the building for health and safety measures. • Consider providing opportunities for families to come into the building during orientation or staggered schedule in order to build trust at the beginning of the school year. • Consider staggering arrival times to prevent overcrowding and long wait times. • Please be mindful that children may initiate physical contact from peers and/or teaching staff. This behavior is developmentally appropriate. For more information about the development of 3 and 4 year olds, please refer to What Does It Mean to Be 3? and What Does It Mean to Be 4? • Greeting routine suggestions can be found in Explorations Instructional Guidance for 3-K for All and the Sample Weekly Plan in Unit 1 Welcome to Pre-K.

Routine/ Activity	Health & Safety Considerations	General Considerations
	<ul style="list-style-type: none"> Any time after touching the eyes, nose, or mouth, or any time a bodily fluid may be on the hands Any time after touching a frequently touched/shared surface For more details on handwashing and hygiene at Hand Hygiene Guidance. Small group activities found here are for practice only. All children need to wash their hands individually. 	
Mealtimes (Breakfast, Lunch, Snack)	<ul style="list-style-type: none"> Clean and sanitize the tables before and after meals. Children and staff should wash their hands before and after meals. As children finish washing their hands they should go directly to the sanitized tables so that their hands are not re-contaminated before eating. Programs should arrange the seating arrangements during meals to provide as much space between individuals as possible to the extent that staff can also still engage in conversations with the children and provide adequate supervision. Spread out children and teachers among the tables as much as possible to reduce the number of children/teachers at each table. To avoid the spread of any germs children and staff should be reminded of the importance of not sharing food during this time. As children finish lunch at their own pace, they begin to toilet (if necessary) and clean their hands in preparation for rest. 	<ul style="list-style-type: none"> Meal time is an opportunity to build a family-like atmosphere through conversation and relationship building. Even though family-style meals are not possible at this time, you can still use meal time to foster conversation and connection between children, adults, and peers. Programs are required to provide all meals in the classroom and temporarily the meals. Meal times are a great time to engage children in conversation. For example, "I noticed you built something in the block area with Sam. Tell me about what you made." Meal times are a great opportunity for young children to develop fine motor skills. Provide support, but encourage their efforts as they open containers and try using utensils as they eat. Consider making additional activities available (table top toys and/or books, see guidance below) as children finish eating, so staff can individually assist with health and safety practices and children are not waiting. If your program is serving dinner, please follow the same guidelines for handwashing, cleaning and

Routine/ Activity	Health & Safety Considerations	General Considerations
		sanitizing table surfaces before meals.
Table Toys and Books	<ul style="list-style-type: none"> • Refer to Cleaning, Sanitizing, and Disinfecting Toys in Child Care Setting when for cleaning and disinfecting toys. • Children should wash their hands if they touch their mouth or cough and sneeze on them. • Materials should be set aside immediately to be disinfected and sanitized later if children cough or sneeze on them, or put them in their mouths. • DOHMH strongly encourages children to not bring toys from home. 	<ul style="list-style-type: none"> • Table toys may include smaller materials like puzzles, magna-tiles, and interlocking blocks, and can easily be used at tables or on the rug. • Please ensure all items are appropriate for the age group. Small manipulatives can be a choking hazard for children under 3-years-old. • Encourage children to spread out as much as possible while playing (i.e. 1-2 children per table/area) • Individual sets of toys and materials may be made available for each child in individual bins labeled with the child's name and stored separately.
Large Group Meeting	<ul style="list-style-type: none"> • Encourage children to distance by placing visual markers (with masking tape, carpet circle seats, etc.). Also consider breaking up Large Group Meetings into smaller groups that are conducted in different parts of the room. 	<ul style="list-style-type: none"> • For three year olds, the large group meeting must not exceed 10 minutes (including transitions in and out of the group) and can be shorter if children lose interest in the planned activities. • Teachers should consider if Large Group is necessary on a daily basis. • Children and teaching teams gather to greet each other and may engage in a brief, active, play-based learning activity or read aloud. • Include regular Social Emotional learning activities through games, puppet shows and more. • At the end of the meeting, teaching teams should review the daily schedule and preview Centers. Teaching teams may want to highlight materials and/or activities that will be available and children may want to try. Children should select where they will play first.

