

Sample Family Child Care Schedule/ Flow of the Day for In-Person and Remote Learning

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Introduction

This document provides a sample schedule as well as implementation suggestions to support a smooth flow of the day for a mixed age, extended day family child care setting. As you welcome children and families back into your program, here are some ideas to keep in mind:

- Young children learn best in the context of relationships, through play and engaging hands-on activities. In early childhood programs, 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.
- 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.
- 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.
- Recognize that some families might need to opt for fully remote learning or for a blended model, in which children attend some days but not others. In addition, families may change their enrollment model depending upon their particular needs. Frequent communication with families is especially important when there is less in person attendance so that children and families still feel cared for and part of the group. See the [Blended Learning Implementation Guidance](#) for more ways to support remote learning and to stay connected with children and their families.
- Outdoor space allows social distancing to happen more naturally while providing fresh air and ventilation. Consider ways to use the outdoors for additional activities throughout the day, such as, morning meeting, snack, read alouds and more. This can provide children with opportunities to explore and learn together while maximizing safety considerations.
 - If an onsite play space is not available, consider taking neighborhood walks or choosing an open space, such as nearby green spaces, not being used by others. Closely supervise children and do not permit them to interact with others outside of the program.
 - Written permission from families is required for off site outings and all children over the age of 2 must wear a face covering.

Developing a Schedule and Building Routines

- Young children benefit from consistent routines. Predictability builds a sense of security and trust in those who care for them.
- Partnering with families to better understand caregiving practices, expectations, and routines can help build a sense of continuity between the home and child care setting.
- Timing may vary depending on children’s individual needs and staggered schedules. Maintaining a flexible but predictable sequence of events helps children to feel safe and secure.
 - Note: infants and toddlers require a more individualized care routine as their sleeping and eating schedules will likely vary from those of the older children.
- Posting a simple picture schedule at children’s eye level allows children to keep track of how the day unfolds and to anticipate what comes next.
- Advance planning and coordination among all members of the teaching team allows for smoother transitions throughout the day.
- Transition strategies such as singing songs, chants, rhymes, playing word or guessing games, and fingerplays 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.

Sample Schedule at a Glance for Mixed Age Family Child Care Programs

Note: timing is flexible

Time Frame	Activity / Routine
20-60 minutes (timing may vary depending on staggered schedules)	Greeting Routine / Breakfast / Opening Activities
5-10 minutes (Including transitions)	Morning Meeting
60-90 minutes	AM Choice Time and Small Group Exploration <ul style="list-style-type: none"> • Includes individualized diapering / toileting / hand washing / clean up • Infants and young toddlers may need to nap or eat at this time
10 minutes	Music and Movement
5-10 minutes	AM Story Time
60 minutes (can be broken up into two 30 minute blocks)	Outdoor Play / Gross Motor Activities
10 minutes	Clean Up / Handwashing
40 minutes	Lunch / Diapering / Toileting / Handwashing
5 minutes	Story Time and Transition to Nap / Rest Time
60-120 minutes	Nap / Rest Time (varies by age/need)
90 minutes (can begin while some children are napping)	Afternoon Choice Time and Small Group Exploration <ul style="list-style-type: none"> • Includes individualized diapering / toileting / handwashing /clean up
10 minutes	Clean Up/Handwashing
20 minutes	Snack Time
30 minutes	Outdoor Play / Gross Motor Activities / Music and Movement
10 minutes	Clean Up/Handwashing
5-10 minutes (including transitions)	Afternoon Meeting
60 minutes (timing may vary depending on staggered schedules)	Free Play / Individual Diapering / Toileting / Clean Up / Goodbye Routine

