

Environment Plan

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**Environment Plan Title:** Nature Center**Materials Needed:**

- Planters (2)
- Dirt
- Rocks
- Plastic hand rakes (2)
- Plastic hand shovels (2)
- Plastic scissors (2)
- Tweezers (2)
- Gardening gloves (4 pairs)
- Watering cans (2)
- Seeds
  - Radishes
  - Green beans
  - Grass seeds
  - Pea
  - Beans
- Magnifying glasses (4)
- Rulers
- Ant farm
- Butterfly garden
- Stools (4)
- Tables (2)
- Basket (1)
- Three drawer organizer
- Labels:
  - Gloves
  - Observation Tools: Magnify glasses, rulers, tweezers
  - Tools: rakes, shovels, scissors
  - Butterfly Food
  - Ant Food
  - Food Bin
- Printed instruction list for feeding the insects.
  - Place food at the bottom of the butterfly garden.
  - Place food at the top of the ant farm.
  - Feed once a day.
  - Close the food and return it to the bin.

- Printed instruction list for taking care of the plants.
  - Fill both watering cans.
  - Use one watering can to water the first planter box. Use the second watering can to water the second planter box.
  - Trim the grass down to two inches.
  - Return your materials.
- Printed expectations list.
  - Four students at a time.
  - Be respectful to the equipment.
  - Take care of the insects and plants.
  - Use walking feet and keep hands to self.
  - Use a voice level 1.
  - Clean up center when finished.
  - Keep dirt and insects in their container.
- Plant life cycle poster
- Butterfly life cycle poster
- Ant life cycle poster

**Age Group:** 3<sup>rd</sup> grade

**Standards:**

- **Science 3.4.1.** Identify parts of an organism that have specific functions (e.g., roots absorb water, heart pumps blood).
- **Science 3.4.2.** Describe the life cycles of plants and animals (e.g., birds, mammals, grasses, trees, insects, flowers).
- **Science 3.4.3.** Identify the needs of living things (e.g., food, shelter, soil, space, water).
- **Science 3.5.4.** Identify the properties of soil (e.g., color, texture, ability to support plant growth, capacity to retain water).
- **Social/Emotional PS:A1** Distinguish between appropriate and inappropriate behavior.
- **Social/Emotional PS:A2** Recognize that everyone has rights and responsibilities.

**Objectives:**

- Students will learn the life cycle of plants.
- Students will learn the life cycle of butterflies.
- Students will learn the life cycle of ants.
- Students will learn about the parts of a plant.
- Students will learn about the parts of a butterfly.
- Students will learn about the parts of an ant.
- Students will learn about the importance of butterflies when it comes to gardening.
- Students will learn about the diverse jobs of an ant.

- Students will learn about the relationship between ants that allow for them to have a successful community.
- Students will learn about the proper techniques to plant seeds.
- Students will learn how to water plants.
- Students will learn how to trim the grass and dead buds off of plants.
- Students will learn how to weed a garden.
- Students will learn responsibility as they take care of their garden.

### **Learning Area:**

#### **-Set up: (How will the environment need to be set up?)**

- Only four students at a time.
- Two tables will be pushed together and placed in front of a window. Four stools will be placed around the two tables. One of the tables will have two rectangle planters on it. The other table will be dedicated to the ant farm and butterfly farm.
- On the butterfly and ant farm table, there will be a three drawer organizer. This organizer will contain all of the tools and equipment that is necessary for the center. Each drawer will be labeled to help the students remember where the supplies goes. The first drawer will contain the gardening gloves. The second drawer will contain the tools that are necessary for observation. These tools include magnify glasses, rulers, and tweezers. The third drawer is dedicated to the gardening tools. These tools include the scissors, shovels, and rakes.
- Next to the tables will be a bin that sits on the floor. This bin will contain the food for the butterflies and ants along with the two watering cans.
- On the respected tables, there will be a printed instruction guide that provides the necessary steps for taking care of the plants and insects. There will also be a printed copy of the expectations that should be occurring while the students are using this center.

