

Daily Schedule	Cognitive & Communication Development (Speech Goals)	Large Motor Development (PT Goals)	Fine Motor Development & Sensory Integration (OT Goals)	Social/Emotional Development (SW/Counseling Goals)
<p><b>8:00 - 9:00 Arrival and Table top play</b></p> <p>Children will remove coats, hang backpacks and coats in their cubbies, and choose a table top activity.</p>	<ul style="list-style-type: none"> <li>• Greeting others</li> <li>• Making requests</li> <li>• Attending to a task (preferred and non-preferred)</li> <li>• Choosing an activity, playing, cleaning up</li> </ul>	<ul style="list-style-type: none"> <li>• Walking down steps of bus</li> <li>• Hanging up coat using strength and control</li> <li>• Maneuvering within the classroom-body/space awareness</li> <li>• Sitting in a chair</li> </ul>	<ul style="list-style-type: none"> <li>• Using upper body/arm strength when hanging backpack</li> <li>• Exploring a variety of sensory materials</li> <li>• Using manipulatives</li> <li>• Practicing self-help skills such as undressing and putting personal items away</li> </ul>	<ul style="list-style-type: none"> <li>• Transitioning to school</li> <li>• Interacting with adults and peers</li> <li>• Developing coping skills and frustration tolerance during play</li> </ul>
<p><b>9:00 – 9:15 Circle Time (Whole Group)</b></p> <p>Children will clean up table top activities, move to a seat at the circle time area, remain seated, attend to teacher, and participate as directed.</p>	<ul style="list-style-type: none"> <li>• Attending to teacher</li> <li>• Practicing numerical and language concepts during calendar, weather, and weekly theme content</li> <li>• Responding as a group</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining posture required for sitting</li> <li>• Using gross motor movements involved in sign language for finger play and gestures</li> </ul>	<ul style="list-style-type: none"> <li>• Processing sensory input for sustained seated activity with peers at the circle</li> </ul>	<ul style="list-style-type: none"> <li>• Following directions for transition to and during circle time</li> <li>• Cooperating with peers during transition and circle activities</li> </ul>

Daily Schedule	Cognitive & Communication Development (Speech Goals)	Large Motor Development (PT Goals)	Fine Motor Development & Sensory Integration (OT Goals)	Social/Emotional Development (SW/Counseling Goals)
<p><b>9:15 Handwashing, Meal, and Toileting</b></p>	<ul style="list-style-type: none"> <li>Following sequence of routines for handwashing and mealtime</li> </ul>	<ul style="list-style-type: none"> <li>Maneuvering from circle area to sink and table</li> </ul>	<ul style="list-style-type: none"> <li>Practice self-help skills such as: using the toilet, turning water on/off at sink, using 2 hands to wash, drying hands with paper towel</li> </ul>	<ul style="list-style-type: none"> <li>Expressing likes/dislikes in socially appropriate ways</li> </ul>
<p>Children will wait to be dismissed to sink, wash hands, find their seat at the table, pass food as requested, eat, request 'more' food, ask to be done, take dishes to bin, and</p>	<ul style="list-style-type: none"> <li>Using signs, pictures, and/or verbal language to make requests</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining seated position at the table</li> </ul>	<ul style="list-style-type: none"> <li>Using utensils to eat</li> </ul>	<ul style="list-style-type: none"> <li>Cooperating with peers at the table</li> </ul>
	<ul style="list-style-type: none"> <li>Developing oral/motor skills involved in biting, chewing, and swallowing</li> </ul>	<ul style="list-style-type: none"> <li>Moving from sitting to stand and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating serving utensils</li> </ul>	<ul style="list-style-type: none"> <li>Waiting for a turn at the sink</li> </ul>
		<ul style="list-style-type: none"> <li>Walking with control near and around other children</li> </ul>	<ul style="list-style-type: none"> <li>Passing serving bowls and plates to peers</li> </ul>	
		<ul style="list-style-type: none"> <li>Carrying plate to the dirty dishes bin</li> </ul>	<ul style="list-style-type: none"> <li>Tolerating new foods</li> </ul>	
			<ul style="list-style-type: none"> <li>Drinking from an open cup</li> </ul>	
<p><b>9:45-10:45 Free Choice Play Time</b></p>	<ul style="list-style-type: none"> <li>Requesting preferred toys/activities</li> </ul>	<ul style="list-style-type: none"> <li>Negotiating classroom space given ongoing changes in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Manipulating toys</li> </ul>	<ul style="list-style-type: none"> <li>Building social play skills -</li> </ul>
<p>Children will explore available materials and activities, make play choices, and clean up after each activity.</p>	<ul style="list-style-type: none"> <li>Communicating possession</li> </ul>	<ul style="list-style-type: none"> <li>Moving safely from one area to another</li> </ul>	<ul style="list-style-type: none"> <li>Exploring various sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>Taking turns</li> </ul>
	<ul style="list-style-type: none"> <li>Requesting turns from a peer</li> </ul>		<ul style="list-style-type: none"> <li>Constructing with Legos, blocks, tubes, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing</li> </ul>
	<ul style="list-style-type: none"> <li>Developing progressively more advanced play skills (exploratory, associative, parallel, and cooperative play) with objects and pretend/dramatic play</li> </ul>			<ul style="list-style-type: none"> <li>Developing peer relationships</li> </ul>
				<ul style="list-style-type: none"> <li>Seeking adult assistance</li> </ul>
				<ul style="list-style-type: none"> <li>Initiating interactions with peers</li> </ul>