Sample Flow of the Day with Detailed Considerations for Routines and Activities

Activities and Timing	General Considerations	Health and Safety Considerations
<p>Preparation / Changes to Environment</p>	<ul style="list-style-type: none"> ● Plan a small group exploration for each day to be facilitated during choice time. The activity should be related to the weekly focus or to particular interest areas. Each small group exploration can continue over the course of the week. ● Consider offering a different small group exploration for AM and PM choice times. ● Provide a variety of materials for children to choose from to follow their own interests. <ul style="list-style-type: none"> ○ <u>Note</u>: check size of items to avoid a choking hazard. ○ Ensure that you have sufficient materials available to replace toys that have been mouthed or otherwise exposed to bodily fluids. 	<ul style="list-style-type: none"> ● Complete daily and safety checks: FCC Daily Health and Safety Checklist (For Providers).docx ● Complete provider and staff daily health checks before opening program ● Wash hands thoroughly. ● Adults need to wear a clean face covering and practice social distancing from other adults throughout the day. See this CDC resource for guidance and training on masks: How to Safely Wear and Take Off a Cloth Face Covering. ● Prepare a basin of soapy water to store mouthed toys until they can be cleaned and sanitized. Place out of reach of children. Prepare fresh bleach solutions or other approved disinfectants and store out of reach of children. See page 21 of Health & Safety Guidance in Emergency Child Care and Cleaning and Sanitizing Toys and Diapering CACFP.pdf
<p>Greeting Routine / Opening Activities / Breakfast</p>	<p>Greeting Routine</p> <ul style="list-style-type: none"> ● Welcome families by warmly greeting each child by their preferred name and conduct the daily health check prior to entering the program. ● Have families fill out the attendance form. ● For infants and toddlers use a chart or daily communication sheet to track sleeping, eating, napping and daily activities. See: Daily Child 	<p>Greeting Routine</p> <ul style="list-style-type: none"> ● Greet families outside of the program entrance and maintain social distancing as much as possible. ● Conduct daily health checks of all children before they enter the program. ● Encourage families to socially distance if arrival times overlap. ● For children who need more support with separation, a family member may enter with

Activities and Timing	General Considerations	Health and Safety Considerations
	<p>Communication Form FCC ECC.docx or use a digital app to minimize in person contact.</p> <ul style="list-style-type: none"> Support families in developing a loving and predictable goodbye routine that can take place outside of the program entrance. <p>Opening Activities</p> <ul style="list-style-type: none"> Pick two or three materials each day that reflect the children in your program as well as their interests and ages. Allow children to explore other materials as desired. <p>Breakfast</p> <ul style="list-style-type: none"> Since children will be arriving on staggered schedules, offer breakfast as an activity. See below for more guidance around mealtime. 	<p>their child if they wear a mask and wash their hands. However, they may not stay for an extended period of time.</p> <ul style="list-style-type: none"> Store children’s belongings separately from one another. Support children, including infants, in washing their hands, offering hand over hand assistance, as needed. See Handwashing section for more guidance. <p>Opening Activities:</p> <ul style="list-style-type: none"> Adults should remain socially distanced from one another. Any objects that have been mouthed or otherwise exposed to bodily fluids should be placed in a container of soapy water for later cleaning and sanitizing. Store the container of water outside of children’s reach.
<p>Mealtimes (Breakfast, Lunch, Snack)</p>	<ul style="list-style-type: none"> Prepare all meals in advance to minimize wait time and maintain proper ratios when reheating and serving food. Stagger mealtimes as needed to support social distancing and offer alternate activities for children to engage in to reduce wait time before and after eating. Sit with children as they eat and engage them in conversations. Mealtimes offer opportunities to build relationships and to model healthy eating habits. Feed infants based on their individual needs. 	<ul style="list-style-type: none"> Meals and snacks should continue to follow CACFP guidelines. Clean and sanitize the eating area before and after each meal and support children in cleaning their hands and faces. Adults should always wash hands before and after feeding children. Seat children individually or in small groups with space in between and serve individual plates. Ensure that food is not being shared. Meals cannot be served family style.

