

Creating an Effective Classroom Arrangement

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MISSISSIPPI
DEPARTMENT OF
EDUCATION

mdek12.org

Office of Early Childhood



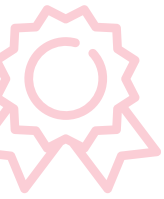
VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



1

ALL Students Proficient and Showing Growth in All Assessed Areas



2

EVERY Student Graduates from High School and is Ready for College and Career



3

EVERY Child Has Access to a High-Quality Early Childhood Program

EVERY School Has Effective Teachers and Leaders

4



EVERY Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



EVERY School and District is Rated "C" or Higher

6



Objectives

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- Recognize the role of the classroom space and arrangement in the learning process
- Consider the organization and storage of materials
- Examine visual examples of classroom arrangement and identify pros/cons
- Support autonomy by arranging the materials for independent use and learning





Set-up Classroom for Success

- Space and furnishings
- Storage and organization
- Classroom arrangement
- Learning centers and activities
- Setting the stage for autonomy

Setting It Up to Support Children's Learning

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Space

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- Enough space without over crowding
- Divided into learning spaces and walkways
- Meet the needs of the children and adults
- Offer a space for gross motor play
- Space should be clean and safe



Furnishings and Furniture should:

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- Help with organization of materials
- Meet storage and care-giving functions
- Be child-sized and meet the children's individual needs
- Be durable, easy to clean, and in good repair
- Be labeled and stored using containers
- Be displayed and organized to spark interest



Suggestions for Indoor Storage and Organization 9

- Open storage
- Closed storage
- Personal storage
- Bins, baskets and clear containers
- Teacher materials storage
- Artwork storage and display area
- Classroom teaching tools and classroom display



<https://teachingspecialthinkers.com>



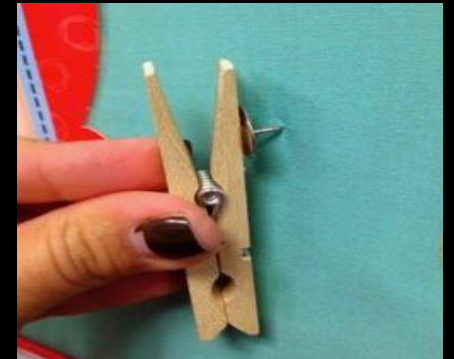
Use a pouch organizer to store items like supplies and headphones.

Use Velcro for markers and other items.



Hot glue push pins to clips for a quick display option.

Use twine to label baskets.



Classroom Layout Considerations

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- How many centers are needed?
- How many extra center spaces are needed?
- Where will the children meet as a whole group space?
- Where is my water sources located?
- Where should my two largest areas be placed?
- Any other considerations?





The Mississippi Department of Education recognizes the definition of learning centers as identified in literature as “distinct areas in a classroom that offer various materials and opportunities for hands-on learning at individually appropriate levels” (Copple & Bredekamp, 2006).

The Learning Environment

Children require an environment that reflects and respects their interests & ideas, provides creative and open-ended experiences, offers opportunities to work alone or alongside each other and promotes a sense of authentic choice. The learning environment is one of the most important ways to personalise learning. It is informed by child development theory, the intentional planning of the teacher and the current interests of the children. It promotes motivation, inspiration and belonging. The learning environment is child centred, rich in a range of materials, resources and opportunities in which children can engage. The attention to detail in the learning environment provides the richness of the learning and the overall engagement of the children.





- Comfortable yet engaging
- Keep needs and safety a priority
- Separation of quiet and active centers
- Consider traffic flow
- Place for whole group activities
- Spaces for privacy, self-regulation, and quiet spaces to be alone
- Space for messy play
- Small tables and chairs for table toys and special activities



- Minimum of five different learning centers
- Three primary centers and two other integrated centers (required centers include: book-library, math-manipulatives, and creative arts center)
- Centers should be rotated and changed throughout the year
- Directly connected to a theme, content standards, and developmental expectations
- Multiple standards should be mastered within different learning centers, rather than taught in isolation of a single learning center





