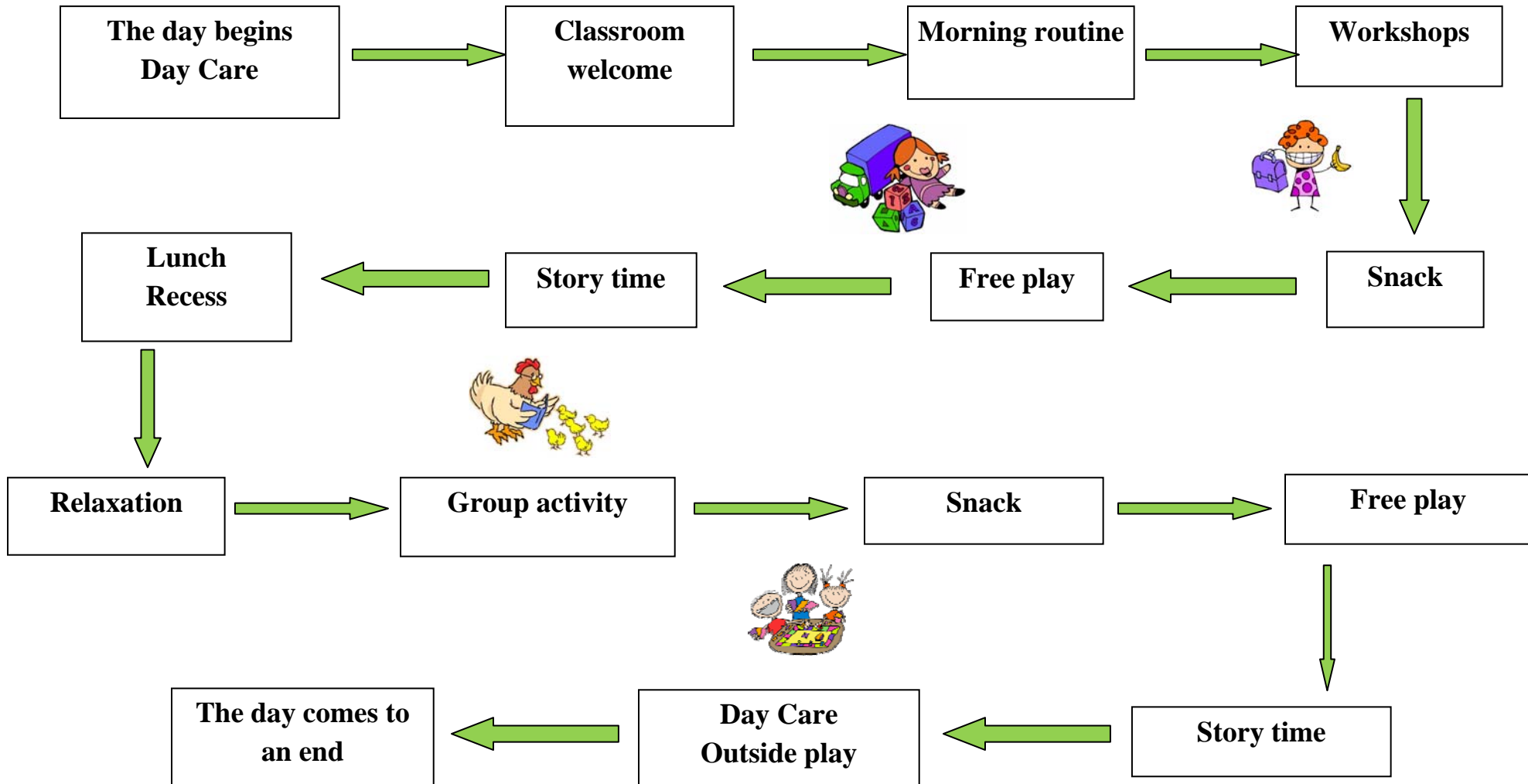


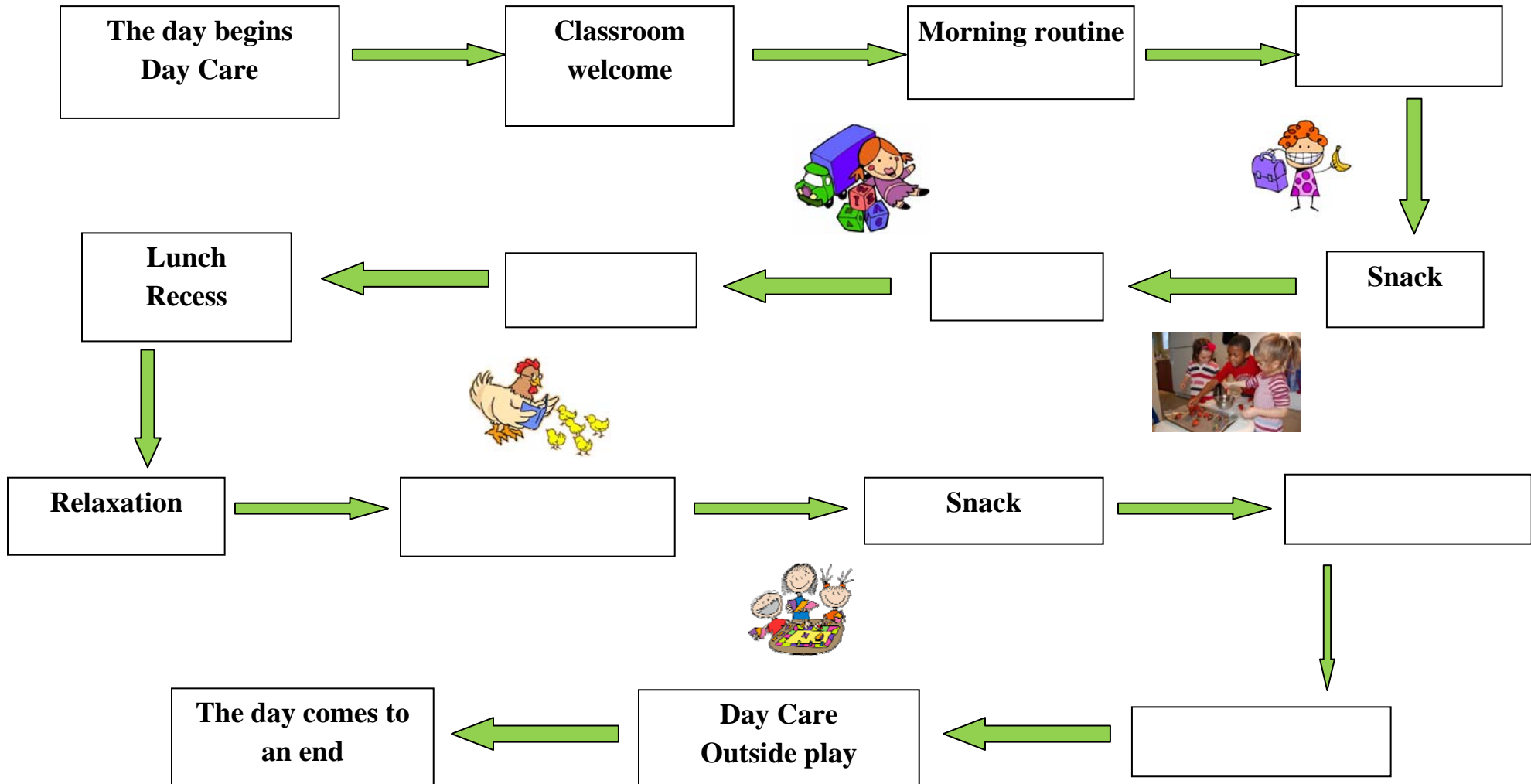
Full Time 4 Year Old Kindergarten Pilot Project

