

EDU 205

Environment Plan

1) Environment Plan Title: Book Nook

Materials Needed: Book shelves, books, bean bags, pillows, couch, rug

Age Group: preschool

Standards: SS.4.2- Demonstrate an awareness of rules and routines in the classroom, community, and family life.

Objectives: By the end of the lesson, students will know the rules for the book nook, and will be able to demonstrate this knowledge by answering questions.

Learning Area:

-Set up: In a corner of the room, there will be book shelves with books on them organized into different categories. There will be pillows, bean bags, a couch and a rug in the area.

-Introduction/Opener: I would do this in small group rotations since the book nook is a smaller area. I will introduce the book nook to the students and the different objects within. I will model a behavior I wouldn't want them to do like I would throw the pillows across the room or put the books in the wrong place. Go to the couch and jump on it and sit on the sidearms. Is this good? Then I would ask the students what they think they should do and let them demonstrate it. Show them the system of where the books go (they'll be color coordinated) and do a mini quiz by picking up different books and asking them where they go. Talk about noise level. What should your noise level be? Ask students to demonstrate the different sounds... which one is appropriate for a quiet area? (whisper voices).

-Differentiated Instruction:

Pillows: Students can sit on them, lay on them, or prop them against the walls.

Bean Bags: Can be sat on or leaned against.

Couch: Can be laid on if no one else is in the book nook. If there is somebody else in the book nook, they cannot lay on the couch. You can sit on the couch or lean up against the sides.

Books: Can be used to look through or read.

-Adaptations: (How will the materials / spaces allow for various levels of learners?)

If students need a break from everyone else, they can go to that area and rest. Seating could be used in different ways.

-Reflective questions: What volume should we be speaking in while we're in the book nook? How can we use the couch? How can we use the pillows? How can we use the bean bags? How do we know where the books belong?

-Vocabulary: Whisper voice, color coordination

Assessment: Assessment will be if students can answer questions correctly and demonstrate their ability to use materials correctly.

2) Environment Plan Title: Large Group Rug Area

Materials Needed: Rug preferably with circles or squares on it.

Age Group: Preschool

Standards: SED. 2.7- Engage in cooperative activities.

Objectives: By the end of the lesson, students will learn the importance of cooperation for the large group rug area.

Learning Area:

-Set up: There will need to be a clear area for a rug.

-Introduction/Opener: This is our large group area which is displayed as the rug area. Can someone tell me what large group means? What about cooperative learning? What is the purpose of large group work or working cooperatively. We work together for better good of our classroom. As you can see, the rug is divided into different areas. Each square (or circle) is somebody's spot. As you can also see, it has your name on it. I want everyone to find their square (or circle) and stand on it. How do you think you should sit in the circle? Call on students to demonstrate how they should. Ask for variations of sitting. Go through what is acceptable and what is not. If students miss something, demonstrate and ask them if that is good or not. What do you think you should not do when it comes to sitting on the rug? Where should our hands be? What about our voice level. Since we are in a large group, I need you to only speak when you raise your hand. Do a couple of practice rounds with students so that they know how they should behave when they are on the rug.

-Differentiated Instruction: (What are the various ways children can engage in / utilize / or manipulate the items?)

You can sit on the rug crisscross- applesauce. You can sit on your knees.

Students can sit on the rug outside of large group lessons.

-Adaptations: (How will the materials / spaces allow for various levels of learners?)

Students can sit in a variety of positions.

If a student should need extra space, you can place them in a spot farther away from the others.

-Reflective questions: (What open-ended questions will you use to prompt thought / concept understanding?) Why do we sit within our areas? What sort of positions could you sit in. What level should our voice be at? Where should our bodies be? When can we use the rug?

-Vocabulary: (As needed--- what words can you introduce or practice in this space?)

Large group, cooperative

Assessment: Students will be assessed by their ability to use the rug as instructed and work cooperatively to have the class running smoothly.