#### **-Introduction/Opener: (How will the area be introduced to students?)**

- During small group (5-6 students), I will walk the students through the center. This process will happen during the first week of school.
- First, I will talk about the movement and voice level expectations of the center.
  - “In our garden center, we have a few expectations for students when they want to use this area. We will quickly talk about how we should talk and move around this area. First, we should all be using a voice level 1. It sounds like this.”
    - Demonstrate using a voice level 1.
  - “Try using that voice level by talking with the person next to you”
    - Allow time for the students to practice.
  - “We also need to talk about how we will move around this center. You must all walk, and keep your hands to yourself. If we run or push in this center, we may knock over a planter and get dirt everywhere. We may knock over one of your

insect containers and have insects crawling or flying around. It would be a mess. It is super important that we walk and do not push. Everyone come on into the center and gather around the two tables.”

- Allow time for the students to gather around.
- “There are four stools at this center, so how many students do you think should be in here at one time?”
  - Allow time for the students to respond.
- “Yes. There should only be four students in the nature center at one time. Here are our two planter boxes. Each planter will have different plants in it. We will grow beans, grass, peas, and a few other items. Has anyone ever planted flowers or other plants before?”
  - Allow time for the students to respond.
- “You can go ahead and run your hands through the dirt if you would like.”
  - Allow time for the students to do so.
- “When using this center, are you going to taste or try the dirt?”
  - Allow time for the students to respond.
- “Are you going to throw the dirt?”
  - Allow time for the students to respond.
- “If you cannot handle being in the nature center, you will not get to use it. On our second table, we have our insects. We have a butterfly garden and an ant farm. With the butterfly garden, we will be able to watch them go from caterpillars to beautiful butterflies. With our ant farm, we will watch them run through the tunnels, and we will get to observe how their community works. You might be wondering how we will feed our insects. At the table, I have printed out some instructions that will help us remember how to take care of our crawly friends.”
  - Read the instructions to the students.
    - Place food at the bottom of the butterfly garden.
    - Place food at the top of the ant farm.
    - Feed once a day.
    - Close the food and return it to the bin.
- “I will show you where we need to keep our food.”
  - Point to the bin on the floor.
- “Here is our food bin. In the bin, we have food labeled ‘ant’ and ‘butterfly’. If you want to feed the butterflies, you take the correct food bucket and place the food at the bottom of the butterfly garden.”
  - Demonstrate this for the students.
- “Now, this is insect food. Are you going to try it for yourself?”
  - Allow time for the students to respond.

- “You will also find some watering cans in this bin. These are the watering cans that you will use to help keep the plants alive. For our plants, I have printed instructions on how to take care of them.
  - Read the instructions.
    - Fill both watering cans.
    - Use one watering can to water the first planter box. Use the second watering can to water the second planter box.
    - Water twice a day.
    - Trim the grass down to two inches.
    - Return your materials.
- “Can I have two volunteers to fill the cans and water the dirt?”
  - Allow time for students to volunteer and water dirt.
  - During this time, answer any questions.
- “Where should the watering cans go once we are finished?”
  - Allow time for the students to respond.
- “Yes. They should go back where we found them. We need to remember to clean up after ourselves. In this three drawer organizer, I have placed all of the tools you will need for these centers. Each drawer is labeled with the names of the items that you will find inside. When you are done using them, where should they go?”
  - Allow time for the students to respond.
- “Yes. They need to go back in the correctly labeled bin. Are there any questions about our nature center?”
  - Allow time for the students to respond.
- “How should we move around this center?”
  - Allow time for the students to respond.
- “What voice level should we use?”
  - Allow time for the students to respond.
- “Should we leave a mess in this center?”
  - Allow time for the students to respond.
- “Raise your hand if you are excited about this center.”
  - Allow time for the students to respond.
- “Great! We will have so much fun! Plants will be the first unit we talk about in science and that is when we will really get to use our garden center.”

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

- Students will be able to use their sense of touch as they dig in the dirt or the wet mud.
- Students will be able to rake or shovel the dirt.
- Students will be able to water the plants.

- Students will be able feed the ants and butterflies.
- Students will be able to observe the insects in their habitats.
- Student will be able to trim the grass.
- Students will be able to use their hands to pull weeds and pop off dead buds.