Daily routine in full time K4 Classroom



Full Time 4 Year Old Kindergarten Pilot Project

Daily routine in the full time K4 classroom: planner



### Full Time 4 Year Old Kindergarten Pilot Project

Daily Routine Essentials	Actions that favor the global development of the child	Observable behaviors that can be linked with the Full Day Kindergarten for 4 Year Olds from Disadvantaged Areas Program
<p><b>Welcome (15-20 minutes)</b> A warm and friendly welcome is essential to ensure a smooth transition between the home and the school and between the school's day care service and the class.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Children may arrive with a parent, or by bus or from the school's day care service.</li> <li>• The establishment of an effective morning routine can take some time.</li> <li>• Dressing and undressing may be long in the winter, because it involves the organization of clothes and shoes, and the physical aspect of putting clothes on and taking them off.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that the transition between the different areas of a child's life is harmonious and safe (home-school or school-day care).</li> <li>• To ensure that the child feels safe in his/her environment.</li> <li>• To ensure that the child feels welcomed.</li> <li>• To ensure that relationships are established between the teacher and other children.</li> <li>• To ensure that the social codes are understood.</li> <li>• To ensure that the children understand the school's expectations regarding acceptable behaviors (corridors, lockers, etc.).</li> <li>• To develop and provide the children with strategies for planning.</li> <li>• To develop the social skills necessary for establishing harmonious relationships.</li> <li>• To raise the child's awareness of his/her ability to meet the expectations being made on him/her by his/her environment.</li> <li>• To provide the child time to practice new learnings in through different activities.</li> <li>• To establish the classroom's code of conduct</li> </ul>	<p><b>Increases and strengthens sensorimotor abilities.</b></p> <ul style="list-style-type: none"> <li>• The child uses his/ her gross and fine motor skills (dresses, climbs up and down the stairs, etc...)</li> <li>• Learns about safety factors in his/her environment (security rules when walking in the school).</li> <li>• ...</li> </ul> <p><b>Builds and strengthens his/her self esteem</b></p> <ul style="list-style-type: none"> <li>• The child explores his/her autonomy.</li> <li>• He/she expresses his/her emotions and feelings.</li> <li>• ...</li> </ul> <p><b>Establishes and maintains harmonious relationships with others.</b></p> <ul style="list-style-type: none"> <li>• The child gradually integrates the rules of conduct.</li> <li>• The child has positive interactions with others.</li> <li>• ...</li> </ul> <p><b>Understands and expresses himself/herself by exploring spoken and written language.</b></p> <ul style="list-style-type: none"> <li>• The child interacts verbally</li> <li>• ...</li> </ul> <p><b>Explores and discovers the world around him/her</b></p> <ul style="list-style-type: none"> <li>• The child learns to refer to a process.</li> <li>• The child learns to organise him/herself within a school context.</li> <li>• ...</li> </ul>