3) Environment Plan Title: Discovery Center

Materials Needed: tables, storage unit, microscope, magnifying glass, sensory boxes, sand, blocks, water, toy tools,

Age Group: preschool

Standards: SCI.2.1- Use simple tools (e.g., magnifying glass, binoculars, maps, eye droppers, computers) and simple machines (e.g., lever, wheel, axle, pulley, wedge) to investigate their environment.

Objectives: By the end of the lesson, students will know how to appropriately use tools and where to put them.

Learning Area:

-Set up: Have the sensory boxes set up on the table. Have tools and supplies stored below, in the storage unit.

-Introduction/Opener: I would introduce this area in small group rotations because it is a smaller area. Tell students that this is a place of discovery. Can someone tell me what that means? Show students the sensory/discovery box. Every week I will have a new discovery box over on this table for you to explore. Let's look at our tools. Show students the different drawers and show them the picture labels. Where do you think we should put our tools when we are done with them? Pull out different tools and ask them what they are used for and how we use them. Give students a few minutes to manipulate the tools. Now that we have had some experience with our tools, we will get to use them in our sensory boxes. How should we play with our tools in these boxes? Where should the items in our box be? (In the box, not out). What should we do if we make a mess accidentally? How do we do that? Let students take turns and let them try out the toys in the sensory box. If they do something well praise them. If they make a mistake, note it down and when they are all done trying out the sensory area, share your thoughts. Create a few more rules to help the students.

-Differentiated Instruction: (What are the various ways children can engage in / utilize / or manipulate the items?) Students can use multiple tools at once. They can use all the tools in the center to explore.

-Adaptations: (How will the materials / spaces allow for various levels of learners?)

If student has sensory problems, start with softer materials. For more advanced students, they can use the microscope and explore different objects.

-Reflective questions: (What open-ended questions will you use to prompt thought / concept understanding?) Where do the tools go? How can you tell where the tools go? What do we do if we make a mess? Where do the materials stay at? How can the tools be used?

-Vocabulary: (As needed--- what words can you introduce or practice in this space?)

Discovery

Assessment: Observe students as they play in the discovery center and see if they implement the instructions and use the tools safely.

4) Environment Plan Title: Table Area

Materials Needed: tables, variety of seating options, materials, board

Age Group: preschool

Standards: SED.1.4- Regulate physical actions (e.g., follow classroom rules and routines, use classroom materials purposefully and respectfully, manage transitions and adapt to changes in routine).

Objectives: By the end of the lesson students will be able to work together and learn how to use materials.

Learning Area:

-Set up: Have tables set up with chairs around them.

-Introduction/Opener: This is our table area. When we do projects or write, we will use this table. As you can see there are many seating options. Show students each type of seat and show them how to sit on them. Give students the opportunity to test the seats out. If students aren't using them like you want them to, demonstrate what not to do and ask them if that's how they should use their seats. Tell students that every day, their chair will rotate so that they each get an opportunity to use the chairs. Show them the board where their names and the types of chairs are marked. Have each student sit down at a table. Ask students how they should behave at their table. The table is everyone's, so you all have to work together. Show students the community writing utensils. Everyone shares these tools.

What does it mean to share? What do you do if you want somebody else's tool? Discuss sharing and how the tools will be used.

-Differentiated Instruction: (What are the various ways children can engage in / utilize / or manipulate the items?)

They can use the writing utensils for writing or crafts.

They can use the chairs for reading.

They can use the table for building things, eating snacks, or doing homework.

-Adaptations: (How will the materials / spaces allow for various levels of learners?)

If students cannot handle a specific seat, keep them in one chair all year.

If students cannot use the writing utensils for writing, have them use them as the project.

-Reflective questions: (What open-ended questions will you use to prompt thought / concept understanding?)

How do you sit on the chairs? What does share mean? Which spot is your spot? What do you have to share? How do you use your tools?

-Vocabulary: (As needed--- what words can you introduce or practice in this space?)

Assessment: Have students demonstrate their ability to sit on the chairs and how to share the tables and utensils by teaching a lesson using the Table Area.