Daily Schedule	Cognitive & Communication Development (Speech Goals)	Large Motor Development (PT Goals)	Fine Motor Development & Sensory Integration (OT Goals)	Social/Emotional Development (SW/Counseling Goals)
<b>10:45-11:30 Gross Motor Time</b>	<ul style="list-style-type: none"> <li>Following transition routine to line up</li> </ul>	<ul style="list-style-type: none"> <li>Coordinating movements to utilize playground/gym equipment</li> </ul>	<ul style="list-style-type: none"> <li>Practicing motor planning in the use of playground and gym equipment</li> </ul>	<ul style="list-style-type: none"> <li>Cooperating with peers in imaginative motor play</li> </ul>
Children will transition from the classroom to the gym or playground, depending on weather.	<ul style="list-style-type: none"> <li>Responding with “here” and/or raising a hand when name is called</li> </ul>	<ul style="list-style-type: none"> <li>Practicing foundational skills of running, jumping, throwing, catching</li> </ul>	<ul style="list-style-type: none"> <li>Improving body/space awareness</li> </ul>	<ul style="list-style-type: none"> <li>Increasing confidence on assorted gross motor equipment such as monkey bars</li> </ul>
	<ul style="list-style-type: none"> <li>Using social language, pictures, and/or signs to request help, engage peers</li> </ul>	<ul style="list-style-type: none"> <li>Strengthening large muscles</li> </ul>	<ul style="list-style-type: none"> <li>Processing vestibular, proprioceptive, and tactile sensory input</li> </ul>	
<b>11:30-12:00 Handwashing, Meal, Toileting</b>	<ul style="list-style-type: none"> <li>Following sequence of routines for handwashing and mealtime</li> </ul>	<ul style="list-style-type: none"> <li>Maneuvering from circle area to sink and table</li> </ul>	<ul style="list-style-type: none"> <li>Practice self-help skills such as: using the toilet, turning water on/off at sink, using 2 hands to wash, drying hands with paper towel</li> </ul>	<ul style="list-style-type: none"> <li>Expressing likes/dislikes of various foods in socially appropriate ways</li> </ul>
Children will wait to be dismissed to sink, wash hands, find their seat at the table, pass food as requested, eat, request ‘more’ food, ask to be done, take dishes to bin.	<ul style="list-style-type: none"> <li>Using signs, pictures, and/or verbal language to make requests</li> <li>Developing oral/motor skills involved in biting, chewing, and swallowing</li> </ul>	<ul style="list-style-type: none"> <li>Maintaining seated position at the table</li> <li>Moving from sitting to stand and vice versa</li> </ul>	<ul style="list-style-type: none"> <li>Using utensils to eat</li> <li>Manipulating serving utensils</li> </ul>	<ul style="list-style-type: none"> <li>Cooperating with peers at the table</li> <li>Waiting for a turn at the sink</li> </ul>
		<ul style="list-style-type: none"> <li>Walking with control near and around other children</li> </ul>	<ul style="list-style-type: none"> <li>Passing serving bowls and plates to peers</li> </ul>	
		<ul style="list-style-type: none"> <li>Carrying plate to the dirty dishes bin</li> </ul>	<ul style="list-style-type: none"> <li>Tolerating new foods</li> </ul>	
			<ul style="list-style-type: none"> <li>Drinking from an open cup</li> </ul>	