- These spaces should be specifically designed where children have the resources to play, explore, and learn
- Learning centers should have materials that are not only accessible to the children but labeled so that children can develop self-help skills
- Learning center activities should include items related to the current theme and meet learning objectives

Quiet Learning Centers

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- Books/Library
- Science
- Technology station w/ headphones
- Literacy/Writing center
- Cozy Area
- Space for privacy
- Calm down center
- Puzzle center



Messy Learning Centers

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- Visual art center
- Sensory center
- Sand/water center
- Easel art area
- Cooking center

Loud Learning Centers

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- Dramatic Play
- Puppet theater
- Blocks and Building
- Music
- Area for gross motor play



Group Activity: Breakouts Room 1-5

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Group Activity: Breakout Rooms 6-10

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Group Activity: Breakout Rooms 11-15

21



Group Activity: Breakout Rooms 16-22

22



Group Activity: Breakout Rooms 22-30

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Classroom Management

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Classroom management requires a combination of prepping, planning, and arranging the classroom in a way that the environment is what is being managed rather than the children.

When we set up our classroom appropriately for children, the environment invites exploration and play through learning centers and hands-on activities therefore fewer challenging behaviors arise.

Classroom management is an on-going reflective practice.







Center Name	Suggestion of Number of Children in the Center
Art Center	1-3
Science	2-3
Literacy/Writing Center	1-3
Book/Library Center	1-2
Math/Fine Motor/Manipulatives	2-3
Blocks	2-3
Dramatic Play	2-3
Music	1-2
Sensory	1-2
Puzzles or Special Activity	1-2
Sand and Water	1
Cozy Area/ Space for Privacy/Calm down Center	1



Let go of the control....to help them develop it.

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Set the children up
for success.

Teach and allow them
to practice cleaning
up and using self-
help skills.

This process
develops self-control.



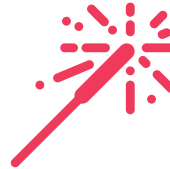




Arrange materials onto low open shelves.



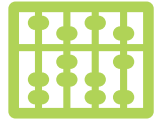
Label shelves or materials for independent use and clean-up.



Arrange materials to spark interest and learning.



Model using materials in new ways and support children's ideas of exploration.



Offer provocations and additional materials to foster to play.