Routine/ Activity	Health & Safety Considerations	General Considerations
Centers	<ul style="list-style-type: none"> • Hands should be cleaned when visibly soiled (paint, glue, sand etc.) and after children sneeze, cough, and secrete other bodily fluids. • Handwashing before/after messy play (play dough, water, sand, paint, glue, etc.) is needed during Center Time before moving to a different activity. • Refer to Cleaning, Sanitizing, and Disinfecting Toys in Child Care Setting when cleaning and disinfecting toys. • Materials should be set aside to be cleaned later if children cough or sneeze on them, or put them in their mouths. • Center Areas that include sand, water, water beads, etc. should be made into individual center options for students. • Materials can be: placed in clear, see-thru bins/boxes with lids for easy storage labeled with the child's name replenished as needed swapped with other open-ended materials as the instructional focus changes. 	<ul style="list-style-type: none"> • Materials should be accessible to children in all Centers for a substantial portion of the day (one-third of the program hours). • Materials should align to children's interests, needs and may align to the current Exploration or Interdisciplinary Unit of Study. • Children are not expected to socially distance during Centers, however consider setting up areas that would promote engagement with more space in between play, such as using trays for manipulatives or playdough . • When creating Center Areas (especially individual sensory, sand and/or water experiences), please be mindful of the materials chosen. Using open-ended, naturally occurring materials from the environment, teacher-created material, and loose parts will allow items to be repurposed over time. Purchasing store bought materials may become costly. • The length of time provided for Centers is calculated from the minute the last child joins a Center activity. • Invitations to Explore (Invitations) can be implemented during Centers or at another time during the day. Teaching teams should spend the remainder of the time talking and playing with children in Centers. Although children are typically excited about the opportunity to work closely with a teacher, children may decline the opportunity to participate in an Invitation. • At least one member of the teaching team should be available to read in different Centers with individual or

Routine/ Activity	Health & Safety Considerations	General Considerations
		small groups of children if they express interest.
Clean-up/ Hand washing/ Toileting	<ul style="list-style-type: none"> • Please refer to the ECERS-R hand washing and sanitizing guidelines for more information. • In bathrooms, ensure all materials are accessible to staff and students (soap, warm water, gloves, and hand towels). If a changing table is utilized, please ensure that adequate changing table paper is available, along with a trash receptacle for soiled diapers. 	<ul style="list-style-type: none"> • Children should be able to use the bathroom throughout the day as needed. Group bathroom trips can cause long waits and are not recommended. • Staff and children should sanitize their hands upon re-entering the classroom (if restrooms are located outside of the classroom). • Prior to rest/nap time, children should be encouraged to use the bathroom to prevent toileting accidents from happening during nap. • Intentionally teach and give children opportunities to practice hygiene routines. • Use visuals to let children know what is expected of them. • Please note tooth brushing is not a requirement for now due to COVID-19.

Routine/ Activity	Health & Safety Considerations	General Considerations
Gross Motor Play	<ul style="list-style-type: none"> • Rotate classes in this space to reduce the number of children and teachers as much as possible. • Programs that do not have onsite outdoor play space can consider utilizing open spaces, such as nearby green spaces, not being used by other groups (adults or children). Hand sanitizer, hand napkins/tissue, and a first aid kit should be available at all times when outdoors. • If children are taken off-site, you must have the appropriate written permission from families and all children over the age of 2 must wear a face covering. • As children and teaching teams return from gross motor play, hands should be washed upon reentry to the classroom. • Hands should be cleaned when visibly soiled (dirt/dust particles from outdoor elements) and after children sneeze, cough, and secrete other bodily fluids. Teaching teams can use wipes and sanitizer to clean hands while outside. 	<ul style="list-style-type: none"> • Water should be available for drinking during gross motor play, especially outside in warm weather. • Provide options and some structure for play - young children are developing gross motor skills and learning to coordinate large body movements, so they need support when playing in a large open space with other children. For example, taping wide rows on the floor and providing child-size equipment (like tricycles) helps organize the space for children. • Teachers observe and interact with children as they use playground toys and equipment. • Refer to Ideas for Learning Centers within the current Explorations Instructional Guidance for 3-K for All for Exploration-related outdoor activities or Units of Study: Instructional Guidance for Pre-K. • Active Play/Gross Motor Equipment/Music and Movement activities should be planned indoors on days when the weather does not permit outdoor play. For more information on weather permitting days please visit NYCDOE DECE Weather Policy for the ECERS-R. • Additional time is built into this sample schedule to allow for transition to and from the playground. • For programs operating 8 hours or more, a minimum of 60 minutes of gross motor activity with access to appropriate equipment is required. This sample schedule includes two gross motor periods and exceeds the minimum requirement.
Rest/ Quiet Time	<ul style="list-style-type: none"> • All children should rest on an individual mat/cot. 	<ul style="list-style-type: none"> • 3-4 year olds should be provided with a calm space to relax for