## Full Time 4 Year Old Kindergarten Pilot Project

Daily Routine Essentials	Actions that favor the global development of the child	Observable behaviors that can be linked with the Full Day Kindergarten for 4 Year Olds from Disadvantaged Areas Program
<p><b>Group gatherings / routines (20 to 35 minutes)</b> Morning routines allow the child to identify with the group and to follow the course of the day.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• This is where we can find: the morning greeting, attendance, calendar, schedule of the day, the message of the day, group discussions, songs, dances, poems, chants,, and transition activities.</li> <li>• Transition times are often accompanied by a song that announces what to do or what is coming.</li> <li>• Transition activities may vary; the use of rhymes, songs, role of the friend of the day, a timer, books, puzzles, small games (eg one who has blue go and get your snack, etc..).</li> <li>• Transitions can sometimes be difficult for anxious or restless children....</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the classroom code of conduct.</li> <li>• Use the daily schedule and routine to secure the child.</li> <li>• Encourage the child to progressively begin to interact within the time and space of the classroom environment, by making links between the daily schedule and shorter periods of time (morning, afternoon, evening, week, weekend etc..).</li> <li>• Expose the child to diverse social interaction situations that will encourage him/her to express his/her opinions, listen to others, to interact in a team, etc..</li> <li>• Encourage the child to discover his/her personal interests and tastes, and encourage them to express them.</li> <li>• Support the child's language development by creating opportunities where he/she can express themselves, ask questions in a context that is meaningful and familiar to him/her.</li> <li>• Provide the child with more time to assimilate and consolidate new actions, concepts, skills.</li> <li>• Develop children's ability to tolerate a delay in response.</li> <li>• Encourage the child to gain confidence and emotional security by encouraging him/her to wait his/her turn, to end an activity and move on to another.</li> <li>• Help the child develop relaxation strategies in order to mobilize their energies to the task ahead (e.g. return to calm after dancing).</li> <li>• Provide many opportunities for the child to apply new learnings in different context....</li> </ul>	<p><b>Increases and strengthens sensorimotor abilities.</b></p> <ul style="list-style-type: none"> <li>• The child develops concept of time.</li> <li>• The child learns to orient him/herself in time and space.</li> <li>• He/she experiments with body movements.</li> </ul> <p><b>Builds and strengthens self esteem</b></p> <ul style="list-style-type: none"> <li>• The child expresses his/her emotions and feelings.</li> <li>• He/she learns to go from one activity to another.</li> <li>• ...</li> </ul> <p><b>Establishes and maintains harmonious relationships with others</b></p> <ul style="list-style-type: none"> <li>• The child shows openness towards others.</li> <li>• He/she gradually integrates the rules of conduct.</li> <li>• He/she learns to regulate his/her behavior.</li> <li>• He/she becomes more at ease with transitions.</li> <li>• He/she begins to develop a sense of responsibility (ex. putting their materials away).</li> <li>• ...</li> </ul> <p><b>Understands and expresses him/herself by exploring spoken and written language.</b></p> <p>The child develops listening skills</p> <ul style="list-style-type: none"> <li>• He/she expresses him/herself.</li> <li>• He/she develops phonological sensitivity.</li> <li>• He/she learns the sounds and letters of the alphabet from the children's names.</li> <li>• He/she develops an appropriate vocabulary.</li> <li>• ...</li> </ul> <p><b>Explores and discovers the world around him/her</b></p> <ul style="list-style-type: none"> <li>• The child learns to recognize the classroom daily schedule, rules and routines.</li> <li>• He/she develops numeracy skills, (numerical order, count the days in a week, count the days in a month).</li> <li>• He she learns to situate him/herself within his/her learning environment by using references.</li> <li>• ...</li> </ul>