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

- There will be printed expectations posted at the entrance of the center.
- There will be printed instructions on how to take care of the insects and the plants.
- There will be labels on the bins and organizers to help keep the center neat. Along with the labels, there will be pictures of the items that should be stored in the bins. This will help both linguistic and visual learners.
- Posters of the ant, butterfly, and plant life cycle will be posted within the center. This will help students who have a difficult time remembering the steps of the cycle.

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

- What could this space be used for?
- How can you use the information you have learned in this center and apply it to other parts of your life?
- Why is it important to know about plants?
- Why is it important to know about insects?
- How can the activities in this center be useful in other parts of your life?
- How do plants and insects help people?
- What are some of the benefits of insects?
- How can you use your knowledge of communities to explain the relationship between the ants?

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

- Habitat
- Life cycle
- Metamorphosis
- Egg
- Larva
- Pupa
- Adult
- Queen
- Worker
- Pollination
- Seed
- Seedling
- Mature plant
- Flower

- Decay
- Stamen
- Pistil
- Petal
- Sepal
- Receptacle
- Stalk

**Assessment:**

- Observe how the students are using the space.
  - Observe how the students are using the materials and instruments provided in this space.
  - Assess which students refer to the life cycle posters.
  - Assess which students refer to the feeding and watering instructions.
  - Assess which students refer to the center expectations.
  - Assess which students gravitate towards this center more frequently than others.
  - Assess how the students work with others in this center.
  - Assess the responsibility levels of the students by observing which students take care of and do not take care of the plants and insects.
  - Assess how the students clean up the space.
  - Assess which materials the students prefer to use.
  - Assess which materials do not get used often and may need to be replaced.
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**Environment Plan Title:** Art Center**Materials Needed:**

- Art Cart
- Colored pencils
- Crayons
- Markers
- Pencils
- Scissors (15)
- Glue sticks (15)
- Liquid glue (15)
- Pipe cleaners
- Salt
- Rubbing plates
- Sand paper
- White paper

- Colored construction paper
- Tissue paper
  - White
  - Red
  - Orange
  - Green
  - Blue
  - Purple
  - Black
  - Brown
- Tin foil
- Cling wrap
- Stencils
- Rulers
- Chalk pastels (5 kits)
- Oil pastels (5 kits)
- Watercolors (10 trays)
- Paint (1 per color)
  - White
  - Red
  - Orange
  - Green
  - Blue
  - Purple
  - Black
  - Brown
- Paintbrushes
- Paper towels
- Paper plates
- Dixie cups
- Storage containers (20)
- Jars (4)
- Trays (12)
- Drying rack
- Double sided easel (1)
- Art stands
- Play dough
- Clay
- Clay tools

- Old newspapers
- Tape
- Print out of center expectations.
  - Walk and keep hands to self.
  - Use a voice level 1.
  - Clean up your space.
  - Do not touch other's work.
- Labels:
  - Colored pencils
  - Crayons
  - Markers
  - Pencils
  - Scissors
  - Glue
  - Pipe cleaners
  - Salt
  - Rulers
  - Tape
  - Rubbing plates, stencils and sand paper
  - Tissue paper, tin foil, and cling wrap
  - Chalk pastels
  - Oil pastels
  - Watercolors
  - Paint
  - Paintbrushes
  - Paper towels, paper plates, cups, tooth picks.
  - Art stands
  - Play dough
  - Clay and clay tools
- Lysol wipes
- Push pins
- Garbage can
- Scrap paper bin
- *How to Draw for Kids: Learn to Draw Step by Step, Easy and Fun! (Step-by-Step Drawing Books)* By: DP Kids
- *Cartooning for Kids* By: Mike Artell
- *Art Lab for Kids: 52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media-For Budding Artists of All Ages (Lab Series)* By: Susan Schwake
- *The Arts: A Visual Encyclopedia* By: DK

- Elements of art poster
- Tables (2)
- Chairs (4)
- Bulletin board

**Age Group:** 3<sup>rd</sup> grade

**Standards:**

- **Art Standard 1: VISUAL ART MEDIA\*, TECHNIQUES\*, AND PROCESSES\***  
Students understand and apply visual art media\*, techniques\*, and processes\*.
- **Art Standard 2: STRUCTURE\* AND FUNCTION\*** Students understand how works of art are structured and how visual art has a variety of functions.
- **Social/Emotional PS:A1** Distinguish between appropriate and inappropriate behavior.

