

My Learning Area

By: Hannah Obrigewitch

A Kindergarten Classroom



Philosophy

My philosophy is to learn through peer work and through hands-on activities. This will allow students the opportunity to interact with their peers in a social setting, and also allow students to explore new ideas on their own.

Mission

My mission is to develop learners to learn to work and interact with their peers to figure out new problems and ideas, and also to help students problem solve and explore ideas through first hand experiences.



Classroom Norms and Guidance Policy

We Agree to:

- ❖ Choose a working spot that helps **you do your best**
- ❖ Use each seat **appropriately**
- ❖ Let Ms. Hannah move **your** if the seat is **not** working out
- ❖ Take care and clean up **all materials**
- ❖ **Walk** in our classroom

We Agree to:

- ❖ Take turns talking
- ❖ Raise our hands when we have a question
- ❖ Give everything 100%
- ❖ Respect everyone
- ❖ Listen to Ms. Hannah
- ❖ Cheer for each other's achievements
- ❖ Help each other overcome obstacles

Collaboration Table



4 windows around the room for natural light

Supplies Cabinets



Teacher Desk

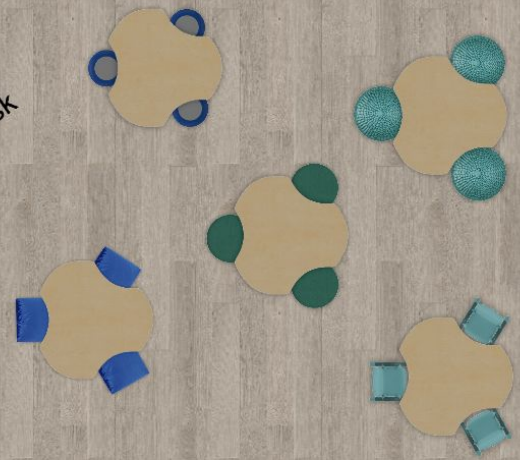


Computer/Audio Center



Cubbies/Parent Area

Play Center



Art Easel

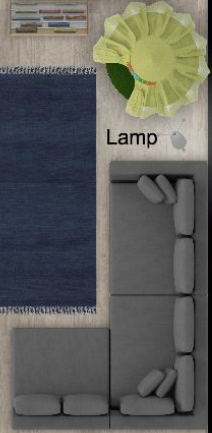


Science/Discovery/Art Center



Community Area

Home-like living area



Supplies Cabinets

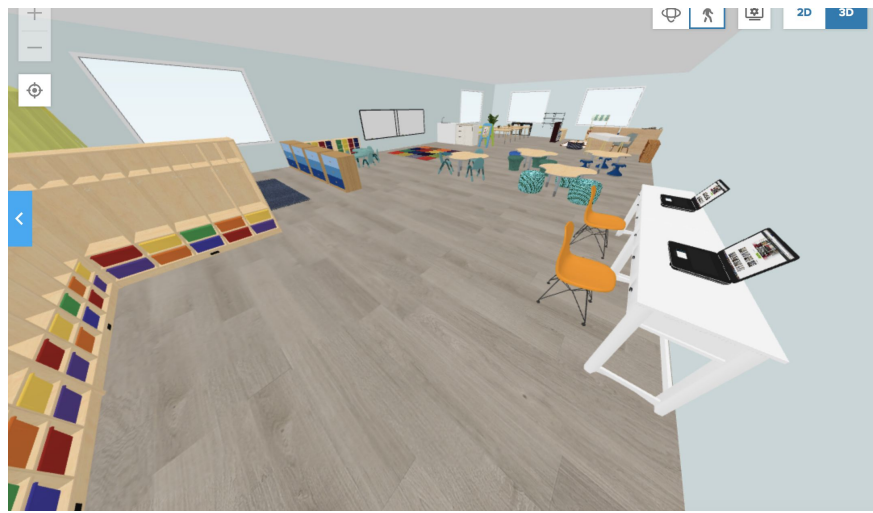


Sensory Table

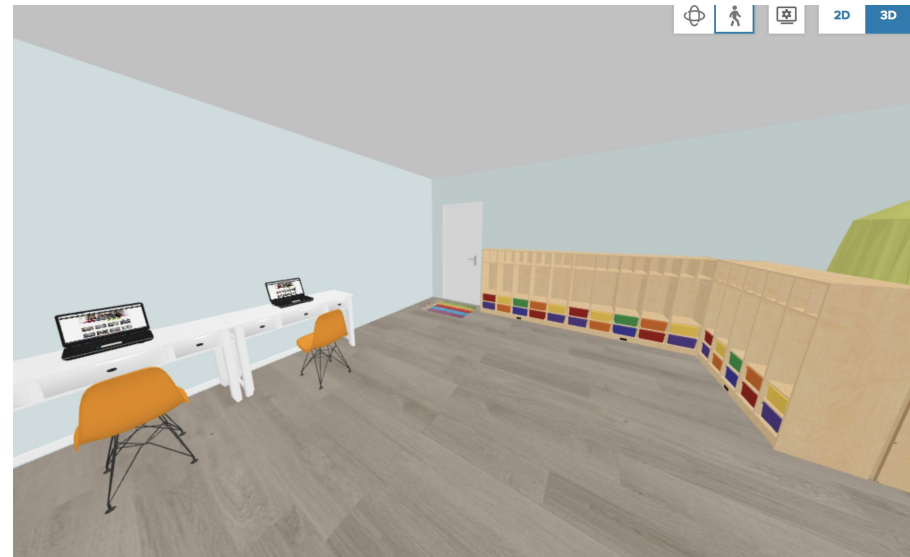


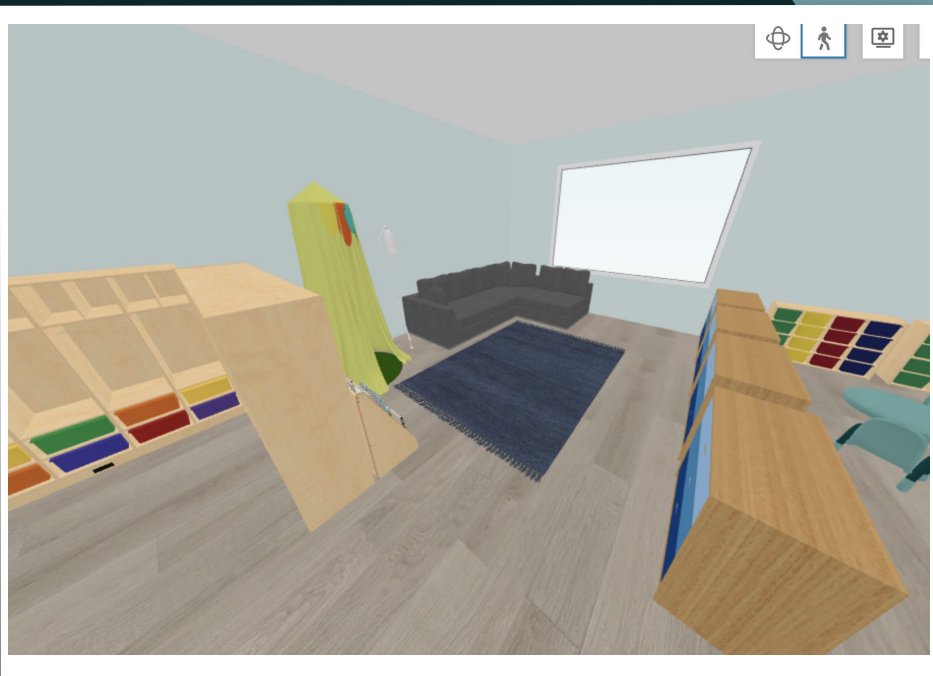
4 plants



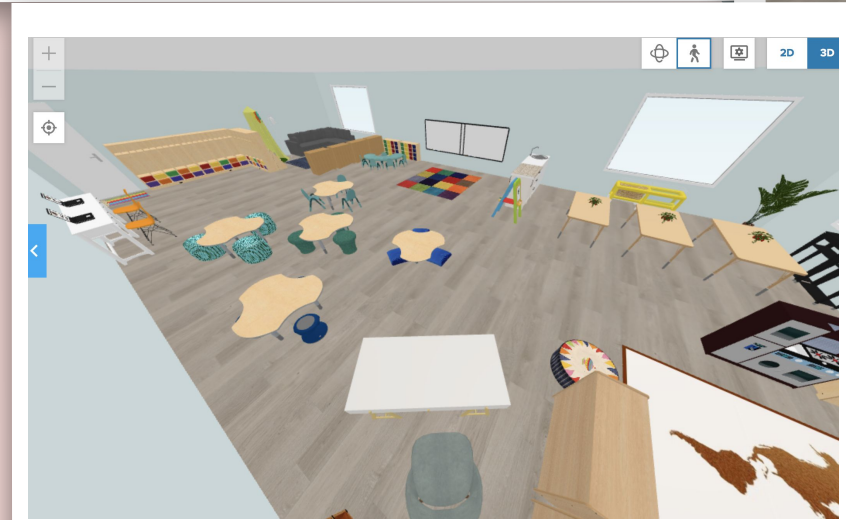
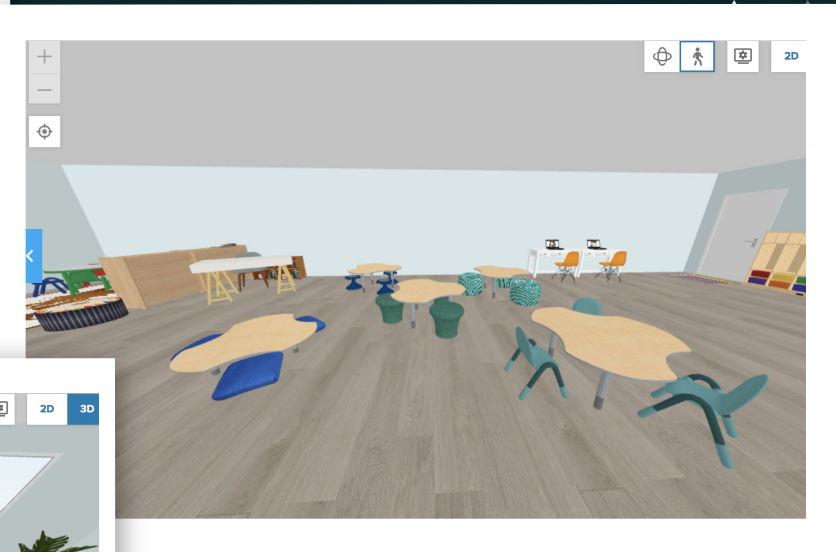
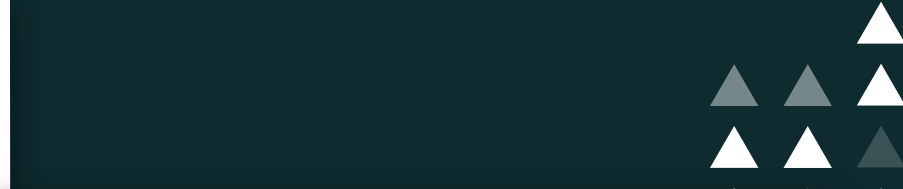
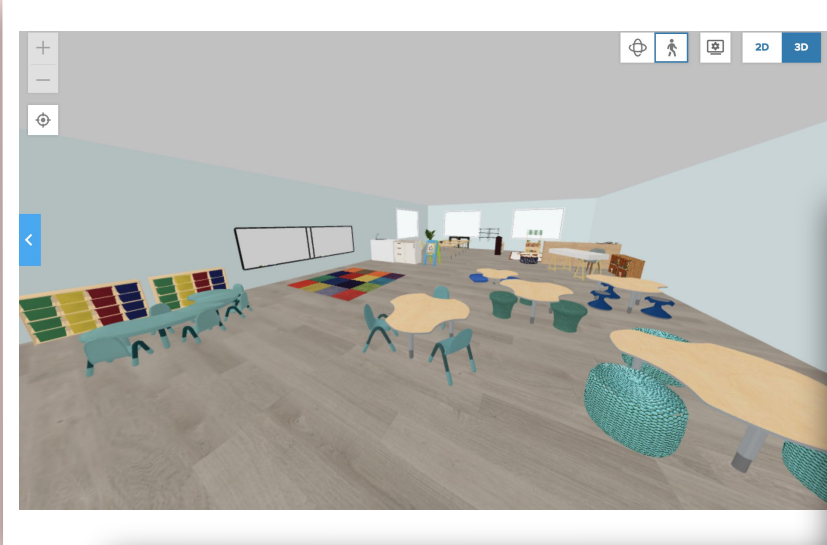


