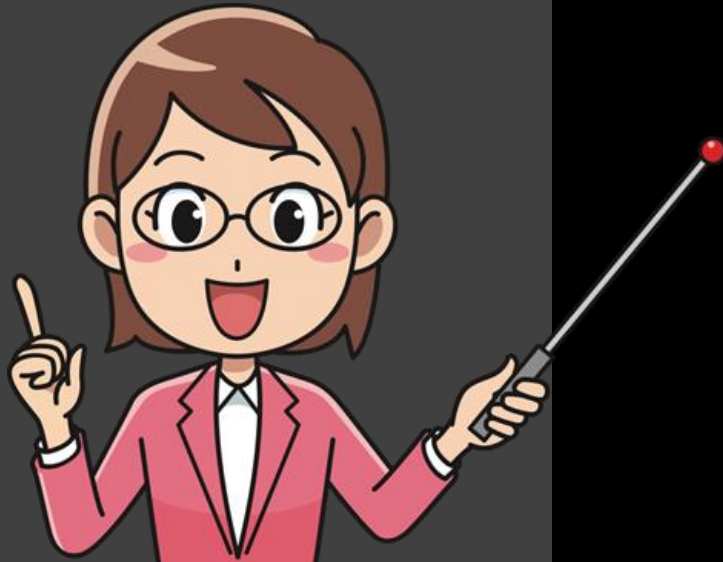




4th Grade Classroom Model

Andrea Mettler

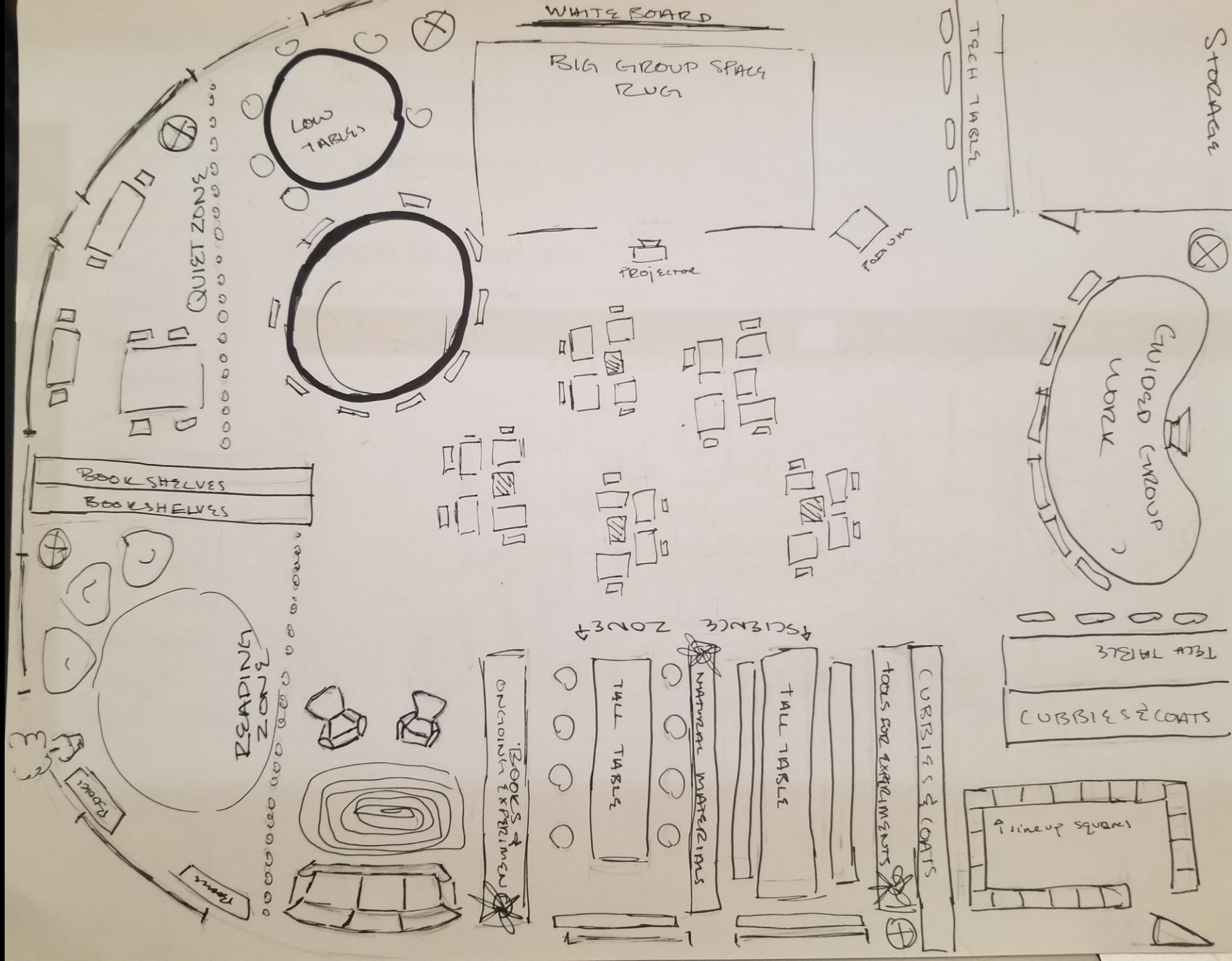
My Philosophy of Teaching and Mission Statement