**Objectives:**

- Students will learn how to use several different art mediums.
- Students will learn how to use the art mediums correctly.
- Students will be able to express their creativity.
- Students will learn about the processes of art.
- Students will learn about visual art.
- Students will learn about the importance of visual art.
- Students will learn about the elements of art.
- Students will learn about structure and design.
- Students will learn how to set up an art station.
- Students will learn how to clean up an art station.

**Learning Area:**

**-Set up: (How will the environment need to be set up?)**

- Only four students in the center at a time.
- This center will be surrounded by knee high shelves. These shelves will make it easy for the students to reach and obtain the supplies. On the shelves will be the plastic tubs that hold the art supplies. Each tub will be labeled with the name of the art supplies that goes in that tub. There will also be a picture of the art component in case the students do not remember. The labels for the supplies include:
  - Colored pencils
  - Crayons
  - Markers
  - Pencils
  - Scissors
  - Glue
  - Pipe cleaners
  - Salt
  - Rulers

- Tape
- Rubbing plates, stencils and sand paper
- Tissue paper, tin foil, and cling wrap
- Chalk pastels
- Oil pastels
- Watercolors
- Paint
- Paintbrushes
- Paper towels, paper plates, cups, toothpicks.
- Art stands
- Play dough
- Clay and clay tools
- At the front, near the entrance, there will be a long rectangular table. This table will be used for storage, but most importantly, it will have a drying rack on the top. Students can place their projects on the drying rack or on this table to dry.
- Off to the left will be one art easel. The easel is double sided, so there can be two students painting at the same time. About half way down the art easel will be a tray. This tray allows the students to place their cups of paint and paintbrushes in a safe and convenient area.
- In the center of the art center will be two rectangle tables. At each table, there will be 2 seats. Students can use these tables to draw, color, paint, sculpt, etc.
- On the back wall, there will be a bulletin board. This bulletin board will read ‘Classroom Masterpieces’. This is where the students will be able to display their art work. If they have a model or a sculpture to display, there will be a low hanging shelf for them to place their masterpieces.
- The art cart is full of art materials. From colored pencils to crayons, the art cart allows students to take their supplies on the go. The cart can be moved to the student’s table and the student will be able to easily access their supplies.

**-Introduction/Opener: (How will the area be introduced to students?)**

- During the first week of school, the students will be put into small groups. I will take one small group at a time (5-6 students). I will then discuss the art center and its purposes.
  - “What do you think this center might be used for?”
    - Allow time for the students to respond
  - “Yes. This is our art center. Let your creativity run wild! Before we enter the art center, we must talk about how we should walk and talk while in the center. At the front of the center, I have placed the center expectations, so if you forget, you can look here. You must use a voice level 1 while in this station. Remember, that is a whisper. You must also walk. If we were to run, we might destroy someone’s hard work. Also, you are expected to keep your hands to yourself and your own

work. Do not touch other people's artwork. You may enter the center and gather around the easel."