Activities and Timing	General Considerations	Health and Safety Considerations
	<ul style="list-style-type: none"> ● Designate one teaching team member to support children who are still eating and another to begin transitioning children for diapering, toileting and handwashing. ● Engage children in singing or fingerplays during the transition. 	<ul style="list-style-type: none"> ● Feed infants based on their individual needs. ● Offer water throughout the day.
Individual Diapering / Toileting Routine / Handwashing	<ul style="list-style-type: none"> ● Include diapering and toileting during Choice Time. Have children go in pairs or small groups to minimize wait time. ● If space permits, allow children who are learning to use the toilet to be changed in the bathroom alongside their peers to promote peer modeling. ● Toilet learning should only be done if the child demonstrates ability and readiness. All toilet learning should be done in partnership with the child's family. ● Diapering and toileting are key times to build relationships with children as you care for them and they increasingly learn how to care for themselves. ● Talk younger children through the process and allow them to participate as much as they can. For infants this might be in the form of you using self-talk (narrating your actions) as a means to prepare them for the transition and the process. ● Sing songs and use fingerplays or games to create a playful, learning experience. 	<ul style="list-style-type: none"> ● While diapering/toileting should take place at regular intervals throughout the day, it must also be done as needed. Adults should check diapers at least every two hours as well as when a child indicates discomfort or shows other signs of having a wet or soiled diaper. ● If children are learning to use the toilet, consider offering more frequent opportunities to use the toilet throughout the day. ● Keep all necessities within reach of the adult and/or child depending on their age. ● For diapering and handwashing procedures see: DIAPERING AND HANDWASHING ● The changing table must be sanitized and disinfected before and after each use. ● After changing and toileting, all children and adults must wash hands. Support children, including infants, in washing their hands, offering hand over hand assistance, as needed. ● Clean, sanitize and disinfect surfaces. See Cleaning and Disinfecting log

Activities and Timing	General Considerations	Health and Safety Considerations
		<ul style="list-style-type: none"> Near the sink, mount a poster at children's eye level with a visual sequence of steps to demonstrate proper handwashing techniques. See this CDC resource for handwashing posters in various languages: Posters Handwashing.
Morning Meeting	<ul style="list-style-type: none"> Invite children to gather as a group to greet each other with a song and to engage in a brief active, play-based learning activity or read aloud. Engage children in Social Emotional learning through play-based activities, puppet shows, etc. Allow children to move around and provide an alternative activity for those who are not yet ready to participate. Show children sample materials they may choose to play with in various interest areas and describe small group activities for the day. Ask children where they want to play and accompany them to interest areas. Infants/toddlers: Invite them to join the meeting and offer a lap to sit on or a space next to a member of the teaching team to support their participation. 	<ul style="list-style-type: none"> Adults should remain socially distanced from one another. If space and attendance allows, seat children in a wider circle that creates more distance between children. Using visual markers, such as poly spots, painters tape, or other ways to designate seating, can help children remember where to sit. For children wearing masks, adults will need to provide support with proper placement throughout the day. For all children, adults need to remind them to cover their coughs and sneezes with their arm and to wash up afterwards.
AM and PM Choice Time and Small Group Exploration	Choice Time <ul style="list-style-type: none"> Choose materials that reflect the children in your program as well as their interests and 	Choice Time and Small Group Exploration <ul style="list-style-type: none"> Adults should remain socially distanced from one another.

Activities and Timing	General Considerations	Health and Safety Considerations
<p>Pick 3 interest areas for AM and 3 different interest areas for PM. Allow children to explore other areas or materials based on their interests or needs:</p> <ul style="list-style-type: none"> • Art/Writing • Blocks/Construction • Dramatic Play • Library • Math/Manipulatives • Sand/Water/Sensory • Science/Discovery 	<p>abilities. Rotate materials regularly.</p> <ul style="list-style-type: none"> • Include books in the different interest areas and read to children whenever they show interest in a book. • Allow children access to all interest areas for most of the day. Give children the opportunity to follow their own interests and explore materials freely. • Follow children’s lead and join them in conversations about their play. • Infants/toddlers: <ul style="list-style-type: none"> ○ Provide infants with time on the floor. Observe their interests and engage them in play. Involve other children based on interests. ○ Infants and young toddlers may need to eat or sleep during this time. • For afternoon choice time, consider the needs of children who are awake as well as those who are sleeping. • Consider using infant/toddler nap times as opportunities to offer fine motor activities that involve small items for older children. • NOTE: Children should be provided with at least 2 hours and 20 minutes of choice time during 3-K school day hours. <p>Small Group Exploration</p> <ul style="list-style-type: none"> • Let children know that they can all have a chance to participate. 	<ul style="list-style-type: none"> • Any objects that have been mouthed or otherwise exposed to bodily fluids should be placed in a container of soapy water for later cleaning and sanitizing. Store the container of water outside of children’s reach. • During afternoon choice time, designate which teaching team member will lead the Small Group Exploration and which will supervise children who are napping. • Decide how to support children engaged in other choice time activities.

