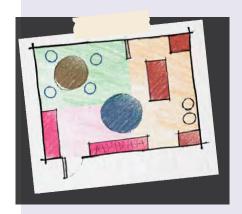


TIPS FOR TEACHERS DESIGNING ENVIRONMENTS

Design the Physical Space



Assess the Spaces

- Complementary areas inproximity while noisy/quiet areas are separated.
- · Visual display cues for children.
- Adequate room to move, yet not too much open space.
- · Clearly defined boundaries and pathways.
- Elements that refect children's cultures and home life in a respectful and authentic way.
- Warm, home-like features (pillows, curtains, plants, student photos, etc.).

Strategize Possibilities

- Brainstorm possible ways to address challenges and limitations.
- Discuss ideas to fully utilize the strengths of the space.
- Experiment, move things around, try out ideas.

Arrange and Modify as Needed

 Small changes, like lowering a shelf or using stop signs on closed centers, can assist children struggling with an aspect of theroom.

Design the Classroom Contents



Relevance to Learning

- The items (games, books, art supplies, etc.) give children opportunities to develop skills they are currently working on.
- The items are selected because children's interests will increase participation in specifc learning activities.
- The items relate to current classroom themes or teaching concepts.

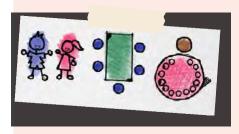
Variety and Quantity

- Address different developmental levels in your selections.
- Supplythe classroom with novel, complementary materials.
- Ensure that there are enough duplicates of the most valued toys.

Integration and Individualizing

- Put related books and writing materials in every center and dolls or puppets in the blocks and library areas.
- The items are chosen because they motivate and engage specifc children and match their interests.

Design the Groupings



Decide on the Purpose

- Introduce a concept or teach a skill.
 Relate it to children's goals or a specific classroom theme.
- Will this activity beneft from lots of back and forth interactions, or is it about building the classroom community?
- Something fun, based on children's interests.

Determine the Composition

- · Numberofchildren.
- Matching skilled children with less profcient ones or clumping similar skill levels.

Develop a Plan

 Designate how the children will be grouped and what activity each group will do with which adult.

