

3-K and Pre-K District School and Pre-K Center Sample Schedule for In-Person and Remote Learning

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District School and Pre-K Center Sample Schedule for 3-K and Pre-K

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

Adjust each activity/routine accordingly 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. Detailed considerations for the routines and activities listed below are included in the rest of this document.

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/Hand Washing
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	Centers/Snack

Minutes Allotted	Activity/Routine
70 minutes for Pre-K	
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

General Considerations for In-Person Learning

- This suggested schedule is similar to the general 6 hour and 20 minutes sample schedules available on the [DECE InfoHub](#).
- The sample schedule includes suggested differences for 3-K and pre-K children. Note that developmentally, three-year-olds have a shorter attention span than four-year-olds. Please keep this in mind as you create your schedule.
- For additional information regarding schedule requirements and guidance, please reference the [DECE Policy Handbook](#) and [Early Childhood Framework for Quality](#).
- As you develop plans to welcome children and families for the 2021-22 school year, the DECE strongly encourages programs to use a staggered schedule to help children and families adjust. Sample staggered schedules can be found [here](#).
- There are many transition points throughout the day when children will be moving from one area (or activity) to another or during 'wait time' while hand washing or toileting. The number and length of transitions may also depend on whether or not there are sinks and/or bathrooms in the classroom. Teaching teams can use different transition strategies such as playing word or guessing games, reciting rhymes, or doing finger plays to avoid having children spending a lot of time waiting or standing online. Table toys and books may also be used to support transitions (see additional guidance in Centers considerations below).

Detailed Considerations for Routines and Activities for In-Person Learning

Routine/Activity	Health & Safety Considerations	General Considerations
Arrival/Greeting Routines	<ul style="list-style-type: none"> - Children should wash hands upon entry to the room. - Children should have their own individual spaces to store their belongings (i.e. cubby). - Please ensure children's belongings do not touch. - Please ensure children's belongings are washed weekly. 	<ul style="list-style-type: none"> - Teaching teams should greet children and families by name. 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.
Meal Service (Breakfast, Lunch, Snack)	<ul style="list-style-type: none"> - Disinfect the sink before handwashing. - Tables should be cleaned and sanitized before and after eating. - Children's hands should be washed before and after eating. - Spread out children and teachers among the tables as much as possible to reduce the number of children/teachers at each table. - Follow all established health and safety protocols for meal service. - As children finish lunch at their own pace, they begin to toilet (if necessary) and clean their hands in preparation for rest. - As referenced in the Policy Guidance for Daily Routines in Early Childhood Classrooms, staff can wear additional PPE at any time, including when children have removed their face coverings for meals. 	<ul style="list-style-type: none"> - 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 around for an activity.

Routine/Activity	Health & Safety Considerations	General Considerations
Large Group Meeting	<ul style="list-style-type: none"> - Encourage children to distance by placing visual markers (with masking tape, carpet circle seats, hula hoops, etc.) indicating the spaces where children can and cannot sit. - Refer to the Policy Guidance for Daily Routines in Early Childhood Classrooms for guidance about cleaning rugs and carpets. 	<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. - Children and teaching teams gather to greet each other and may engage in a brief, active, play-based learning activity or read aloud. - 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 that children may want to try. Children should select where they will play first.
Center-based Learning	<ul style="list-style-type: none"> - Hands should be washed when visibly soiled (for ex. paint, glue, sand etc.) and also after children sneeze, cough, and secrete other bodily fluids. - Hand washing before/after messy play, such as (play dough, water, sand, paint, glue, etc.) is needed during Center Time before moving to a different activity. - Please refer to guidance for cleaning and disinfecting toys. - Children should wash their hands if they put them in their mouth or cough and sneeze on them. - Materials should be set aside for cleaning later if children cough or sneeze on them, or put them in their mouths. - Items that cannot be disinfected should not be placed in the classroom. - Teaching staff should set up water/sand tables and sensory tables for individual use 	<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). - 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). - Materials should align to children’s interests, needs and some may align to the current Exploration or Interdisciplinary Unit of Study. - Determine the number of children that can safely navigate each center area (using distancing protocols) based on the number of children attending in-person learning. - 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.

Routine/Activity	Health & Safety Considerations	General Considerations
	<p>only, and these materials should not be shared between children.</p> <p>Materials can be:</p> <ul style="list-style-type: none"> - placed in clear, see-through 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"> - 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 small groups of children if they express interest. - Table toys may include smaller materials like puzzles, magna-tiles, and interlocking blocks, and can easily be used at tables or on the rug.

