

Daily Jobs



on your own. but not alone.

Jobs are a wonderful way to build a community and develop a sense of purpose in children. They are a great way to support transitions and a way to apply and learn new skills.

Some key things to think about:

- There should be a job for every child.
- Jobs should rotate daily (try to maintain a daily rotation, however, a child can have the same job daily).
- Every child should have a job each day (supporting the program is something we all do every day).
- Some jobs should offer opportunities for children to work together.
- Jobs should reflect the needs and developmental level of each child.
- Jobs should be meaningful and support the learning and community you are working to build.
- Think about how you are supporting learning in each job.
- Below we offer an extensive list of different job ideas. As you look to slowly incorporate jobs into your program, focus on jobs that best support your schedule and the learning in your program.

Suggested age groups to help guide your program jobs, adjust as you see fit

Toddler

Older Toddler

Young Pre-k

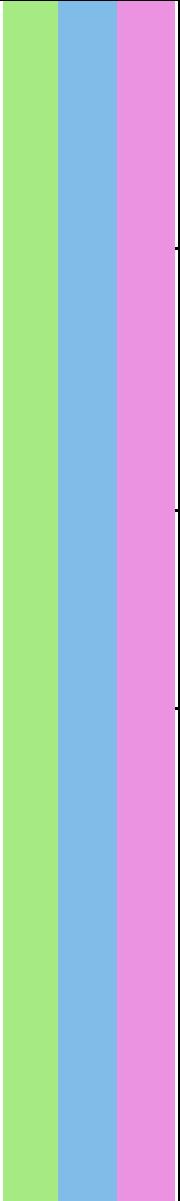
Pre-k

School age



Age group	Job Title	How does it work?	What does it support?	How many children should do this?	As a provider, what should you be thinking about?
	Librarian	The helper picks a title from a selected list you provide	Helps engage children in the book, and helps you assess what this child knows about books	1	Have at least two books for the child to choose from, set out the books for younger children to choose
	Song Decider	From a selected list (e.g. a white board) the helper decides what the first song will be	Helps engage children to join circle time	1	Choose 2 songs with visual support (5 little ducks with drawing of 5 ducks) set out the visual support for younger children
	Gardener	Using a spray bottle, the helper waters the plants, they could also document any changes of growth in the plants	Builds community and language if you are documenting growth	1	The spray bottle ensures they don't overwater
	Book Collector	After children have had time looking at books by themselves, the helper uses a basket to collect the books	Helps during transition	1 or 2	Pairing children up to help each other with the job
	Meteorologist	Instead of asking children what the weather is (they generally know) Have the helper graph the weather... hot, medium, and cold or sunny, cloudy, rain or snow	Graphing	1 or 2 depending on how you set this up	Be sure to create a simple easy way to document this, a timeline with stickers, a book that you draw each day, etc.
	Line Leader	The helper begins the line and perhaps they get to choose a song for the walk	Helps with transitions and language skills	1-2 depending on the group	How do transitions help everyone? How can transitions be used for learning?



Age group	Job Title	How does it work?	What does it support?	How many children should do this?	As a provider, what should you be thinking about?
	Calendar	The helper writes or draw something that is important to them for the day, e.g. I played with blocks, or my Aunt is picking me up today	Builds both literacy and math skills	1	Remember to use a linear calendar , as a monthly calendar does not make sense to young children
	Clean up inspectors	You can use a magnifying glass or a clip board with the areas written on them, the helpers make sure the home is clean and things are in put away in the correct place	Helps clean-up and puts children in charge of the room	1-2	What support do children need
	Seating Planner	Using name tags, the helpers decide where each child will sit, or placing the name tag on each child assigned seat	Identifying names	1-3 depending on how many tables or children are in your program	How to organize the job, either have all the names tag for the helper or have a helper for each table, use pictures to help younger children
	Kindness Committee	This will look different in every program, perhaps the helpers help children when they are having a difficult time or checks in on how everyone is feeling in the morning or after nap? Or when a child is sick and absent sending them a video message of the group singing them an "We miss you" song or creating a drawing to send to them	Developing community	2-?	Think about how this might work with your daily schedule and structure of your space



Age Level	Job Title	How does it work?	What does it support?	How many children should do this?	As a provider, what should you be thinking about?
	Mail Carrier	From a central spot (mail drop off box), have the helpers put artwork or messages in individual mailboxes or hand them out during a set time	Identifying children's name	1-2	At what time during the day and how this will happen
	Attendance Taker	There are several ways of doing this, pick a time that all children are together e.g. snack time. The helpers each have a list of either the entire group or the children in their table and a stamp pad. Have them stamp the name if the child is present then count the stamps, if they are ready ask them to write the number down. For additional work have them see who is missing.	Math	1-3 depending on how you set this up	What approach works best for you group. Think about the time or having two attendance takers if you have after school children in your program
	Documenter	The helper takes pictures of the day, such as on a walk taking pictures of all the signs or letters they see or inside taking pictures of children's work e.g. the block structure, they made	Build a variety of skills depending on what they are documenting along with supporting language skills	1	Children will want to take lots of photos in the beginning as this is something new to them. Have a conversation around what is important to them, and have them document it via picture



Age Level	Job Title	How does it work?	What does it support?	How many children should do this?	As a provider, what should you be thinking about?
	Snack Chef	The helper writes down what the snack is for the day (on a chalk board or white board) they also decide how much each child can or should have (e.g. 1 cheese stick, 4 crackers, etc.)	Literacy	1-2	What support do children need
	Waiters	Based on the snack chef menu, the helpers decide how many of each of these items must be on the table. (e.g. 6 children and 1 cheese stick for each)	Math	1-2	There is some interesting math here, think about pairing children, and your support to make sure this works well
	Job Chart Changer	The helper moves the jobs to the next space, this requires the group to think about taking the last one off and moving each child's name by 1	Sequencing	2 children	This job takes lots of your time, think about this down the road when everything is going well
	Data Collectors	Two helpers think of a question they want to ask, e.g. do you like Hello Kitty? Asking all the children in the home and tally the numbers	Both literacy and math skills of either dictating the question or writing, also helps children know more about one another	2	This should be one of the very last jobs you try to implement in your class. This takes a lot of time and management to start up. Think about this when you have everything else under control