I believe that students should be looked at as individuals with similarly individual methods and needs for learning. Keeping this in mind, I hope to be able to provide multiple methods of teach to reach those that learn in various ways while also fostering their natural desire for knowledge.

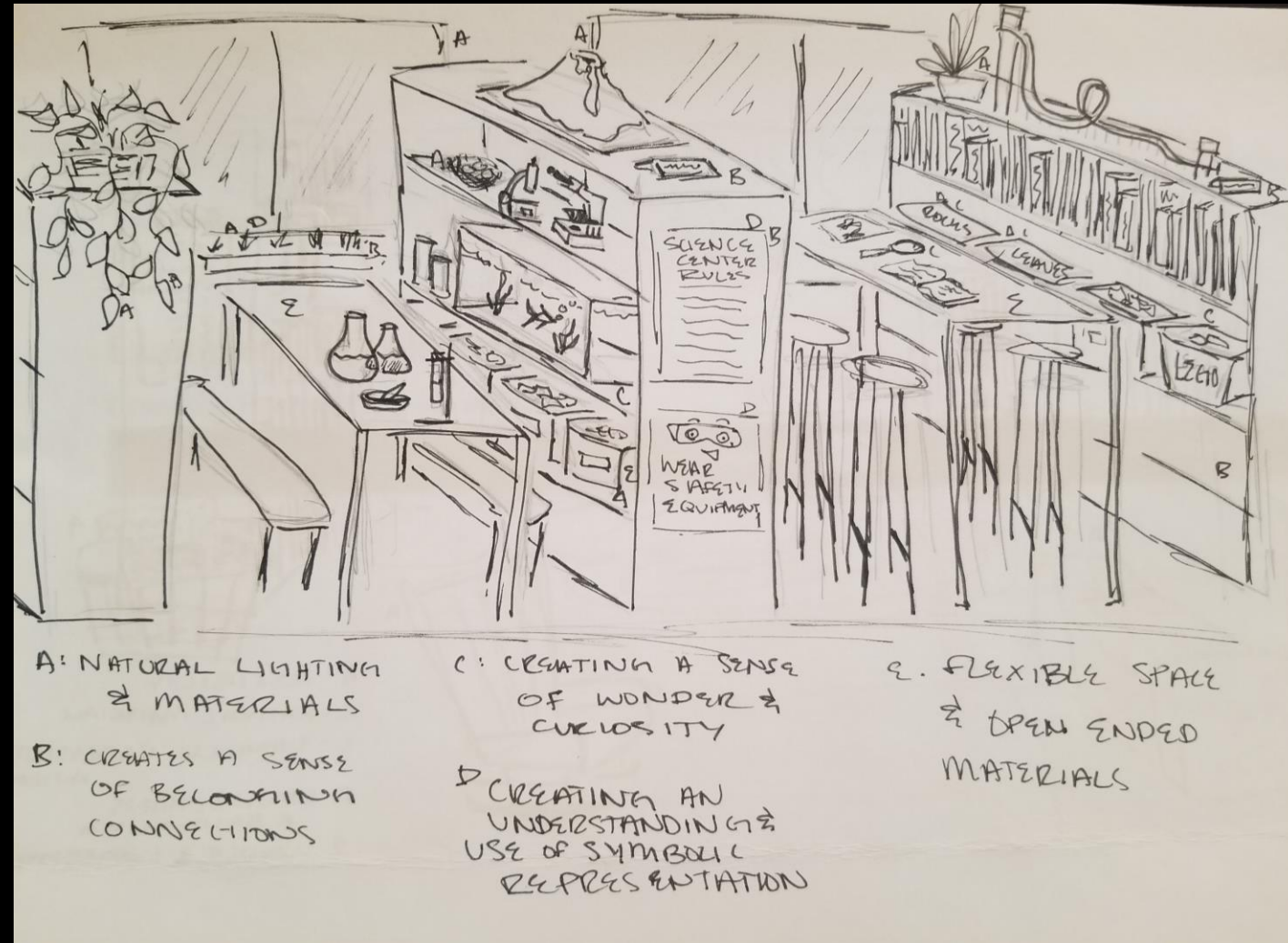
I am committed as a teacher to helping my students become confident, life-long, creative learners in such a way that allows their thoughts and actions to benefit both themselves and those around them. I hope to do this through creating a safe and engaging learning environment, having clear expectations for myself and my students, and creating challenging, developmentally appropriate and differentiated learning experiences for the class through the environment around them.