Activities and Timing	General Considerations	Health and Safety Considerations
	<ul style="list-style-type: none"> ● Allow children to opt out of an activity and offer another opportunity to try it later on. ● Adjust materials according to age. ● Give children enough time to thoroughly enjoy the experience so that they don't feel rushed. ● Plan these activities when other adults are available to support the rest of the children. ● Allow children to be creative and explore their own ideas. ● Build relationships by following children's lead and mirroring how they engage with materials. Use simple language to describe what the child is doing (parallel talk). ● Infants/toddlers: Allow young children to safely explore various ways to use materials (including how they taste, feel, and sound). Be sure to supervise at all times. 	
Clean Up	<ul style="list-style-type: none"> ● Five minutes before clean up time, give children advance notice by singing a song, using a chime, or other cue so that they know clean up time is coming. ● Use a Clean Up song and engage children in helping each other to put away materials. Adults should be cleaning up alongside children. 	<ul style="list-style-type: none"> ● Any objects that have been mouthed or otherwise exposed to bodily fluids should be placed in a container of soapy water for later cleaning and sanitizing. Store the container of water outside of children's reach.
Music and Movement	<ul style="list-style-type: none"> ● Choose songs and activities to build a sense of community and to develop fine and gross 	<ul style="list-style-type: none"> ● Adults should remain socially distanced from one another.

Activities and Timing	General Considerations	Health and Safety Considerations
	<p>motor skills. End with a quiet song, fingerplay or movement activity.</p> <ul style="list-style-type: none"> ● Infants/toddlers: <ul style="list-style-type: none"> ○ Offer egg shakers, small drums or bells so children have an opportunity to participate before they are able to chant/sing along with the group. ○ Adults can hold or dance with infants/toddlers so they can participate. ● Encourage participation by having all members of the teaching team join in music and movement activities. ● Allow children to observe or to choose another activity if they do not wish to participate. 	
Story Time	<ul style="list-style-type: none"> ● Transition children to story time with a song. ● Choose books related to the weekly topic. Offer additional books that reflect the children in your program as well as those based on children's interests. ● Involve children in conversations about the story as they make connections between their lives and the texts you read. ● Allow children to move around and provide an alternative activity for those who are not yet ready to participate. 	<ul style="list-style-type: none"> ● Adults should remain socially distanced from one another.
Outdoor Play / Gross Motor Activities	<ul style="list-style-type: none"> ● Go outside daily as weather permits (see OCFS regulations part 416.7 (h) for guidance). 	<ul style="list-style-type: none"> ● Closely supervise children and do not permit them to interact

Activities and Timing	General Considerations	Health and Safety Considerations
	<ul style="list-style-type: none"> ● If the program does not have a private, dedicated outdoor space, children may play in open spaces not being used by others. ● Take neighborhood walks to offer other opportunities for exploration and gross motor development. ● Offer additional indoor gross motor/music and movement activities on days when the weather does not permit outdoor play. ● Give children the opportunity to engage in self-led play as well as group activities. 	<p>with others outside of the program.</p> <ul style="list-style-type: none"> ● Provide disposable wipes and hand sanitizer for cleaning hands as needed. ● Hand sanitizer may not be used with children under the age of 2. ● Avoid any hand sanitizers with methanol listed as an ingredient.
<p>Nap / Rest Time</p>	<ul style="list-style-type: none"> ● Support children in finding a book to look at or offer an alternative activity while waiting for others to finish lunch. ● Read a bedtime story before naptime and allow children to look at books on their cots/mats as they transition to naptime. ● Offer flexibility depending on individual needs. Infants will be on their own nap schedule and toddlers may need an additional morning nap at the beginning of the school year. Some children may no longer need naps. ● Place cots/mats in a consistent location but adjust according to individual needs. ● Assist older children in putting their own sheets on cots/mats. ● Play quiet music or nature sounds to set a peaceful tone. 	<ul style="list-style-type: none"> ● Space cots/mats 3 to 6 feet apart and position children head to toe. ● Adults should remain socially distanced from one another.