- Allow time for the students to move.
- "Here is our art easel. This can be used to paint or draw. There is two sides to this easel, so two people can use it at the same time. I will show you where to find the art supplies in a little bit. Let's move to the two tables."
  - Allow time for the students to move.
- "Notice how many chairs there are at this table. There are four chairs, that means there can only be four people in the station at one time. However, if you need to get some art supplies and bring them back to your desk, that is fine. At these tables, you can color, draw, paint, sculpt and use other art mediums. We will now talk about how to set up an art station."
  - Model this for the students.
- "If you are going to use something messy, like paint, you must lay down newspapers. I have a supply of old newspapers in the storage cabinet. Once the newspapers are down, you may grab your supplies. It is fairly simple. Clean up takes a little more work. First, we need to put our medium away. Grab the bin it goes in and put the supplies away. If we were painting, do we just put our dirty brushes back in the bin?"
  - Allow time for the students to respond.
- "No, we need to rinse them off and then dry them off. If you use markers, make sure the caps are on tight. If you use clay or playdough, make sure they are in a container or a baggie, so they do not dry out. Once our supplies are away, we need to clean up the table and surrounding areas. If you use newspapers, paper plates, or cups, throw them away. If your table is dirty or greasy from the clay, use a Lysol wipe to clean it up. The wipes can be found in the storage area that I will show you in a little bit. Make sure to check the floor for any scraps. We do have a scrap bin where your extra paper can go. If you are not done with your masterpiece, I will now show you where to put it."
  - Allow time for the students to move to the drying area.
- "Here is our drying rack. If your project needs to dry, you may place them on the rack. If you used clay, you can place them on this table as well. If your project is dry and complete, I will show you where the final product goes."
  - Allow time for the students to move to the bulletin board area.
- "Here is where our classroom masterpieces will go. Every student can place their art work on this bulletin board. Here is a container of push pins. You place your artwork on the board and use the push pin to keep it in place. If you used clay or made a model of something, you can place it here on this shelf. Once a week, I will take three pieces of art and display them near the drying rack. This is just a

fun way to display your artistic talents. Before we leave the art center, I will show you where we keep all of the supplies. Let's move to the cabinets over there."

- Allow time for the students to move.
- "Here is where we keep our art supplies. I have labeled the bins, so it should be fairly easy for you to find your supplies. The art supplies can leave the art center, but once you are done using it, it needs to be returned to the proper area. As the year goes by, we will get to experiment with all of the art mediums. Does anybody know what an art medium is?"
  - Allow time for the students to respond.
- "An art medium is the substance that we use to create our art. Paint, crayons, colored pencils are all examples of mediums. What about clay? Is that a medium?"
  - Allow time for the students to respond.
- "Yes. Clay is a medium as well. We are going to quickly talk about how to use the art materials appropriately. This lesson refers to all art mediums. Do we taste the art medium?"
  - Allow time for the students to respond.
- "Do we stomp on the art medium?"
  - Allow time for the students to respond.
- "Do we throw the art medium?"
  - Allow time for the students to respond.
- "Do we use the art medium on our clothes, skin, or others?"
  - Allow time for the students to respond.
- "Do we run with scissors?"
  - Allow time for the students to respond.
- "Anything that you might think is a little inappropriate or silly to do, do not do it. If you cannot handle the supplies correctly, you will not be able to use this center. Remember, if you take out any type of art supplies, you must put it back. If you cannot clean up after yourself, you will not be able to use the center. Are there any questions?"
  - Allow time for the students to respond.
- "Great! Do we eat, stomp, or throw the art mediums?"
  - Allow time for the students to respond.
- "Where can you put your art if it still needs to dry?"
  - Allow time for the students to respond.
- "Where can you display your art once it is all finished?"
  - Allow time for the students to respond.
- "Can you take the art supplies out of the art center?"
  - Allow time for the students to respond.

- “Good work! I am excited to see your beautiful artwork.”

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

- Students can test out new art mediums.
- Students can draw with the supplies.
- Students can paint with the supplies.
- Students can sculpt with the supplies.
- Students can create models or dioramas with the supplies.
- Students can combine different mediums.
- Students can create whatever visual art they please.

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

- There will be a print out of the center expectations at the entrance of the center.
- There will tools such as stencils and rulers for those who need more assistance.
- There is a variety of mediums that vary in complexity. Students will have some opportunities to choose which medium fits them best. Also, some students may not like the feel of certain mediums, so they will have the ability to choose one that they like best.
- There will be ‘How To’ books for students who want step by step instruction on how to draw.
- There are several books that will help inspire those who may need a creative boost.

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

- How can this space be used?
- How can you use the materials to demonstrate your math knowledge?
- How can you use the materials in this space to demonstrate your science knowledge?
- How can you use these materials to demonstrate your knowledge of a particular story?
- How can you use these materials to demonstrate your social studies knowledge?
- What is the purpose of art?
- How can art change a person’s mood or make them feel different?