Routine/Activity	Health & Safety Considerations	General Considerations
Clean-up, Hand washing, and Toileting	<ul style="list-style-type: none"> - Refer to the ECERS hand washing and sanitizing guidelines for more information about how to effectively clean hands. - If bathrooms are located within the classroom, please ensure all materials are accessible to staff and children (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. - If bathrooms are located outside of the classroom, please ensure all necessary materials (soap, warm water, hand towels) are available in the restrooms. - If your classroom has a portable sink, please ensure that clean water, soap, and hand towels are accessible to staff and children at all times. Please refer to the manufacturer’s guidance for the proper maintenance of the clean water tanks and catch tray (if applicable). 	<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 hands upon re-entering the classroom (if restrooms are located outside of the classroom). - Toileting should be attended to before rest time in order to prevent toileting accidents from happening during nap.

Routine/Activity	Health & Safety Considerations	General Considerations
Gross Motor Play	<ul style="list-style-type: none"> - Staff and children should wash hands upon re-entering 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. - Rotate groups in this space to reduce the number of children and teachers as much as possible. - Hand sanitizer, hand napkins/tissue, and a first aid kit should be available at all times when outdoors. - As children and teaching teams return from gross motor play, hands should be washed upon reentry to the classroom. 	<ul style="list-style-type: none"> - Water should be available for drinking. - 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 scooter boards) 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.
Rest/Quiet Time	<ul style="list-style-type: none"> - All children should rest on an individual mat/cot. - Cots/mats should be spaced at least 6 feet apart (approximately 6 floor tiles). - Children should have a cot cover and blanket. - If children must rest directly on the cot/mat surface, disinfect before and after use. - After an initial rest period, children who are engaging in quiet activities rather than sleeping should resume wearing masks. 	<ul style="list-style-type: none"> - 3-4 year olds should be provided with a calm space to relax for approximately 40-50 minutes. - If children do not sleep, they should be offered quiet activities such as books, puzzles, and drawing.

Routine/Activity	Health & Safety Considerations	General Considerations
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. 	<ul style="list-style-type: none"> - Closing meetings must not exceed 10 minutes (including transitions in and out of the group).

General Considerations for Remote Learning

- Please note this is a *suggested* remote learning schedule. Families/caregivers will co-create their at-home learning schedules based on their own unique needs, perspectives and cultures.
- The sample flow of the day includes synchronous and asynchronous activities. Definitions and examples of these activities for 3-K and pre-K are provided below:
 - **Synchronous** - live instruction provided simultaneously with child participation. In 3-K and pre-K, 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. In 3-K and pre-K, 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 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 - 20 minutes	15 - 30 minutes
Pre-K	20 - 30 minutes	20 - 30 minutes	20 - 45 minutes	20 - 60 minutes

- 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
 - Planning for small group activities and individualized instruction
 - Reviewing children’s work
 - 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, reading, professional learning, etc.
 - Planning and recording asynchronous activities.
- 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, etc.

Detailed Considerations for Routines and Activities for Remote Learning

Routine/ Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
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"> - Families/caregivers might have their own home morning routine which may include: wakeup, 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.
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

Routine/ Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
		teaching team with insight about the social-emotional support children might need that day (Access resources here: Building Family/Community Relationships).
Playtime with Suggested Activities	<p>Asynchronous</p> <ul style="list-style-type: none"> - Extension of curriculum through play and suggested hands-on activities and challenges. - Can include short video of lessons/recorded presentations 	<ul style="list-style-type: none"> - Suggest hands-on activities to incorporate concepts from the curriculum into home-based play. Material suggestions or pretend play scenarios can be offered to support families in play engagement. - 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 in independent activities. Think about ways to utilize the child’s home environment as the classroom and to partner with families/caregivers in facilitating the activity.
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.
Lunch	<p>Asynchronous</p>	<ul style="list-style-type: none"> - Remind families/caregivers that lunchtime 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.

Routine/ Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
Rest/Quiet Time	Soothing activities for quiet time could include: <ul style="list-style-type: none"> - Play-Doh - Coloring - Story-time - Bubbles 	Remember to check in with families/caregivers around self-care: <ul style="list-style-type: none"> - 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.
Storytime	Asynchronous or Synchronous <ul style="list-style-type: none"> - Read-aloud of a book, oral storytelling, can be a video or led by a family member/caregiver. 	<ul style="list-style-type: none"> - Family members/caregivers can lead or join as they are able.
Closing	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 - Family and child share something from the day with teacher and peers