Myranda Robinson

Janet Bassingthwaite

Developing Learning Environments

6 December 2015

**Four Environmental Implications**

**1st Environment** – Group with Carson and Nichole

**Grade Level:** Preschool

**Area:** Winter Area —Extension of Weather Chart

**Subjects:** Art, Science, Social Emotional Development, Math and Logical Thinking, Physical Development

**Materials Needed:**

* Pine Cones
* Pine Needles
* Shoe Boxes
* White Garland
* Paper Snowflakes/String
* Winter themed books
* Weather Chart

**Standards:**

* SED.2.4 Begin to develop peer friendships through group activities, tasks, and play
* APL.1.1 Show interest and eagerness in discovering and learning new things.
* APL.2.2 Explore and experiment with a wide variety of materials and activities.
* APL.2.5 Uses imagination to create a variety of ideas, role plays, and fantasy situations
* PD.1.2 Engage in a variety of activities that require fine motor skills (e.g., art projects, manipulative toys, dressing).
* PD.1.5 Use eye-hand coordination to complete tasks (e.g., stringing beads, doing puzzles, using clay, tracing, lacing, cutting with scissors, pouring).
* LL.1.7 Participate in group reading activities and listen to a variety of literature (e.g., stories, poetry, drama, rhymes, songs) and informational texts (e.g., books about real people and places, procedures, letters).
* MTH.1.3 Relates numbers and quantities to the everyday environment.
* MTH.2.2 Use objects to solve simple addition (e.g., joining; combining two parts to make a whole) and subtraction (e.g., separating) problems within 5.
* SCI.1.3 Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle).
* SCI.2.2 Use their five senses to manipulate materials and learn about the environment.

**Objectives:**

* Students will be exposed to key characteristics of winter : i.e. weather, nature, customs/holidays
* Students will participate in group/individual readings/picture books about weather
* Students will discover Winter using their 5 senses
* Students will engage in dramatic play with others
* Students will work together in groups
* Students will practice fine motor skills by cutting and creating Art projects

**Learning Activities:**

* Gather materials
* Put together center: Hang paper snowflakes from ceiling above area
	+ Introducing the learning area:
		- During morning message/circle time weather portion, teacher will introduce the new addition to the classroom: A corner all about winter!
		- Teacher will encourage students to explore the area during free play
	+ Activities/Extensions:
		- Students will make their own paper snowflakes by cutting folded paper
		- Students can participate in counting and sorting pine cones
		- Sensory exercises: Smelling pine needles, touching pine cones and garland
		- Emphasize recent change in weather: SNOW

 Reflective Questions:

“What’s different about the weather outside?”

“What kinds of things do you like to do in the snow?”

“Do you have pine trees in your neighborhood?”

“Where do the pine needles come from?”

“Why do you think your snowflake is different than someone else’s?”

“Are all snowflakes the same?”

 Vocabulary: snowflake, snow, blizzard, winter, pine, pine cone, pine needles, garland

**Assessment:**

* Informal: Observe students in the learning area
* Formal: Students will complete Art projects based on learning area

**2nd Environment**

**Grade Level:** Preschool

**Area:** Goal tree

**Subjects:** Approaches to Play and Learning, Science, and Language arts

**Materials Needed:**

* Construction paper (Make tree trunk on wall)
* Premade leaf cut outs (For students to write their goal)
* Pens, pencils, crayons, and/or markers
* Flower stickers
* Tape

**Standards:**

* SCI.1.3 Observe and describe changes (e.g., ice to water) that occur in the world, including changes to living things and natural processes (e.g., weather, day/night cycle).
* APL.1.3 Persist with goals, plan, and a variety of learning experiences.
* LL.1.5 Understand that illustrations and pictures convey meaning.

**Objectives:**

* Students will be demonstrate their understanding of how some trees can blossom and bloom, like they can if the tree is watered or for a student to work hard to achieve goal.
* Students will show their knowledge of their own abilities and goal setting through specifically picking a goal subjective to them and then obtaining that said goal.
* Students will draw their goal (And use words if able) to display what their goal is.

**Learning Activities:**

* Gather materials and set up tree before class.
* Put together area: Cut out an adult sized tree trunk with branches and tape it to an open wall.
	+ Introducing the learning area:
		- During morning message/circle time weather portion, teacher will introduce the new addition to the classroom: A goal tree.
		- Throughout the week center lessons around “goals” and by the end of the week the students will have a better understanding and will be able to come up with one subjective to him/her.
	+ Activities/Extensions:
		- Students will become comfortable with the understanding of what goals are and why they are value and use.
		- Students will draw their goal for the next week on Friday (Something they really want to try and work hard on for the next week)
		- They will then hang it on the tree.
		- By hanging it on the tree they are recognizing that they have to water that goal (Work hard) in order for there to bloom a flower (Place flower sticker on goal when completed).
		- Start process over once goal is achieved.

 Reflective Questions:

“Why is it important to have goals?”

“Why are everyone’s goals different?”

“Is it okay to have more than one goal?”