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

- Art
- Visual art
- Art medium
- Line
- Color
- Texture
- Shape
- Value
- Form
- Space

- Balance
- Emphasis
- Proportion
- Unity

**Assessment:**

- Observe how the students use the space.
  - Observe which materials the students gravitate towards.
  - Observe which materials the students do not use frequently.
  - Assess how the students work with others.
  - Assess how the students are reflecting on the art making process.
  - Assess how the students use different techniques while using the medium.
  - Assess which students prefer to use stencils, rulers, and other assistive materials.
  - Assess how the students set up the art stations.
  - Assess how the students clean up the art stations.
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**Environment Plan Title:** Library Center**Materials Needed:**

- Grade level books
- Paint stirring sticks
- Labels for books
- Labels for bookshelves
- Wide book shelves (3)
- Narrow bookshelf (1)
- Book display
- Art stands
- Bench padding
- Pillows
- Lamps
- Area rug
- Low table
- Crates (3)
- Foam padding
- Bean bags (2)
- Reading tent
- Christmas lights
- Book sign out sheet
- Clipboards (12)

- “How to Choose the Right Book” poster
- Genre Poster
- Print off of flexible furniture expectations
  - Keep your feet off of the furniture.
  - No sleeping.
  - Not used during learning time.
- Print off of center expectations
  - Six students at a time.
  - Voice level 0.
  - Walk.
  - Use form to check books in and out.

**Age Group:** 3<sup>rd</sup> grade

**Standards:**

- **Social/Emotional PS:A1** Distinguish between appropriate and inappropriate behavior.
- **Social/Emotional PS:A2** Recognize that everyone has rights and responsibilities.
- **Reading RL.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, on grade level 10 independently and proficiently.
- **Reading RF.4** Read with sufficient accuracy and fluency to support comprehension. 14 a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Objectives:**

- Students will be able to choose a book that suits the level that they are at.
- Students will be able to choose a book that they are interested in.
- Students will be able to identify why reading is important.
- Students will be able to develop their organization skills.
- Students will be practicing responsibility.

**Learning Area:**

**-Set up: (How will the environment need to be set up?)**

- Six students at a time.
- The classroom library center will be tapered off by bookshelves. The bookshelves along with the wall will make a square. There will be one area where there is a space between bookshelves. This area will be big enough for the students to walk through and will be the entry way into the library.
- The bookshelves will be lined with books. I will organize my books by topic or by author. If I have more than 6 books with a similar topic, they will get their own category. For example, if there are several fictional stories about animals, I would place those books together. Once I have organized all of the books into their categories, I will place

labels on the spines of the books. The labels will be colored navy, teal, gray, or white depending upon their placement on the shelf. The spine label will have a code to help the students remember where to place the book when they are finished. For the fictional animal stories example, the code would read: Fic Ani. The bookshelf will have a label on it, too. This will make it easy for the students to remember where to place the book. I will stick the bookshelf label on the ledge of the bookshelf. This label will be color coordinated with the label on the spine of the correlating book. On the bookshelf label, I will also right the same code that the students would find on the spine of their book. To help keep the books organized, I will place colored paint stirring sticks to help divide the books by topic.

- At the center of the library, I will place an area rug. On part of this area rug, there will be a lower level table. Placed underneath this lower level table will be two crate seats. Each crate seat will have a thin foam pad to make it more comfortable. The students can use this area to read or do homework.
- There will be two bean bag seats dispersed throughout this center. Students can use these comfortable chairs to read or do homework.
- Against one of the walls will be a tall, narrow bookshelf. Instead of placing the bookshelf vertically, it will be laid down horizontally. On the flat side of the long bookshelf, I will place a cloth covered foam padding. This bench will be an extra seating area for the students and an efficient place to put extra books.