The Big Picture



Incorporating the Five Pillars

- Flexible Space and Open-Ended Materials
 - Natural Materials
 - Symbolic Representation
 - Wonder and Curiosity
- Creating a Connection and a Sense of Belonging

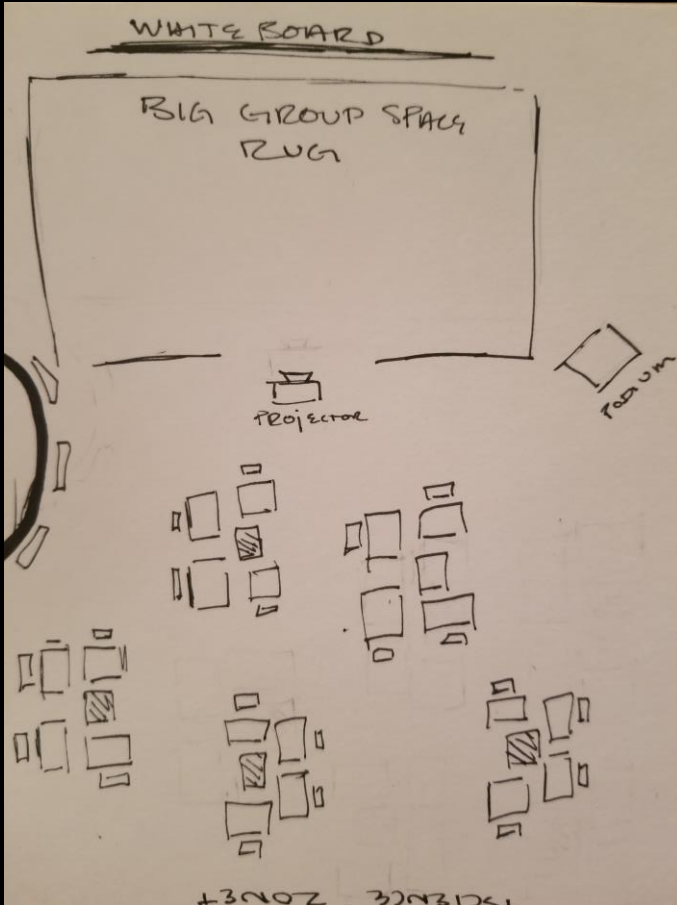


Science and Exploration Zone