“Should we always have goals?”

“What make our goals happen?”

 Vocabulary: Goal, nurture, nature, tree, blossom, achieve, grow

**Assessment:**

* Informal: Observe students through discussion and brain storming.
* Formal: Students will complete their art project of drawing their goal and then obtaining that measurable goal.

**3rd Environment**

**Grade Level:** Preschool

**Area:** Coffee shop

**Subjects:** Approaches to Play and Learning, Social Emotional, and Health.

**Materials Needed:**

* Play kitchen (Already in classroom)
* Paper cups and mugs
* Empty creamer, coffee, hot chocolate, and milk containers
* Coffee pot
* Coffee shop sign (Premade with construction paper)
* Cotton balls (For the representation of coffee, cream, milk, or hot chocolate)

**Standards:**

* APL.1.2 Sustain attention, interest, and focus on activities and engagement with experiences.
* SED.1.6 Adapt to new environments with appropriate emotions and behaviors.
* H.2.1 Develop awareness of behaviors that promote health and well-being (e.g., eating nutritious foods, sufficient rest, avoidance of unhealthy substances).

**Objectives:**

* Students will be demonstrating interest and attention through their interaction with the new center.
* Students will show appropriate behavior and communication with self and others through role play of a “barista or baristo.”
* Students will recognized and link this “coffee shop” to that of what their parents may go to and understand that it is a part of the food pyramid.

**Learning Activities:**

* Gather materials and set up coffee shop before class.
* Put together center: Take away all the kitchen food and replace it with your gathered items.
	+ Introducing the center:
		- After morning message/circle time, before dismissing into daily five address that there will be a new area available to play in: The coffee shop.
		- Explain to the students what a coffee shop is (Ever just assume) and then show them each new part of the center and what they are for.
	+ Activities/Extensions:
		- Allow for 2-3 students in center at a time (2 person work preferably).
		- Students will adapt way of thinking (As it was once a home kitchen) to dramatically playing in the new center as a coffee shop.
		- Students will fit the role and mimic terminology, making of drinks, and serving that they have experienced before.
		- This could potentially tie into a Labor Day lesson about work and different jobs.

 Reflective Questions:

“What is a coffee shop?”

“Have you ever been in a coffee shop?”

“What is made at a coffee shop?”

What does coffee do to your body?”

“Is coffee good for you?”

“What are jobs?”

“Is working in a coffee shop a job? Or considered work?”

 Vocabulary: Coffee, hot chocolate, cream, milk, shop, caffeine, energy, moderation, job, work, Labor Day.

**Assessment:**

* Informal: Observe students through discussion and dramatic play.
* Formal: Students will complete a variety of projects and activities through lessons about work when discussing Labor Day and students will be held responsible in recognizing a coffee shop.

**4th Environment**

**Grade Level:** Preschool

**Area:** Calm down corner

**Subjects:** Approaches to Play and Learning and Social Emotional.

 **Materials Needed:**

* Soft mat
* Canopy
* Basket
* Soft blanket
* Paint brush
* Stress ball
* Books about feelings and behavior
* Calm down bottle
* Weighted bean bags
* Blank paper
* Crayons

**Standards:**

* APL.1.4 Filter out and ignore most distractions and interruptions.
* SED.1.3 Show increasing ability to regulate and communicate own feelings and emotions.

**Objectives:**

* Students will show appropriate direction to dismiss oneself from a situation if it is causing a behavior that is distracting or disruptive.
* Students will demonstrate body regulation by managing their own emotion and feeling by doing what they need in a situation that involves coping (Placing themselves in the calm down corner).

**Learning Activities:**

* Gather materials and set up corner before class.
* Put together corner: Make room in an empty corner (Giving it a comfortable and safe vibe)
	+ Introducing the corner:
		- Introduce the corner during morning message/circle time
		- Explain to the students that the corner is a “safe place”, not a place of punishment- The teacher should never sent a student to the calm down corner. It should be a free choice and not a place where you go when in trouble.
	+ Activities/Extensions:
		- This corner is open at all times.
		- It is not a play area or center- It is a safe place where students freely can go to calm down or reflect on unwanted behavior (One student only)
		- There are a variety of activities for students to calm over stimulation or sensory.
		- Students can freely just sit on the mat, wrap up in the blanket, brush the wall or self with paint brush, squeeze on stress ball, read, watch calm down bottle, place weighted bean bags on self, and/or draw feeling or emotions.

 Reflective Questions:

“What are feelings?”

“What are emotions?”

“Do we all have the same emotions?”

“Do we all act the same in situations?”

“Why is it important to know what our body needs?”

“Do our feelings and emotions affect our behavior?”

“Does are behavior affect our friends?”

 Vocabulary: Feelings, emotions, regulate, cope, calm, dismiss, body.

**Assessment:**

* Informal: Observe students through discussion and daily observation.
* Formal: Students will not be formally evaluated as an assignment. Behavior will go noted and if the student chooses to draw a picture of what they were feeling that can be dated and put in their file.