## Full Time 4 Year Old Kindergarten Pilot Project

Daily Routine Essentials	Actions that favor the global development of the child	Observable behaviors that can be linked with the Full Day Kindergarten for 4 Year Olds from Disadvantaged Areas Program
<p><b>Snack time (about 15 minutes)</b> Snack is a social activity that promotes the discovery of new flavors, opportunity to engage in spontaneous social interactions and the development of autonomy.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• It is preceded by a transition (bathroom, hand washing, a song or chant etc..).</li> <li>• This is a good time to give responsibilities to the children (eg. the friend of the day distributes milk, a helper assists another in opening a bag, all the children clean up and put their snack away).</li> <li>• This moment during the day provides us with the opportunity to observe the children and discover their habits learned at home and understand the family within their given cultural context.</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the social rules of the class.</li> <li>• To support the child in adapting to a new situation where he/she may be learning to eat on their own, to organize their personal belongings.</li> <li>• Encourage the children think about their living habits, allowing them to discuss their personal lifestyles with regards to food, games, and how they fix problems , etc..</li> <li>• Expose the children to the characteristics of a healthy lifestyle.</li> <li>• Create an attachment by referring to meaningful experiences that are shared by the children and their families.</li> <li>• Encourage the children to interact autonomously within their learning environments.</li> <li>• Make learning explicit by giving words to the children’s achievements.</li> <li>• Build step by step procedures and plans with the children.</li> <li>• Provide the children with opportunities to practice and apply new learnings in different contexts.</li> <li>• ...</li> </ul>	<p><b>Increases and strengthens sensorimotor abilities</b></p> <ul style="list-style-type: none"> <li>•The child learns to eat on their own.</li> <li>•He/she learns to eat appropriately.</li> <li>•He/she learns to eat at a table.</li> <li>•He/she learns the concept of « waste ».</li> <li>•He/she learns the notion of what a healthy snack consists of.</li> <li>• ...</li> </ul> <p><b>Builds and strengthens self esteem</b></p> <ul style="list-style-type: none"> <li>•The child develops autonomy by encouraging him/her to figure things out on their own.</li> <li>•He/she learns to ask for help when needed.</li> <li>• ...</li> </ul> <p><b>Establishes and maintains harmonious relationships with others</b></p> <ul style="list-style-type: none"> <li>•The child learns to share.</li> <li>•He/she learns to help others.</li> <li>•He/she learns to respect others.</li> <li>•He/she learns to wait his/her turn.</li> <li>• ...</li> </ul> <p><b>Understands and expresses him/herself by exploring spoken and written language</b></p> <ul style="list-style-type: none"> <li>•The child spontaneously interacts with others.</li> <li>• ...</li> </ul> <p><b>Explores and discovers the world around him/her</b></p> <ul style="list-style-type: none"> <li>•The child learns to organize him/herself within his learning environment (prepares his/her snack, clean up, puts materials away).</li> <li>• ...</li> </ul>

## Full Time 4 Year Old Kindergarten Pilot Project

Daily Routine Essentials	Actions that favor the global development of the child	Observable behaviors that can be linked with the Full Day Kindergarten for 4 Year Olds from Disadvantaged Areas Program
<p><b>Workshops/Activities (20-30 minutes)</b> Activities to promote the discovery and experimentation, organized and implemented by the teacher, but chosen by the child.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Tasks are more structured and are carried out by the child with or without teacher support.</li> <li>• Activities selected are often based on a theme.</li> <li>• In general, the child will have the choice between three and five workshops.</li> <li>• ...</li> </ul> <p><b>Free play:</b> generally initiated by the child (45-60 minutes) Special time where the child can choose what, with whom and with what he wants to play.</p> <p><b>Note:</b> The classroom is organized in centers that promote a variety of different types of play and in particular, symbolic play.</p> <ul style="list-style-type: none"> <li>• ...</li> </ul> <p><b>Outdoor games (15 to 30 minutes)</b> Every day, the outdoor games are necessary and are beneficial to the overall development of the children.</p> <ul style="list-style-type: none"> <li>• ...</li> </ul> <p><b>Overall:</b> These periods of activities (workshops, free play and outside play) are special moments to observe children and to intervene directly in order to support the children in their continual overall global development.</p>	<ul style="list-style-type: none"> <li>• Introduce the child to the language often used in a school setting.</li> <li>• Allow the child to develop his/her vocabulary in meaningful contexts.</li> <li>• Introduce children to the world of reading and writing.</li> <li>• Expose children to explore different learning situations and highlight what he/she is learning.</li> <li>• Provide varied and appropriate learning activities that support the global development of each child.</li> <li>• Provide activities that allow children to discover and explore different modes of expression and creation.</li> <li>• Select materials and games that are rich and adapted to the child's level of develop and that will allow him/her to go further.</li> <li>• Expose children to new games and materials in order to entice curiosity and exploration.</li> <li>• Accompany children in their search for strategies in order to accomplish a given task or problem.</li> <li>• Ensure that the child engages in the production of diverse projects that have a beginning, a middle and an end.</li> <li>• Encourage the child to persevere and complete given tasks.</li> <li>• Help the child become aware of his/her successes.</li> <li>• Encourage the child to be proud of his/her accomplishments.</li> <li>• Stimulate the child by encouraging him/her to participate in situations that are real and pretend.</li> <li>• Encourage the children to participate in everyday problem solving situations (no where to sit, did not have time to finish a puzzle, Johnny won't share the cars, etc..).</li> <li>• Support the child in his/her search for ways to interact with others, to make friends</li> </ul>	<p><b>Increases and strengthens sensorimotor abilities</b></p> <ul style="list-style-type: none"> <li>• The child uses his/her global motor skills.</li> <li>• The child uses his/her fine motor skills.</li> <li>• ...</li> </ul> <p><b>Builds and strengthens self esteem</b></p> <ul style="list-style-type: none"> <li>• The child becomes aware of his/her strengths (chooses a puzzle he/she know he/she can complete).</li> <li>• ...</li> </ul> <p><b>Establishes and maintains harmonious relationships with others</b></p> <ul style="list-style-type: none"> <li>• The child is interested in others.</li> <li>• The child interacts harmoniously with others.</li> <li>• The child is learning to manage his/her behaviors.</li> <li>• ...</li> </ul> <p><b>Understands and expresses him/herself by exploring spoken and written language</b></p> <ul style="list-style-type: none"> <li>• The child uses ideas.</li> <li>• ...</li> </ul> <p><b>Explores and discovers the world around him/her</b></p> <ul style="list-style-type: none"> <li>• The child develops new strategies.</li> <li>• He/she explores at his/her rhythm.</li> <li>• He/she challenges him/herself.</li> <li>• He/she learns to go beyond his/her goals.</li> <li>• He/she enjoys playing.</li> <li>• ...</li> </ul>