Cubby, Parent Area, and Computers/Audio



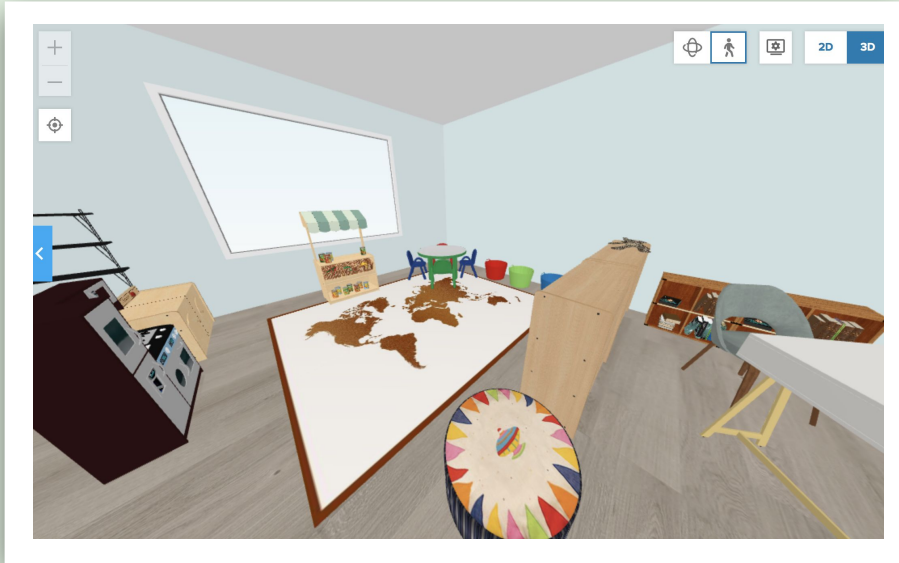
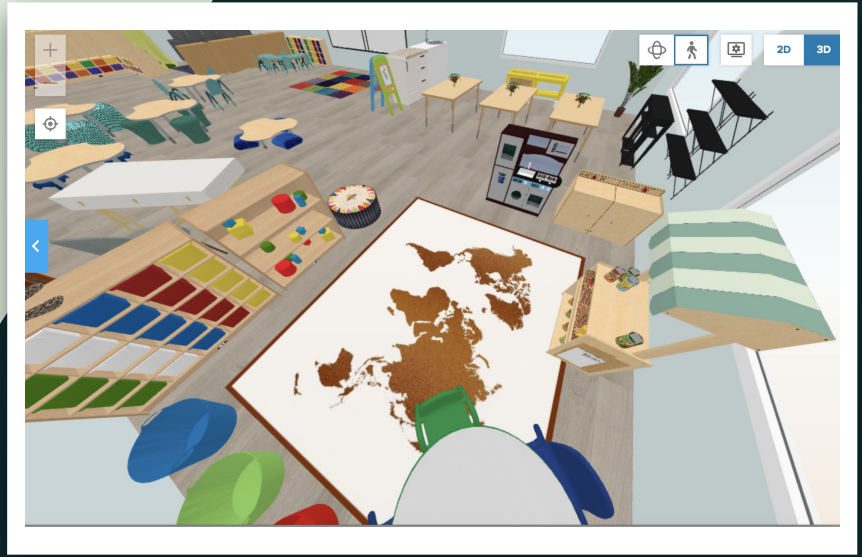


