South Dakota State University

ECE 361: Methods and Materials in Early Childhood Education

Concepts addressed in this course: Establishing daily procedures and routines

Students should refer to:


Specifically, students should review:

I. Creating the Environment and Supporting Daily Procedures
   a. Arrival & Departure
   b. Space Organization
   c. Individual & Group Identities
   d. Spaces for Working Alone
   e. Spaces for Collaboration

II. Establishing Daily Routines & Transitions
   a. Using the Schedule as a Guideline
   b. Challenges in a Schedule
      i. Time management
      ii. Daily structure providing security and predictability
      iii. Small group learning
      iv. Balance - avoid sitting (attention span) or using only one mode of learning for extended periods of time
      v. Flow - avoid having unnecessary transitions – too many transitions lead to the times where young children fall apart - structure schedule for the least number of transitions possible
   c. Types of Transitions
      i. Individual
      ii. Small group
      iii. Whole group
      iv. Open-ended beginning
      v. Open-ended ending
   d. Analysis of the Day in Order to Ensure a Balance of Activities
      i. High energy v. low energy
      ii. Variety of activities
      iii. Child-centered v. teacher-directed

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota’s EveryTeacher Teacher Quality Enhancement grant.
Helpful websites include:
Classroom Management & Transitions:
http://teacher.scholastic.com/professional/futureteachers/routines_procedures.htm
http://pigseye.kennesaw.edu/~rouyang/ece4473/c-manage.html