### Full Time 4 Year Old Kindergarten Pilot Project

Daily Routine Essentials	Actions that favor the global development of the child	Observable behaviors that can be linked with the Full Day Kindergarten for 4 Year Olds from Disadvantaged Areas Program
<p><b>Group activities</b></p> <p>These include a variety of activities whereby the whole group participates at the same time, the class receives the same information and the same instructions.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• For 4 year olds, these group activities should be very short and few.</li> <li>• They may include: thematic activities, psychomotor activities, activities in literacy and numeracy, songs, dances, rhymes, computer time, gym, library periods, outings.</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• Expose the children to large group situations but make them understand the learning goals.</li> <li>• Establish a classroom climate that fosters learning by discovery and exploration and that respects the learning rhythm of each child.</li> <li>• Provide meaningful activities that respect the children’s level of development and give them the desire to learn.</li> <li>• Encourage the children while in action, so that they feel comfortable participating.</li> <li>• Encourage the children to use trial and error and support them in their attempts.</li> <li>• Ensure that children are engaged complete activities that have a beginning, a middle and an end.</li> <li>• Expose children to activities or learning situations that are carried out by the collective group so that they can understand that there are differences and that the group can support one another.</li> <li>• Expose the children to the everyday problems that arise (I don’t have a place, I did not finish my puzzle, I have no one to play with, etc..).</li> <li>• Support and encourage the children to use and reuse their newly acquired learnings in different contexts and situations.</li> <li>• Support the children when learning a second or third language.</li> <li>• When there is an outing, prepare, reassure and guide the children so they can feel secure and enjoy the field trip.</li> </ul>	<p><b>Increases and strengthens sensorimotor abilities</b></p> <ul style="list-style-type: none"> <li>• The child is develops his/her motor skills.</li> <li>• He/she is develops good posture which will support better concentration.</li> <li>• ...</li> </ul> <p><b>Understands and expresses him/herself by exploring spoken and written language</b></p> <ul style="list-style-type: none"> <li>• The child develops vocabulary.</li> <li>• He/she develop his/her phonological sensitivity.</li> <li>• He/she develops listening skills.</li> <li>• He/she develops literacy skills.</li> <li>• He/she develops communication skills.</li> <li>• ...</li> </ul> <p><b>Explores and discovers the world around him/her</b></p> <ul style="list-style-type: none"> <li>• He/she develops numeracy skills.</li> <li>• He/she develops better attention and concentration.</li> <li>• He/she develops mathematic concepts.</li> <li>• He/she uses trial and error as a learning strategy.</li> <li>• ...</li> </ul>