Routine/ Activity	Health & Safety Considerations	General Considerations
	<ul style="list-style-type: none"> • Each mat/cot must be labeled with the child's name. • To avoid the spreading of germs, children should not lie in the same direction. (head-to-toe pattern) • DOHMH guidance states that during nap/rest time children should rest at least 6 ft. apart and head-to-toe. • Children should have a cot cover and blanket. • If children must rest directly on the cot/mat surface, disinfect before and after use. 	<p>approximately 40-50 minutes or longer depending on your hours of service.</p> <ul style="list-style-type: none"> • If children do not sleep, they should be offered quiet activities such as books, puzzles, and drawing.
Closing Meeting	<ul style="list-style-type: none"> • Children and teaching teams gather to end the day with a closing ritual or song. • Children and teaching teams begin to prepare for dismissal. • Teaching teams assist children in packing their belongings and preparing to leave. • Teaching teams follow the safety precautions and dismissal procedures of their program. • Following health checks, children should be picked up at the front of the building (or designated entrance) and escorted to their classroom program by a staff member. This is to limit the number of adults accessing the building to prevent the spread of illness. 	<ul style="list-style-type: none"> • Closing meetings must not exceed 10 minutes (including transitions in and out of the group). • Consider staggering dismissal times to prevent overcrowding and long wait times.

Considerations for Remote Learning

- Young children learn best in the context of relationships and through play-based, hands-on, and engaging activities. In their early childhood classrooms, the relationships they develop with their teaching teams and caregivers are crucial to their development and learning. Additionally, the toys, games, and other materials in their classrooms support discovery and exploration – an essential component of early learning. For these reasons, remote learning for young children is centered around helping families, caregivers, and children connect and engage in joyful, fun, play-based activities that build on children’s natural curiosity.
- Please note this is a *suggested* schedule. Families/caregivers will co-create their at-home learning schedules based on their own unique needs, perspectives and cultures. Share [this resource](#) with families to support their at-home learning experience, and refer [here](#) for additional remote learning resources. Additional suggestions for checking in with families/caregivers about remote learning can be found [here](#).

Synchronous and Asynchronous

- The sample schedule includes synchronous and asynchronous learning activities. The definitions and examples of these activities for 3-K and Pre-K are provided below:
 - **Synchronous:** live instruction provided simultaneous with child participation. With children ages 2-5, this may include a video chat where a teacher reads a story and children ask questions.
 - **Asynchronous:** instruction provided via pre-recorded lessons, learning platforms, and/or hands-on experiences that children explore with their family member/caregiver. With children ages 0-5, this may include at-home play or a family member/caregiver reading a child a story.
- Screen time suggestions for 3-K and pre-K are provided below, with gradual increases as the year progresses and children become more familiar with remote/blended learning and the associated technology. Note that these screen time suggestions include both synchronous and asynchronous activities. It is recommended that about half of the recommended time be spent engaging in synchronous, or live, activities.

Total educational screen time per day, inclusive of synchronous and asynchronous activities:

	September-October	November - December	January - June
3-K	15 - 20 minutes	15 - 20 minutes	15 - 30 minutes
Pre-K	20 - 30 minutes	20 - 45 minutes	20 - 60 minutes

- Note that the teacher(s) engaging with children remotely may be working remotely him/herself or may also be providing in-person instruction. For teachers who are providing remote instruction for

a full day, they may want to spend time throughout the day when not engaged in synchronous activities on the following items:

- Preparing video lessons and activities
- Preparing materials for video lessons and activities
- Planning for small group activities and individualized instruction
- Reviewing children’s work individually or with teaching teams
- Communicating with families - about children’s progress, support with instructional activities, and/or support navigating remote learning materials and platforms
- Engaging in professional activities: grade-level meetings, readings, professional learnings, etc.
- It is possible that varying numbers of children will be engaging in remote learning on a given day. Note that the recommended group size for synchronous remote learning with 3 and 4 year olds is 3-8 children. Remember that especially at the beginning of the school year, these children will likely not know each other and will need to spend time becoming comfortable with their remote learning group. If needed, remote learning small groups can include both 3 and 4 year olds.
- When communicating with families/caregivers about activities they can engage in at home, be mindful of varying levels of access to technology and resources. Additionally, note that families/caregivers may be managing this period of remote learning differently - some parents/caregivers will still be going to work and may have arranged alternate care for their children; some families/caregivers will be working from home while simultaneously caring for their children; and other families/caregivers will not be working and will be spending much more time with their children. Ensure that communication modality (e.g. email, phone, video, etc.) and schedule works for individual families.
- Encourage families to ensure that children are engaging in the same hygiene expectations as they would in the classroom (e.g. washing their hands before and after meals).

