

# Sample Schedule:

## **Arrival/Morning Welcome 8:30–9:00**

Mornings at Sacred Roots begin with connection. As children arrive, they are greeted and supported in transitioning from home to school with ease. Families sign in, belongings are placed in their designated spaces, and children choose from one of the provided, engaging activities that helps them settle into the day. During this time, teachers connect with each child individually, building relationships and attuning to their emotional state for the day ahead. Arrival is not rushed; it is an opportunity to ground ourselves, greet friends, and ease into the rhythm of learning.

## **Community Connection 9:00–9:20**

When everyone is ready, we gather in a community circle—our first collective moment of the day. Each child is invited to share something on their mind: an experience, a thought, a question, a feeling, or even a random fact. This community-building practice supports expressive communication, prosocial discourse, and the understanding that every voice holds value. Over time, it strengthens language development, self-confidence, equitable participation, respect for diverse perspectives, and a sense of belonging. We normalize that children may arrive with a range of emotions and levels of readiness, and we welcome them as they are. Because this may take time, we offer a quick moment to get our wiggles out so we can continue with focus and a body that feels ready to sit, listen, and learn.. We then transition to the logistics of our day—covering the day of the week, weather, and any special events or changes to the routine. Using a visual schedule, we preview each transition to build predictability and spark excitement for what lies ahead. A short breathing exercise or gentle movement closes our circle, helping us regulate and move smoothly into our next activity.

## **Teacher-Guided Large Group Instruction 9:20–9:35**

Here, we engage in a learning experience related to a specific study of the month. This could include a story, demonstration, discussion, or interactive activity that introduces new concepts, sparks curiosity, and encourages children to share their thoughts and ideas. We carefully guide children in making meaningful connections to expand their knowledge and deepen their skills. In every lesson plan, we incorporate at least two learning domains. This is not a rushed experience so it may lay over into the next activity.

## **Small Group Activity 9:35–9:55**

Following whole-group learning, we extend the experience through an indoor or outdoor activity that reinforces the concepts we explored together in smaller groups; a 1:6 teacher-child ratio for increased individualized instruction, targeted scaffolding, and deeper skill development. This might look like a hands-on science invitation, a math or literacy station inside, or an art-based exploration that allows children to apply new knowledge in a creative way. These experiences offer space for movement, experimentation, and deeper investigation, giving children multiple pathways to engage with the material. Whether outside collecting natural materials, building models, or working at learning centers indoors, children continue to practice skills in real and meaningful contexts that support understanding beyond the lesson.

**9:55–10:00 Wash Hands / Restroom**

This is a time for using the rest room and washing hands. Either way, every student is expected to wash their hands before eating.

**Morning Snack 10:00–10:15**

Sacred Roots is a food-conscious classroom that respects everyone's needs (e.g. food allergies, food intolerances, and preferences). Meal times may be given outdoors if the weather permits.

**Free Choice 10:15–11:15**

During free choice time, children are invited to move through our classroom at their own pace—selecting materials, activities, or spaces that speak to their interests. This period supports independence, decision-making, and intrinsic motivation as children follow curiosity, initiate play ideas, and engage with peers in meaningful ways. Whether building, creating, reading, exploring sensory materials, or engaging in dramatic play, children practice problem-solving, negotiation, communication, and persistence within a supportive environment. While they explore, teachers observe, interact, and scaffold learning in real time, ensuring each child experiences challenge, success, and growth. Free choice is not just “play”—it is purposeful learning fueled by choice, creativity, and ownership.

**One-on-One Instruction 10:45–11:15**

During this time, children meet individually, sometimes in pairs, with a teacher for focused instruction tailored to their developmental needs and interests. These sessions allow for more personalized support in areas such as early literacy, numeracy, geometry and spatial sense, scientific reasoning, fine motor development, or project-based learning connected to our monthly study. Working in a smaller setting gives children space to ask questions, share ideas, and receive guidance at just the right level, supporting growth without pressure. This approach ensures each child is seen, heard, and challenged at their own pace, helping build confidence, mastery, and a sense of accomplishment.

**Outdoor Activity 11:15–11:50**

Our class ventures outdoors to bring learning to life. Here, children explore freely and naturally develop essential skills across STEAM, language and literacy, and physical development. We observe plants, animals, and seasonal changes—engaging with scientific concepts in real time rather than from a page. These authentic experiences spark curiosity, invite questioning, and strengthen vocabulary as children describe what they see, think, and wonder. Outdoor exploration also supports physical development through climbing, balancing, running, digging, and navigating varied terrain. Immersed in nature, children learn with joy, build confidence, and foster a lasting sense of wonder about the world around them, all while gaining knowledge that prepares them for kindergarten and beyond.

### **9:55–10:00 Wash Hands / Restroom**

This is a time for using the rest room and washing hands. Either way, every student is expected to wash their hands before eating.

### **Lunch 12:00–12:20**

Children are required to bring their own lunches. If the weather permits, we generally eat outside for some fresh air.

### **Wind Down 12:20–12:30**

After lunch, we wind down with gentle movements, deep breathing, and/or a story. Generally, the class will be encouraged to vote on how the class will wind down to foster an understanding of civic engagement. By participating in simple voting activities, children learn that their choices matter, and they start to understand the basics of democracy and community involvement.

### **Quiet Time/Rest 12:30–14:00**

Children are provided a non-toxic sleeping pad and organic sheets for quiet time. We do not force children to sleep; either way, this is a time to rest.

### **Gentle Wake 14:00–14:10**

As rest time comes to a close, we wake children slowly and respectfully, honoring each child's pace as they transition back into the flow of the day. Soft lights, calm voices, and quiet movement help their bodies and minds shift from relaxation to readiness without abrupt interruption. Children are given time to stretch, sit up, and orient themselves before rejoining classroom activities. This gentle approach supports regulation, reduces stress, and allows children to return to learning feeling refreshed, grounded, and comfortable.

### **Closing Circle 14:10–14:30**

To wrap up a full day of learning, we will reflect on what we learned and any emotions the day brought us. This could look like discussing challenges, triumphs, and moments of discovery, helping children recognize and articulate their feelings. Through this reflection, we foster self-awareness, celebrate growth, and encourage empathy as they listen to one another's experiences, building a sense of community and resilience for the days ahead. We then transition into our After-School Program.

### **After-School Program 14:30–16:30**

Our after-school program offers a relaxed, child-led environment where children can unwind, explore their interests, and connect with peers at their own pace. Rather than structured lessons, this time prioritizes choice, creativity, and open-ended play—allowing children to follow what feels meaningful after a full school day. Educators provide gentle guidance and support while children engage in art, outdoor exploration, building, imaginative play, or quiet activities that help them transition comfortably into the rest of their afternoon. We initiate an afternoon snack time anywhere from 14:30–15:00.