Daily Schedule	Cognitive & Communication Development (Speech Goals)	Large Motor Development (PT Goals)	Fine Motor Development & Sensory Integration (OT Goals)	Social/Emotional Development (SW/Counseling Goals)
<p><b>12:00 – 12:30 Small Group Work</b></p> <p>Children will divide into pre-planned groups and complete both closed-ended and open-ended tasks and activities.</p>	<ul style="list-style-type: none"> <li>• Attending to teacher directions</li> <li>• Requesting help from adults</li> <li>• Completing closed-ended projects with or without a model for reference</li> <li>• Creating open-ended projects with various art materials</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining seated position</li> <li>• Using core strength to use both hands while seated</li> </ul>	<ul style="list-style-type: none"> <li>• Assembling puzzles</li> <li>• Using various writing tools such as paint, crayons, markers, chalk</li> <li>• Working on a flat surface</li> <li>• Exploring art materials such as paint and play- doh</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting direction and help from adults</li> <li>• Taking pride in unique creations</li> <li>• Encouraging peers</li> <li>• Developing frustration tolerance</li> </ul>
<p><b>12:30 – 1:15 Free Choice Play Time</b></p> <p>Children will explore available materials and activities, make play choices, and clean up after each activity.</p>	<ul style="list-style-type: none"> <li>• Requesting preferred toys/activities</li> <li>• Communicating possession</li> <li>• Requesting turns from a peer</li> <li>• Developing progressively more advanced play skills (exploratory, associative, parallel, and cooperative play) with objects and pretend/dramatic play</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating classroom space given ongoing changes in the environment</li> <li>• Moving safely from one area to another</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulating toys</li> <li>• Constructing with Legos, blocks, tubes, etc.</li> <li>• Exploring various sensory materials</li> </ul>	<ul style="list-style-type: none"> <li>• Building social play skills -</li> <li>• Taking turns</li> <li>• Sharing</li> <li>• Developing peer relationships</li> <li>• Seeking adult assistance</li> <li>• Initiating interactions with peers</li> </ul>

Daily Schedule	Cognitive & Communication Development (Speech Goals)	Large Motor Development (PT Goals)	Fine Motor Development & Sensory Integration (OT Goals)	Social/Emotional Development (SW/Counseling Goals)
<p><b>1:15 – 1:30 Snack &amp; Books</b></p> <p>Children will clean up free choice activities, move to their place at the table, eat snacks, and look at books.</p>	<ul style="list-style-type: none"> <li>Identifying their name on the table</li> <li>Requesting more snack</li> <li>Listening to stories being read aloud</li> <li>Requesting an adult to read a book</li> </ul>	<ul style="list-style-type: none"> <li>Navigating throughout classroom to assist with clean up</li> <li>Moving to table and sitting in a chair</li> </ul>	<ul style="list-style-type: none"> <li>Grasping a book and turning pages</li> <li>Using hands to manipulate finger foods being served for snack (cereal, crackers, etc)</li> <li>Trying new snack foods</li> </ul>	<ul style="list-style-type: none"> <li>Following directions for transition to table</li> <li>Independently looking at books</li> <li>Enjoying a story being read by an adult</li> </ul>
<p><b>1:30 Departure</b></p> <p>Children will transition to cubbies, cooperate with dressing, carry backpacks, walk with adult, and board bus.</p>	<ul style="list-style-type: none"> <li>Saying/signing goodbye to others</li> <li>Following directions to complete transition</li> <li>Requesting help if needed</li> </ul>	<ul style="list-style-type: none"> <li>Removing coat from cubby</li> <li>Using coordinated movements to put coat on and/or cooperate with an adult</li> <li>Walking with an adult in the hall and outside</li> <li>Walking up steps of bus</li> </ul>	<ul style="list-style-type: none"> <li>Practicing self-help skills related to departure such as dressing and placing papers and objects into backpack</li> </ul>	<ul style="list-style-type: none"> <li>Transitioning from classroom setting</li> <li>Following directions to move to hallway and to bus</li> </ul>