**-Introduction/Opener: (How will the area be introduced to students?)**

- On the first day of the school year, I will introduce the students to the library center. I will show half the students the library while the other half works silently.
  - “Here is our classroom library center. Before we enter the library center, we should talk about the expectations. There can only be six students in the library area at one time. What voice level would you use in a library?”
    - Allow time for the students to respond.
  - “For our classroom library, you need to use a voice level 0. This is a quiet zone where you can do homework and read. What about moving around in this center? What expectations do you think are put into place for moving around in the library?”
    - Allow time for the students to respond.
  - “Yes. You need to walk and keep your hands to yourself. Let’s enter the library and check out what is inside.”
    - Allow time for the students to move.
  - “As you can see, we have three big bookshelves dedicated to our books. Our books are organized a special way to help keep our library looking neat. If you look at the bookshelves, you will notice these labels that hang off the edge of the shelf. These labels help us find books with topics that we are interested in. Our

library is organized by topic. If I am looking for a story with animals in it, where do you think I should go?”

- Allow time for the students to respond.
- “Yes. I would go to the area where it says ‘Animal Fiction’. What if I wanted to read a mystery?”
  - Allow time for the students to respond.
- “Yes, I would go to the mystery section and start looking at those books. There are some sections that are organized by popular authors like Roald Dahl who wrote books like *Charlie and the Chocolate Factory*, *Matilda*, and *BFG*. On each of the books, there is a label on the spine. This label has a code on it. For example, this fiction book about animals has the code ‘Fic Ani’. If you look at the label on the bookshelf ledge, you will see that same code. This helps me remember where I need to put my book when I am done reading it. There is also a single letter on the book’s label. This letter represents the level of the book. What expectations do you think are in place for using my books?”
  - Allow time for the students to respond.
- “Be gentle with the books. This means you are not throwing them, ripping the pages, folding them back, and so on. When you take one of my books from the library area, you need to check it out. Over here is a clipboard that is used to check out the books. First, you must put your name. Second, you put the title of the book. Third, you put the date you checked it out. When you return it, make sure to check it back in by putting the date in the ‘check in’ section. Does anyone have any questions about checking out and checking in my books?”
  - Allow time for the students to respond.
- “My classroom books cannot leave this classroom. They can leave this little library and be brought to your desk, but they cannot be brought home, to the dentist, to a basketball game, and so on. I do not want my books to be lost. Now, you may notice that we have some comfy seating in this area. This is one of the only areas where we have flexible seating. If you want to use this furniture, you have to follow my expectations.”
  - Read the expectations.
    - Keep your feet off of the furniture.
    - No sleeping.
    - Not used during learning time.
- “These are simple expectations, but if you cannot follow them, you will not be able to use the furniture. One more thing to mention. On this book shelf, there is a crate full of clipboards. If you want to do your homework on one of the comfy seating options, you can take a clipboard and use that as your writing surface. Are there any questions?”

- Allow time for the students to ask questions.
- “I also have a book display. For certain seasons, like winter, or certain holidays, like Thanksgiving, I will display books that fit with these events. If you are interested in reading one of these books, you may do so. Are there any questions?”
  - Allow time for the students to respond.
- “Do you get to leave this room with one of my library books?”
  - Allow time for the students to respond.
- “Do you have to check out the books?”
  - Allow time for the students to respond.
- “How do you check in the library books?”
  - Allow time for the students to respond.
- “This is a quiet and relaxing center, but we must remember to use it appropriately.”

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

- Students can use the materials to research.
- Students can use the books to read for entertainment.
- Students can use the materials to do homework.

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

- The books will be labeled by topic or author. Each label will have a picture that correlates with that topic or author. This will help students remember where to place the books.
- The book labels are color coordinated. This will help the students who are visual learners.
- The book labels also have a code on them. This will help students find the area where the book must be returned to.
- On the book labels, there will also be a letter that represents the level of that particular book. For example, level m books will have an ‘M’ on the book label. This will help students identify if the book is suitable for them.
- The “How to Choose the Right Book” poster will help students identify how to choose a book that suits them.

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

- How could this space be used?
- What are some ways that you know a book is perfect for you?
- How do you know if a book does not fit you?
- How do you know if a book fits you?
- What are some ways that you can investigate more in depth on a particular topic?