Activities and Timing	General Considerations	Health and Safety Considerations
	<ul style="list-style-type: none"> ● Sit near children and pat their backs, or offer other comfort, as some may need help settling down. ● For children who don't nap, offer a quiet activity, such as coloring in a notebook, felt board, stickers, magnetic storyboards, books, audio books, etc. 	
Afternoon Meeting	<ul style="list-style-type: none"> ● Lead children in a brief, active, play-based learning activity, or read aloud. ● Depending on children's staggered schedules, consider ending with a closing ritual or song. 	<ul style="list-style-type: none"> ● Adults should remain socially distanced from one another.
Goodbye Routine	<ul style="list-style-type: none"> ● Escort children to reunite with their families outside of the program entryway. ● Share details about the child's day via a chart or daily communication sheet. 	<ul style="list-style-type: none"> ● Arrange for staggered pick up times. ● Encourage families to set up a time to meet remotely if they have any questions, concerns or additional information to share.

Considerations for Remote Learning in Family Child Care

Young children learn best in the context of relationships and through play-based, hands-on, and engaging activities. In their early childhood settings, 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 environment 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 that Family Child Care Networks should work in partnership with affiliated providers to offer remote learning supports for 3-K children and their families. The *suggested* schedule below highlights opportunities for Network staff and/or affiliated providers to engage with families for synchronous or asynchronous activities over the course of the week. At least two meaningful contacts a week are expected along with a wellness check. Families/caregivers will co-create their at-home learning schedules based on their own unique needs, perspectives and cultures. Share resources with families to support their at-home learning experience, refer [here](#) for 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 are provided below.

- **Synchronous:** live instruction provided simultaneous with child participation. With children ages 2-4, this may include a video chat where a teacher team member reads a story and children ask questions.
- **Asynchronous:** instruction provided via pre-recorded lessons, learning platforms and/or hands on experiences that children can explore with their family member/caregiver. With children ages 0-4, this may include at-home play or a family member/caregiver reading a child a story.

Based on the recommendation of the American Academy of Pediatrics, synchronous activities are only recommended for children 24 months and older. The American Academy of Pediatrics recommends zero screen time for children under 2-years-old.

Screen time suggestions for 3-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

When planning for remote instruction, FCCN staff and affiliated providers may want to consider some of the strategies and considerations listed below:

- 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, with teaching teams or with the Network staff.
- Communicating with families - about children’s progress, support with instructional activities, and/or support navigating remote learning materials and platforms.
- Engaging in professional activities: age appropriate 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 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.
- 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 FCC setting (e.g. washing their hands before and after meals).

Sample Schedule for Remote Learning Activities Over the Course of the Week

- Network staff and/or affiliated providers should work together to engage with families for synchronous or asynchronous activities over the course of the week. At least two meaningful contacts a week are expected along with a wellness check.

Time	Activity
Time determined by families	Morning Routine (asynchronous)
5-10 minutes	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
5-10 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 family	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 (toothbrushing, bathing, changing clothes). • Families/caregivers might have their own home morning routine which may include: wake-up, breakfast, caregiver self-care, etc.
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 family	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”,

Time	Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
			<p>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.</p> <ul style="list-style-type: none"> 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 family	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 teaching team member, to engage in a movement activity suggested by the teaching team member, 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 determined by family	Lunch	<p>Asynchronous</p> <ul style="list-style-type: none"> Ensure that hand washing 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 Sparkler and Ready4K can provide families/caregivers with tips on creative ways to engage children

Time	Activity	Notes	Considerations for Connecting with Family/Caregiver Routines
			in learning using everyday moments. See Early Childhood: Learn at Home for these and other family resources.
Time determined by family	Rest/Quiet Time	Soothing activities for quiet time could include: <ul style="list-style-type: none"> • Play-Doh • Coloring - Story • Bubbles - Music and songs 	Remember to check in with families/caregivers too 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.
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 members/caregivers 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 selected 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.