### Full Time 4 Year Old Kindergarten Pilot Project

Daily Routine Essentials	Actions that favor the global development of the child	Observable behaviors that can be linked with the Full Day Kindergarten for 4 Year Olds from Disadvantaged Areas Program
<p><b>Stories</b> Telling or reading a story is a special activity that can be experienced more than once in the same day.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"> <li>• Stories can be used to provoke a discussion, to enrich a theme, to model good reading behavior and/or a given strategy or for the simple pleasure.</li> <li>• Stories can be read anytime. They can be set at a specific time in the schedule, used to introduce an activity or as a transitional tool. Children can be encouraged to retell favorite stories.</li> </ul>	<ul style="list-style-type: none"> <li>• Stimulate the children's imaginations through reading, exposing the pleasure of reading in order to create a positive relationship with the world of writing and reading.</li> <li>• Provide a variety of books, adapted to the level of children including both fiction and non-fiction.</li> <li>• Provide opportunities for the children to combine images with words.</li> <li>• Allow the children to develop their vocabulary in meaningful contexts.</li> <li>• Give the children the opportunity to anticipate what will happen next in the story.</li> <li>• Provide opportunities for the children to identify with fictional characters.</li> <li>• Encourage the children to be in touch with their feelings and emotions.</li> <li>• Give the children the opportunity to experience the pleasure of books and stories on a daily basis....</li> </ul>	<p><b>Understands and expresses him/herself by exploring spoken and written language</b></p> <ul style="list-style-type: none"> <li>• The child begins to understand the difference between reading and retelling a story.</li> <li>• He/she develops his/her vocabulary.</li> <li>• He/she develops a positive relationship with writing.</li> <li>• He/she develops phonological sensitivity.</li> <li>• He/she begins to understand the structure of a story.</li> <li>• He/she develops listening skills.</li> <li>• He/she develops reading strategies.</li> <li>• ...</li> </ul> <p><b>Explores and discovers the world around him/herself</b></p> <ul style="list-style-type: none"> <li>• The child develops his/her attention.</li> <li>• He/she learns to make connections.</li> <li>• ...</li> </ul>



## Full Time 4 Year Old Kindergarten Pilot Project

<p><b>Relaxation</b> It is a time of rest, relaxation is essential to the 4 years olds full time kindergarten program.</p> <p><b>Notes</b></p> <ul style="list-style-type: none"><li>• There are a variety of formulas for relaxation: psychomotor exercises, yoga, breathing, guided relaxation, massage, stories (DVD, CD, iPad), music rest.</li><li>• Some children may sleep everyday, others on occasion and some never.</li><li>• This time of the day provides the child with the opportunity to regain his/her calm.</li></ul>	<ul style="list-style-type: none"><li>• Make sure the child feels comfortable and secure in his space.</li><li>• Establish a relaxing climate.</li><li>• Provide the children with relaxation strategies so that they will be able to focus their energy on the task at hand.</li><li>• If a child should fall asleep, take the time needed to welcome the child back into the daily activities of the class.</li></ul>	<p><b>Increases and strengthens sensorimotor abilities</b></p> <ul style="list-style-type: none"><li>• The child learns to relax.</li><li>• ...</li></ul> <p><b>Builds and strengthens self esteem</b></p> <ul style="list-style-type: none"><li>• Because relaxation is part of the daily routine, the child learns to feel secure.</li><li>• ...</li></ul>
---	---	--