CHAPTER 11 Schedules and Routines

Study Guide

Directions Fill in the blanks as you read the section in the textbook or listen to lectures and view demonstrations.

Daily Schedule Needs

A structured day helps children _____

A well-planned day provides enough structure so _____

_____

Schedule Considerations

Schedule: _____

All of the following affect schedules:

- Program type: _____

- Length of the program: _____

  _____

- Children's ages: _____

  _____

- Size of the program and class grouping: _____

  _____

- The facility: _____

Balancing a Schedule

In an early childhood program, the schedule is _____

_____

A predictable schedule helps _____

_____

Self-directed: _____

Chapter 11   Schedules and Routines (continued)

Pacing the Day

Early educators plan schedules so _____

They are also careful not to _____

The pace of the daily schedule should be _____

_____

Tracking time helps make sure _____.

Daily schedules take into account these factors:

• Include all developmental areas:

_____

_____

_____

• Active and quiet play:

_____

_____

_____

• Give individual attention:

_____

_____

_____

• Large- and small-group activities:

_____

_____

_____

• Indoor and outdoor play:

_____

_____

_____

Chapter 11   Schedules and Routines (continued)

Daily Routines

Routine: _____

Predictable routines contribute to _____

A routine may be _____, such as _____, or _____,

such as _____.

Staff Responsibilities in Daily Routines

Teachers have responsibilities and routines they must follow throughout each day:

• Arrival:

_____

_____

_____

• Health check:

_____

_____

_____

• Daily kick-off:

_____

_____

_____

• Playtime:

_____

_____

_____

• Mealtimes:

_____

_____

_____

Chapter 11 Schedules and Routines (continued)

- Nap times:

  _____

  _____

  _____

- Departure:

  _____

  _____

  _____

Encouraging Self-Help

To be effective, routines are organized _____

_____

Children with special needs might need _____

Flexibility gives them _____

Handling Transitions

Transition: _____

Transition activities provide children with _____

_____

One major transition occurs when _____

Some children have difficulty _____

Transition Times

Transitions take place _____

Transition examples include:

- _____

- _____

- _____

- _____

Chapter 11 Schedules and Routines (continued)

Transition Techniques

Transition techniques: _____

_____

Transition techniques help _____

_____

Examples of transition techniques include:

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

- _____

Children should be expected to _____

_____

Chore board: _____

_____

Job jar: _____

_____

Choice time: _____

_____

A daily schedule should always _____