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

- Genre
- Author
- Illustrator
- Entertain
- Persuade
- Inform
- Fiction
- Non-fiction
- Biography
- Autobiography
- Mystery
- Fairytale
- Poetry
- Fantasy
- Science fiction
- Historical fiction
- Realistic fiction

**Assessment:**

- Assess how the students use the check-out clipboard.
  - Assess if the students are making book choices that fit their reading level.
  - Observe and assess how the students are using the space.
  - Assess how the students return the book.
  - Assess if the labeling system is effective.
  - Assess how the students use the furniture.
- 

**Environment Plan Title:** Building Center**Materials Needed:**

- Legos
- Lincoln logs
- Wooden blocks
- Cars
- Marble run kits (2)
- K'nex model building sets (3)
- Lego table
- Plastic organizer bins
- Storage unit
- Printed copy of expectations

**Age Group:** 3<sup>rd</sup> grade

**Standards:**

- **Science 3.5.2.** Identify different uses (e.g., building materials, sources of fuel) of Earth's materials based on their properties.

**Objectives:**

- Students will be able to create buildings.
- Students will be able to practice engineering skills.
- Students will be able to design structures.
- Students will be able to create structures.

**Learning Area:**

**-Set up: (How will the environment need to be set up?)**

- Five students at a time.
- In the opposite corner of the library, I will set up my building center. There will only be one storage unit to help separate the space. The area will be open with no furniture inside.
- In the storage unit, there will be various storage containers full of building materials. Each container is labeled with the supplies that can be found inside. There will also be a picture of the supplies, so the students can quickly observe which items they would find in the box.

**-Introduction/Opener: (How will the area be introduced to students?)**

- Sometime during the first week of school, I will split the students into two groups. I will show half of the students the building center, while the other half works independently.
  - “What do you believe this space could be used for?”
    - Allow time for the students to respond.
  - “In this center, you transform into engineers. This is where you can build anything your heart desires. From houses to helicopters, there is no limit. Before we go into the center, let's look at our expectations.”
    - Read expectations.
      - Use the materials appropriately.
        - No throwing or stomping on the manipulatives.
      - Clean up after yourself.
      - Use a voice level 2 or lower.
      - Walk.
  - “If you cannot follow these expectations, you will not be allowed to use the space. Let's move into the center.”
    - Move into the center.
  - “As I said before, this area is a place where you can build and construct. I left a big open space in the center of this room for you to create whatever you would like. In the storage unit, I have plastic bins with all of the building supplies in them. Each bin is labeled to help you remember where to put the supplies when you are done.

Remember, you must clean up after yourself. If you are building something and want to continue building it later on, place it on this empty space. If it is on the empty space, other students should not be taking pieces from it. Are there any questions about this center?"

- Allow time for the students to ask questions.
- "What should our voice level be if we are using this center?"
  - Allow time for the students to respond.
- "What do you need to do once you are done using the manipulatives?"
  - Allow time for the students to respond.

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

- Students can stack the materials.
- Students can build with the materials.
- Students can connect the materials.
- Students can use multiple manipulatives together.

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

- For certain materials (Legos and Lincoln Logs), there will be templates or predesigned items that the students can try and construct. These range in level of difficulty.
- For body kinesthetic learners, these hands on manipulatives allow them to demonstrate their understanding of a particular concept.
- Instruction packets will be placed within the plastic bins to help the students understand how to use the manipulatives.

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

- How could you use this space?
- What kind of structures or buildings could you create within this space?
- How can you apply your knowledge of math and science in this building center?
- What are some ways you can apply your knowledge of fantasies or other fictional stories within this building area?
- How can you apply your knowledge of social studies within this building center?
- What is something that we could build with these materials?
- How might you use these materials to build a structure?
- How can these materials be used to create a community?
- How can a student use multiple materials to help them build?

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

- Build
- Construct
- Design
- Prototype

**Assessment:**

- Observe and assess how the students use the materials.
- Observe how the students interact with others while in this space.
- Assess how the space is utilized.
- Assess how the materials are put away at the end of the time period.
- Assess which materials are used the most.
- Observe which materials are not used.