



Level: Preschool

Cost: None

Mess factor: None

Suggested location: Everywhere



This ongoing activity will teach children about time and sequence of events while they have fun moving through their daily routines.

Children will experience:

- Learning about time
- Describing a sequence of events
- Making choices
- Taking initiative



Materials:

- Several sheets of blank paper
- Stickers
- Markers or crayons
- Tape

Beginning:

Start this activity early in the morning before much of the day has slipped away. Sit with children and talk about what you will be doing that day. Tell them that they can help you draw a simple picture for each thing you will do together that day or at least in the morning. For example, you might divide the morning like this:



1. Get dressed and get ready to go
2. Shop for groceries
3. Have play time
4. Eat lunch
5. Have naptime

So, for this sample morning, there would be five pictures. Find a place to hang the pictures, and hang each of them in the order of when they will happen. Tell children that each time they start a new part of the day, they get to put a sticker on the matching picture. In addition, let children pick one thing they want to do during each part of the day. This might look something like this:



1. Get dressed – They can pick what they would like to wear.
2. Shop for groceries – They can pick a new fruit to buy.
3. Have play time – They can decide what they would like to play.
4. Eat lunch – They can pick one thing they would like to eat for the meal.
5. Have naptime – They can pick the story they want to read before they go to sleep.

Let children put a sticker on the first thing and get ready to go!

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Middle:

Continue to go through each part of the day. As you go, talk about what comes first, second, third.... Have children talk about what is coming next and what they choose to do during that part of the day.



End:

This activity ends at the last part of the day you have identified with children. Take them back to the pictures they drew that labeled each part of the day. Ask them if they can remember what they did during each part. Talk about their day.

Cleanup:

Let children decide whether they want to take down the pictures or leave them hanging for a little while.



Younger children:

- Very young children may not be able to draw pictures of the parts of the day. They might just draw whatever they want. That is okay. You can draw a simple picture for each part of the day based on things they are familiar with. For example, draw their favorite shirt for “getting dressed” time.
- When you sit down at the end of the morning or day to talk about what you did together, young children might not be able to recall or tell you about what happened during each part of the day. That is okay because they are at a place in their development that doesn’t allow them to think “backward.” Very young children live in the “right now.” You can help them develop this skill as they get older by recalling the day for them.



Older children:

- Have the children wear a watch or watch the clock. Help them record the amount of time that each part of the day took to complete.
- Older preschool and school-aged children should be able to recall what happened during the day. Talk about what their favorite thing about the day was.
- Have children label the pictures with words.
- Have children label the pictures with numbers to label the sequence. This would look like
 - 1 — Get dressed and get ready to go
 - 2 — Shop for groceries
 - 3 — Have play time
 - 4 — Eat lunch
 - 5 — Have naptime



**Hints:**

- Young children really like to know what they will be doing during the day. Knowing what will come next gives them a sense of security. Don't be surprised if your child asks to do this activity the next day!

**More!**

- If your children like knowing what the day will hold, try sticking a small dry erase board at their eye level on the refrigerator. Write down simple words or draw a few pictures to illustrate what will be happening that day.

Special Needs Accommodations:

- If you have children who are slow to warm up to new things, this activity may be a great strategy for helping them feel more comfortable. Some children need a great deal of predictability, and others are more relaxed and can go with the flow.
- You can take it one step further and start talking about the next day's events before children go to bed if they like a little forewarning.