Provocations for Engagement

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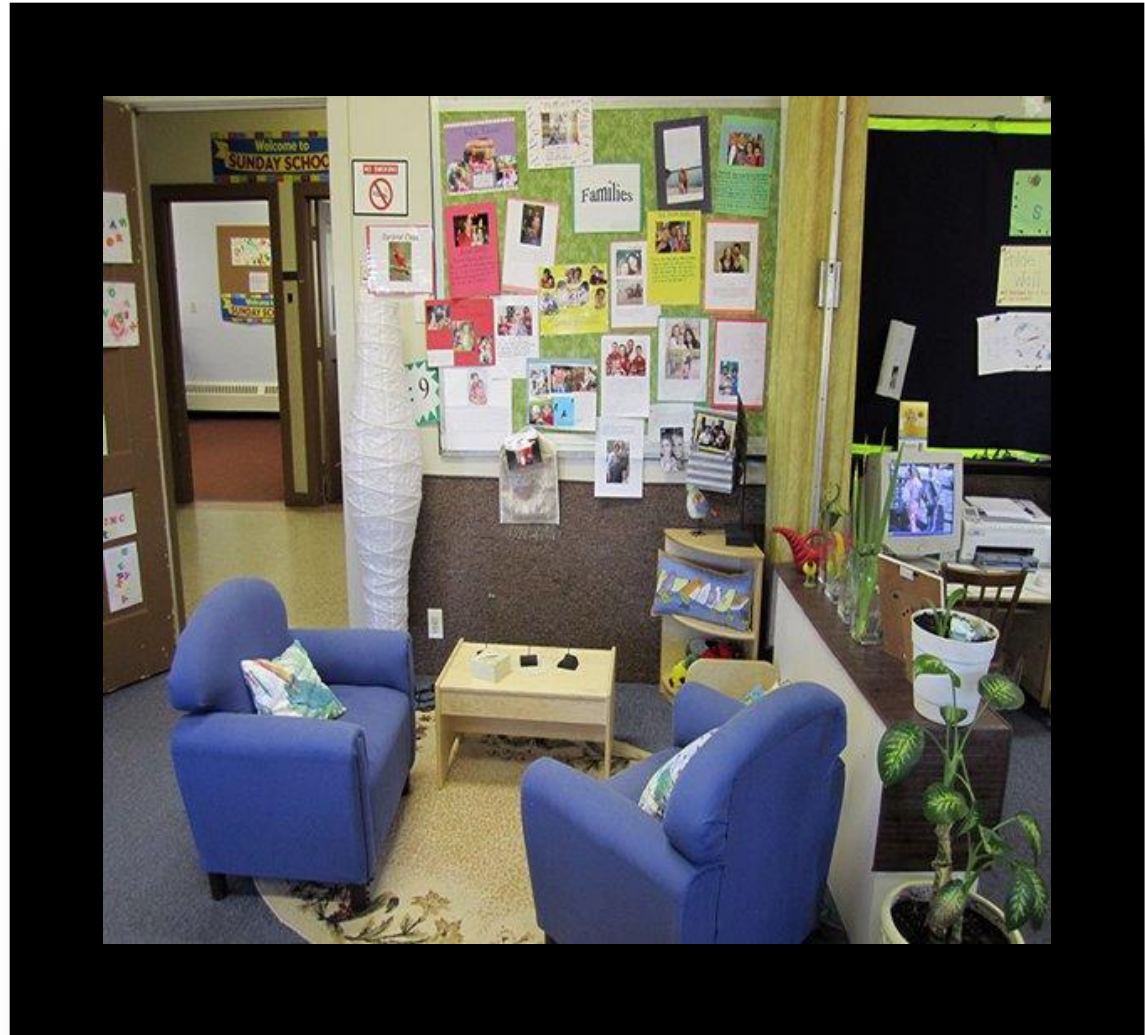
A provocation is a picture, experience or item that provokes thought, interest, questions or creativity (Edwards, 2002)



Provocation Suggestions

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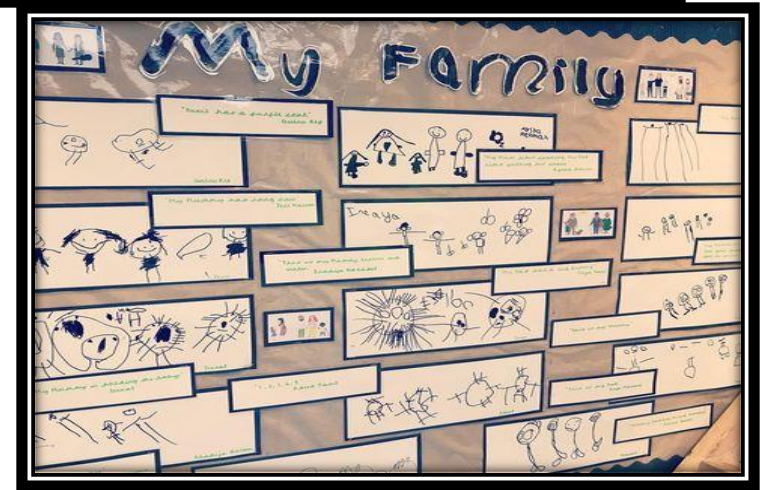
- Pictures and Display
- Events and Experiences
- Books and Literacy
- Natural Items and Plants
- Cultural Elements