Sample Schedule for Remote Learning

Time	Activity
Time determined by families	Morning Routine (asynchronous)
10-15	Morning Community Meeting (synchronous)
Time determined by families	Playtime with Suggested Activities (asynchronous)
Time determined by families	Gross Motor Play with Suggested Activities (asynchronous)
Time determined by families	Lunch
Time determined by families	Rest/Quiet Time
10 Minutes	Storytime (synchronous or asynchronous)
Time determined by families	Playtime with Suggested Activities (asynchronous)
Time determined by families	Gross Motor Play (asynchronous)
5-10 Minutes	Closing Meeting (synchronous or asynchronous)

Detailed Considerations for Routines/Activities for Remote Learning

Time	Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
Time determined by families	Morning Routine	<p>Asynchronous</p> <ul style="list-style-type: none"> • During this time, families/caregivers and children can check-in and review their schedule for the day • Families/caregivers may check in with teachers in the morning 	<ul style="list-style-type: none"> • Encourage children to get ready for the day by practicing daily hygiene routines (tooth brushing, bathing, changing clothes) • Families/caregivers might have their own home morning routine which may include: wake-up, breakfast, caregiver self-care, etc. • Asking families about their morning routine might help them think about what their child(ren) might need to engage in the day's learning.
10-15 minutes	Morning Community Meeting	<p>Synchronous</p> <ul style="list-style-type: none"> • Daily community building and social emotional activities • Groupings of 3-8 children 	<ul style="list-style-type: none"> • This is a great opportunity for family members/caregivers who are able to join in the morning meeting to support participation and learning. It is also an opportunity to help families/caregivers ground and organize the day around a particular learning focus. • A feelings check in is a wonderful tool for engaging families and provides the teaching team with insight about the social-emotional support children might need that day (Access resources here: Building Family/Community Relationships).
Time determined by families	Playtime with Suggested Activities	<p>Asynchronous</p> <ul style="list-style-type: none"> • Extension of curriculum through play and suggested hands-on activities and 	<ul style="list-style-type: none"> • Suggest hands-on activities to incorporate concepts from the curriculum into home-based play. Material suggestions or

Time	Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
		<p>challenges.</p> <ul style="list-style-type: none"> • Can include short video of lessons/recorded presentations. 	<p>pretend play scenarios can be offered to support families in play engagement.</p> <ul style="list-style-type: none"> • Assess in advance what materials families/caregivers have available at home to engage in play and suggest the use of “loose parts”, for example: recycled and other open ended materials that caregivers may be able to collect. • A child’s ability to engage in play independently will vary. A child’s engagement may allow a caregiver to focus on other obligations, or may give a caregiver the opportunity to facilitate and collaborate in the learning. This is an opportunity to support a parent/caregiver in learning. • Plan to incorporate family/caregiver’s voice, cultural perspective and daily customs to independent activities. Think about ways to utilize the child’s home environment as the classroom and how to partner with families/caregivers in facilitating the activity.
Time determined by families	Gross Motor Play	<p>Asynchronous</p> <ul style="list-style-type: none"> • Families/caregivers may select to follow a short movement activity posted by a teacher, to engage in a movement activity suggested by the teacher, or to have an outdoor exploration/play experience. 	<ul style="list-style-type: none"> • If gross motor takes place indoors, offer support to families/caregivers around ways they can use different spaces and materials found in the home to engage in movement and music activities.

Time	Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
Time Determined by Families	Lunch	Asynchronous <ul style="list-style-type: none"> Ensure that handwashing routines take place before and after eating. 	<ul style="list-style-type: none"> Remind families/caregivers that lunch time can provide an opportunity for learning. Resources such as vroom and Let's Learn NYC! can provide families/caregivers with tips on creative ways to engage children in learning using everyday moments.
Time Determined by Families	Rest/ Quiet Time	Soothing activities for quiet time could include: <ul style="list-style-type: none"> Play-Doh Coloring Story Bubbles Music and songs 	<ul style="list-style-type: none"> Remember to check in with families/caregivers too around self-care: How are caregivers caring for themselves? Are they finding moments to take a deep breath? Self care tips can be found here on page 10. Grounding techniques can be used for caregivers and children alike. It can support caregivers in being more present, attuned and ready to support their child's learning and can help children regulate to be more ready to learn.
10 Minutes	Storytime	Asynchronous or Synchronous <ul style="list-style-type: none"> Read-aloud of a book, oral storytelling, can be video or led by a family member/caregiver. 	<ul style="list-style-type: none"> Family member/caregiver can lead or join as they are able.
5-10 Minutes	Closing meeting	Asynchronous or Synchronous <ul style="list-style-type: none"> Pre-recorded and posted on the classroom learning platform, or suggestions provided to families/caregivers about how they may close the day. 	Closing may include: <ul style="list-style-type: none"> A reflection of the day's suggested activities. A feelings check-in Setting expectations for the following day Providing scheduling reminders A goodbye song

Time	Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
			<ul style="list-style-type: none">• Family and child share something from the day with teacher and peers