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| 7:30-8:30 am8:30 am: Drop Off | Before School | STEM Bins, Stations, or Makerspace | Engage children in opportunities that support their experiments. Allow time for varied drop off times and rituals and for individual conversations. |
| 9:00-9:15 am9:15am: Break (Handwashing, Bathroom) | Breakfast Snack | Classroom or outdoors | Provide time for informal conversations. |
| 9:30-10:00 am | Hypothesis Time | Hypothesis Station | Begin investigations, orient to daily activities. “Morning meeting” |
| 10:00-10:45 amAlternating one on one and group learning daily. | ELA | Classroom | Engage children in opportunities to build phonics, vocabulary, reading, writing and literacy. |
| 10:45-11:15 am | SpecialsFrench/Dance/Music/Art/SEL-Health & Wellness | Classroom | Engage children in opportunities for creativity, positive behavior practices, physical activity, and engagement.  |
| 11:30 am-12 pm12:00 pm: Break (Handwashing, Bathroom) | Lunch | As a group either inside or outside | Provide time for informal conversations. |
| 12-12:30 pm12:30 pm: Break (Handwashing) | Recess | Outdoors | Provide time for physical activity and informal conversations. |
| 12:45-1: 00 pm | Afternoon Snack | Classroom or outdoors | Provide time for informal conversations. |
| 1- 1:45 pm1:45pm-1:50 pm: Brain Break | Science 3X /Social Studies 2X | Classroom or Outdoors | Children have opportunities to conduct experiments, gather data, and make conclusions and developing skills that support discovery about the natural world and scientific inquiry. Children expand their understandingto include communitiesand the larger world. |
| 1:50-2:30 pm | STEM- Project Based Learning | Classroom or Outdoors | Help children explore, experiment, invent, design and test solutions, and form ideas about how the worldWorks. |
| 2:30-3:15 pmAlternating one on one and group learning daily. | Math | Classroom or Outdoors | Help children connect mathematical concepts to real word situations. |
| 3:30 pm | Dismissal |  |  |
| 3:35-5:30 pm | Afterschool  | STEM Bins, Stations, or Makerspace | Engage children in opportunities that support their experiments. Allow time for varied drop off times and rituals and for individual conversations. |