



Pre-Kindergarten 3 Daily Schedule Abington School

Half-Day Morning Session: 8:30 am - 12:15 pm

Full-Day Session: 8:30 am - 2:30 pm

Note: Half & Full-Day students are mixed in one classroom

8:30-9:00	<p>Free Play (whole group/small group and/or individual)</p> <p>Free choice activities involve center-based play that allows students to select from a variety of options such as Dramatic Play, Math manipulatives, Science centers, Library, Puzzles, and Writing. During this time, students initiate play, interact with peers, and practice communicating their feelings while using problem-solving strategies. Children engage in both independent and cooperative play experiences.</p>
9:00-9:15	<p>Morning Circle (whole group)</p> <p>Students gather on the classroom rug and participate in a variety of structured, whole-group activities designed to support social, emotional, and academic development. These activities include a welcome song to build a sense of community, reviewing classroom jobs to encourage responsibility and independence, and engaging in daily calendar routines such as identifying the day of the week, month of the year, date, and discussing the weather. Circle time provides students with opportunities to practice listening and speaking skills, follow routines, develop early math and time concepts, and strengthen peer relationships in a supportive group setting.</p> <p>Once per week students will also participate in Sonrisas Spanish curriculum, which teaches students another language through songs, movement, visuals, and interactive activities, supporting early language development, listening skills, and cultural awareness.</p>
9:15-9:30	<p>Heggerty Phonemic Awareness (whole group)</p> <p>The curriculum is delivered through daily whole-group instruction using a structured, oral language-based approach to develop foundational phonemic awareness skills. Instruction focuses on rhyming, onset and rime, phoneme isolation, blending, segmenting, and sound manipulation. These brief, intentional lessons support early literacy development and prepare students for future reading and spelling instruction.</p>
9:30-9:45	<p>Learning Without Tears- Handwriting (whole group, small group and/or individual)</p> <p>Students will be given the opportunity to work in small groups or independently during this time which uses a multisensory approach to handwriting that includes hands-on tools such as wooden letter pieces, chalkboards, manipulatives, and structured paper to support proper letter formation, pencil grip, and fine motor development. The program combines explicit instruction with movement, music, and tactile activities to promote developmentally appropriate handwriting skills. Students also use the <i>My First School Activity Book</i> throughout the year, which introduces capital letter formation using developmentally appropriate pre-stroke pages.</p>
9:45-10:00	<p>Snack (whole group) *</p> <p>Students will have the opportunity to enjoy healthy foods while developing social, emotional, and self-help skills. Students practice proper table manners, use utensils, pour drinks, and clean up after themselves, fostering independence and responsibility. Snack time also encourages conversation and social interaction among peers, helping children</p>

	<p>build language and communication skills. Additionally, it can provide opportunities for teachers to reinforce concepts such as nutrition, counting, sharing, and turn-taking.</p>
<p>10:00-10:30</p>	<p>Gross Motor (whole group)</p> <p>Children engage in free play outdoors on the playground, weather permitting, choosing from a variety of gross motor activities, games, and equipment. When the weather is poor, students participate in indoor music and movement activities that promote physical activity and gross motor development. An indoor obstacle course will also be offered periodically to provide children with a fun, structured way to develop gross motor skills, coordination, balance, and problem-solving. Students move through a series of stations or challenges that may include crawling through tunnels, climbing over soft blocks, hopping, balancing on beams, or maneuvering around cones. The course encourages physical activity, spatial awareness, and self-confidence while promoting teamwork and following directions in a safe, playful environment.</p>
<p>10:30-11:00</p>	<p>Specials (offered once per week- days vary by class)</p> <p>Monday- Art (whole or small group) Students participate in hands-on opportunities to explore colors, textures, shapes, and materials while expressing their creativity. Children engage in both free-choice and guided 2-D and 3-D projects, using a variety of art techniques such as drawing, painting, collage, and sculpting. Art activities help develop fine motor skills, problem-solving, self-expression, and an appreciation for the creative process. <u>Note</u>: Students also have time each day in center time for art exploration.</p> <p>Tuesday- Yoga and Health (whole group) Students participate in Cosmic Kids Yoga, a child-focused, story-based yoga program that combines movement, guided poses, and mindfulness to promote physical development, focus, self-regulation, and relaxation. Through engaging themes and interactive storytelling, children build strength, balance, coordination, and body awareness in a fun and accessible way. Health lessons are integrated through discussions, demonstrations, and activities that teach nutrition, physical fitness, healthy behaviors, and hygiene, supporting students' overall well-being.</p> <p>Wednesday- STEM Science & Social Studies (whole group/small group) <i>*rotate bi-weekly</i> STEM: Students are introduced to science, technology, engineering, and mathematics concepts through hands-on, developmentally appropriate activities. Students explore, experiment, and problem-solve using materials and guided investigations that build curiosity, critical thinking, observation skills, and early math and science understanding. Students will participate in simple experiments, building and engineering challenges, patterning, counting, and technology exploration in ways that are playful and engaging. Social Studies: Students explore family, community helpers, rules, and cultural traditions through stories, discussions, and hands-on activities that build social-emotional skills and an understanding of their role in the community.</p> <p>Thursday- Tom Cat & Tabby Cat social-emotional learning (SEL) (whole group) Students listen to stories featuring Tom Cat and Tabby Cat (stuffed animals represent the story's characters) and participate in guided discussions and activities that help them identify and express emotions, reflect on behavior and choices, practice empathy, and develop problem-solving and collaboration skills with their peers.</p> <p>Friday- Stage Worthy Music Program by Widy (whole group) Students actively participate by singing songs, moving to music, playing and exploring</p>

	instruments, and engaging in rhythm and listening activities that foster musical awareness and creative expression.
11:00-11:15	<p>Math Curriculum (whole group & individual)</p> <p>Learning Without Tears Early Learning- Math is used to build foundational math skills in a developmentally appropriate and engaging way through songs, rhymes, and hands-on activities. Students use <i>I Know My Numbers booklets</i> (1-10) to explore number concepts, strengthen number sense, and practice writing numbers.</p> <p>Children will also learn to count, recognize numbers, shapes, and patterns through play. They compare sizes, sort objects, and use math in daily activities.</p>
11:15-12:00	<p>Centers (small group or individual)</p> <p>Students engage in a variety of play experiences, either independently, with a partner, or in small groups. Students rotate among classroom centers, exploring activities such as math manipulatives, science experiments, puzzles, building blocks, art projects, listening to books on CD, dramatic play, and reading. These experiences promote problem-solving, creativity, social interaction, and early literacy and numeracy skills, while allowing students to practice both independent and cooperative learning in a developmentally appropriate setting.</p>
12:00-12:15	<p>Story Time (whole or small group)</p> <p>Each day, students participate in a story related to the weekly theme. Reading activities occur in whole and small-groups, helping students strengthen comprehension skills through questioning, discussion, illustrations, and listening to spoken words.</p>
12:15-12:30	Dismissal of Half-day Student
12:30-1:30	<p>Lunch (whole group)*</p> <p>During lunch, children enjoy a nutritious meal while practicing self-help skills, table manners, and social interaction with peers.</p>
1:30-2:30	<p>Independent Reading/Quiet Centers- Free Play (small group or individual work)</p> <p>Students engage in independent reading or quiet book exploration, allowing them to develop early literacy skills, attention span, and a love for reading in a calm, relaxed environment. They will have access to other quiet centers such as Reading/Literacy Corner, Puzzles and Manipulatives, Drawing and Coloring, Playdough or Clay, Tabletop Games, and Sensory Bins</p>
2:30	Dismissal

*Non-Instructional Time