Homelike Living Space



Flex seating options

Play Center



Science, Discovery and Art Center



Materials

Social Studies:

- ❖ Maps
- ❖ Flags
- ❖ Pictures of people we celebrate on the national holiday day(ex: Martin Luther king Jr. Day (show picture of him to students)
- ❖ Rule lists hung in classroom “laws of the classroom”
- ❖ Clothes and food (economic needs) and Cell phones/ipads (economic wants)

Science:

- ❖ Two Boxes
- ❖ Plants, water, and a growing light (if there's not windows)
- ❖ Pieces of plastic garbage (ex: straws or six pack rings) and pictures of these stuck on water animals in the lakes or birds
- ❖ Outside thermometer
- ❖ Dirt, water, human food, animal food (berries, bird seed, etc), picture of a house, pictures of a den

Materials

Math:

- ❖ Base 10 materials (flat, long, unit)
- ❖ 3D shapes and pictures with these shapes somewhere in the environment
- ❖ Balance scale
- ❖ Two colored counters
- ❖ Different shaped beads

English Language Arts:

- ❖ Cutouts of characters from a story and a picture map to place the characters on the map
- ❖ Flashcards with vocabulary words
- ❖ Venn diagrams
- ❖ Books for kindergarten reading leaves
- ❖ Scrabble tiles

Materials

Arts:

- ❖ Fast drying clay
- ❖ Different kinds of paints
- ❖ Pictures of famous art pieces
- ❖ Kindergarten appropriate songs to memorize (ones where boys can sing one part and girls sing another)
- ❖ Brain Break Body Boogie dance

Health:

- ❖ Toothbrush and toothpaste
- ❖ Jump ropes (fun and active!)
- ❖ Life jackets, sunscreen, and SPF chapstick
- ❖ Sand glass timers (set when watching/using technology)
- ❖ Pictures of police stations, hospitals, and fire department signs and a how to call for help sign

Materials

Physical

- ❖ Chalk to play hopscotch outside (weather permitting)
- ❖ Polystops and jump to them at different distances
- ❖ Different size balls
- ❖ Tape (make lines on the floor to follow)
- ❖ Head , shoulder, knees, toes, song

Social Emotional

- ❖ The Color Monster book and color/emotion chart
- ❖ Beginning of the year goal chart (leave in room all year long and reevaluate)
- ❖ Color coded cubbies per child
- ❖ Journals for journal fridays to reflect the week
- ❖ Milk/cookies partners

Environment Plans

Plan One: How to use the “Quiet Area”

Objective: Self-Regulation, utilizing expectations, body regulations

Materials: CD Player, Blankets, Pillows, Books, Clip Boards, Coloring Sheets, Crayons, Pencils, Rug, Lamp, Kids Pop Up Tent

Activity: Students will learn how and when to use the quiet area appropriately. They will also be able to practice self and body regulations and how to use the materials in the quiet zone properly.

Plan Two: Hopin’ On Over to Circle Time

Objective: Self-Regulation, control of their bodies, counting out syllables

Materials: None

Activity: Students will practice counting out their syllables by hopping over to the community rug for reading and language.

Environment Plans

Plan Three: Lining Up

Objective: Self-Regulation, responsible decision making

Materials: Phone for camera, lining up rules poster, printed and laminated picture of (x) shoe print shapes

Activity: Students will learn my expectations for lining up at the door. This will help them be prepared when it is actually time to line up.

Plan Four: Watering Plants in the Discovery Center

Objective: Self-Regulation, responsible decision making, relationship skills

Materials: Different plants already potted, 1 cooking supplies cup, water, paper towels

Activity: Students learn to be responsible for the plant in the classroom, which creates a sense of belonging for them.

Resources

<https://casel.org/core-competencies/>

<http://www.easternct.edu/cece/guiding-segment-2-objective-1-arranging-classroom-space/>

<https://www.edutopia.org/blog/7-learning-zones-classroom-veronica-lopez>

<https://smithsystem.com/resource-library/article-library/color-world/>