Pictures and Display Provocation Ideas

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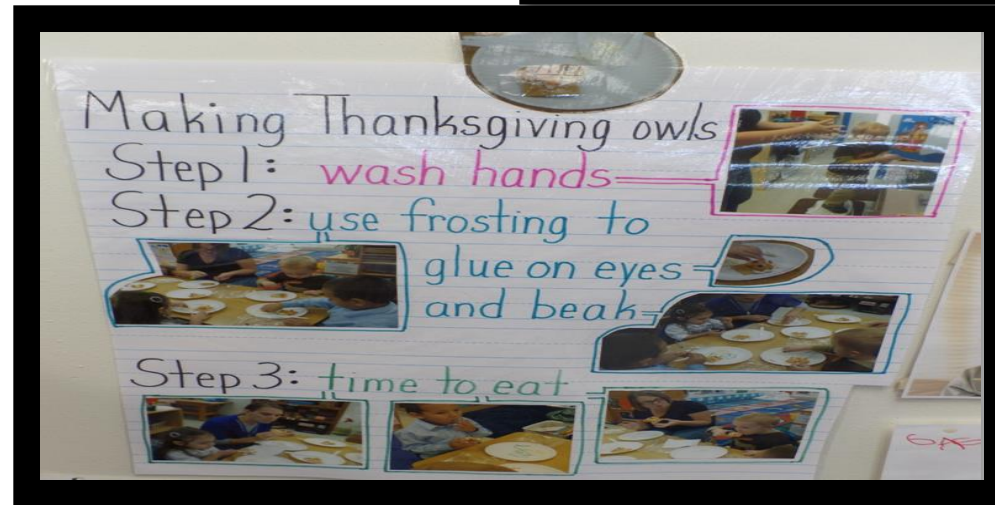
- Include pictures of the children's family, or pets
- Use realistic pictures with crisp clean large details for young children to easily see
- Display their artwork around the room
- Rotate display every few weeks to teach new ideas, deepen their knowledge, or add to the theme being discussed



Events and Experience Provocation Ideas

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- Include pictures from special activities
- A special visitor
- Field trips
- Normal day activities



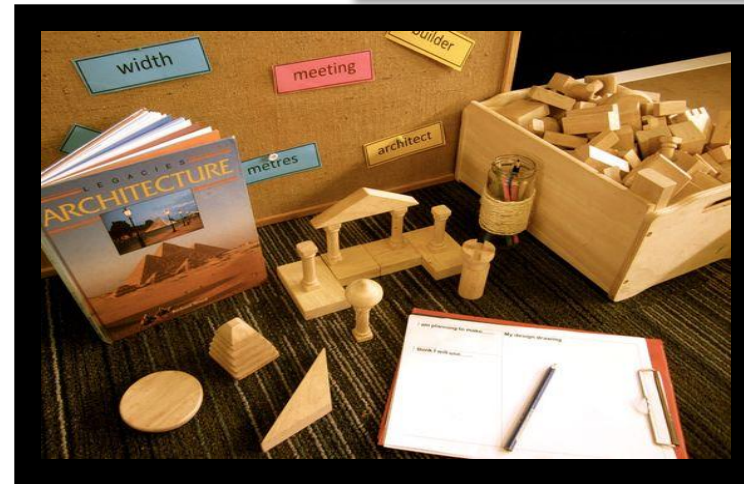
Books and Literacy Provocation Ideas

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- Place books in all areas of the classroom
- Use books that correlate to each centers' experience
- Choose books that interest the children
- Choose theme related books



- Cultural writing elements
- Create new ways to inspire cultural block buildings
- Cultural art
- Cultural musical instruments



- Natural collections - such as leaves, pinecones, nuts or fresh flowers, or even seas shells.
- Bring a plant from home for the children to explore, take care of watch grow in the science area.



Open Ended Questions and Prompts

Tell me about...

Why do you think...?

How did you...?

What happened when...?

What else can you do with...?

What would happen if...?

How might you use...?

I wonder if...

simplygoodideas.com





Thoughts? Take-a-ways? Ideas to Share?

Activity: Points to share / anything that surprised you/ new ideas?



1. Click on the link in the chat box.

2. Click the sticky note icon on the left or
Press Control-Shift-P

<https://jamboard.google.com/d/1QgVKt8ILryvFEke2CuWRAAg2vejgj0BpEx-JjROuE4/edit?usp=sharing>

Classroom Architect:

<http://classroom.4teachers.org/>

Kaplan Early Learning Company - Floor Planner:

[FloorPlanner v.2 \(kaplanco.com\)](http://kaplanco.com/FloorPlanner_v.2)

Community Playthings Sample Classrooms:

<https://www.community.playthings.com/inspiration/sample-classroom>

Lakeshore Learning Classroom Designer:

http://www.lakeshorelearning.com/classroom_designer/cd_launch.jsp?popup=yes



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