Reading Zone

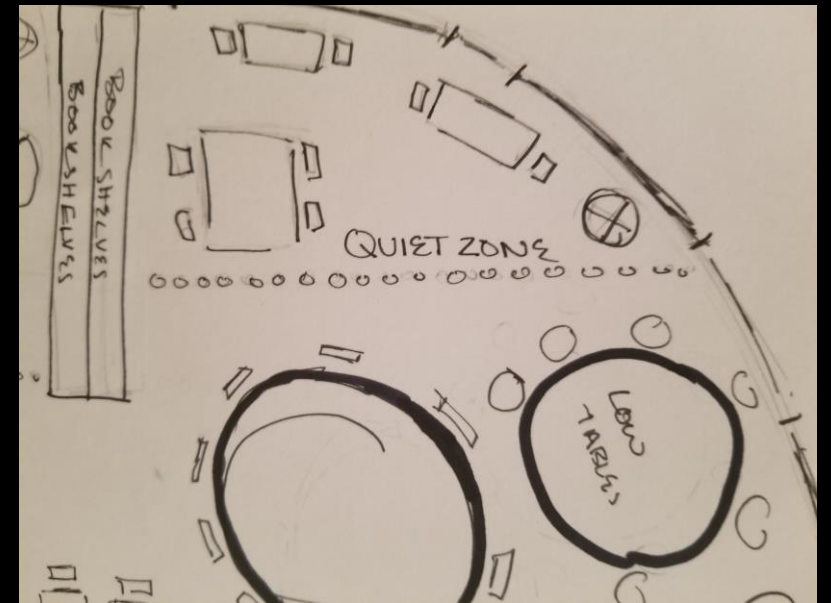


Math/ Big Group Work Zone



- Desks
- Large Low Tables
- Large Area Rug
- Stacked Group Storage
- Large Whiteboard and Mini Whiteboards
- Projector
- Teacher Podium in lieu of desk

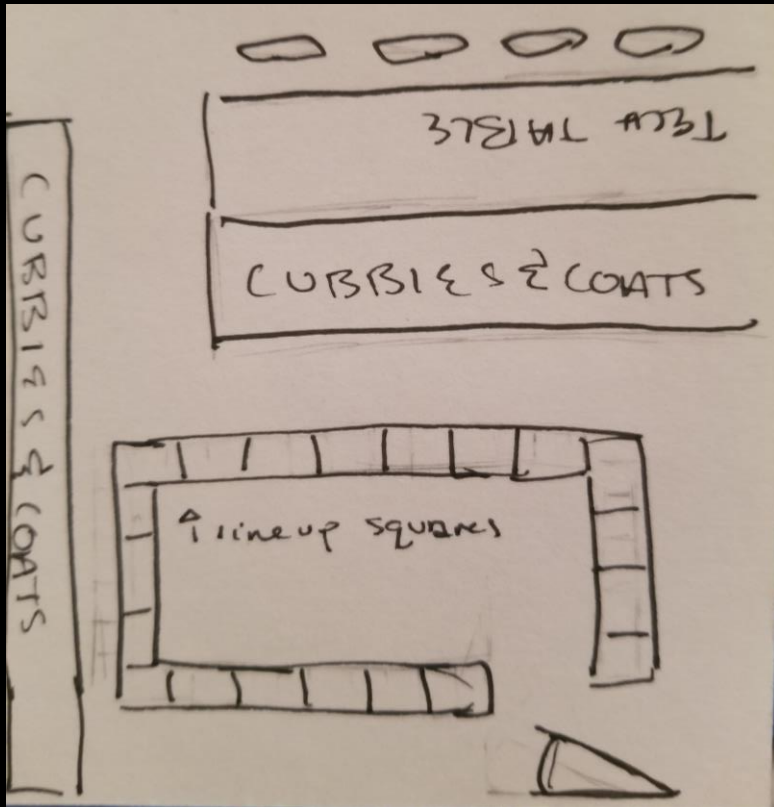
Quiet Zone



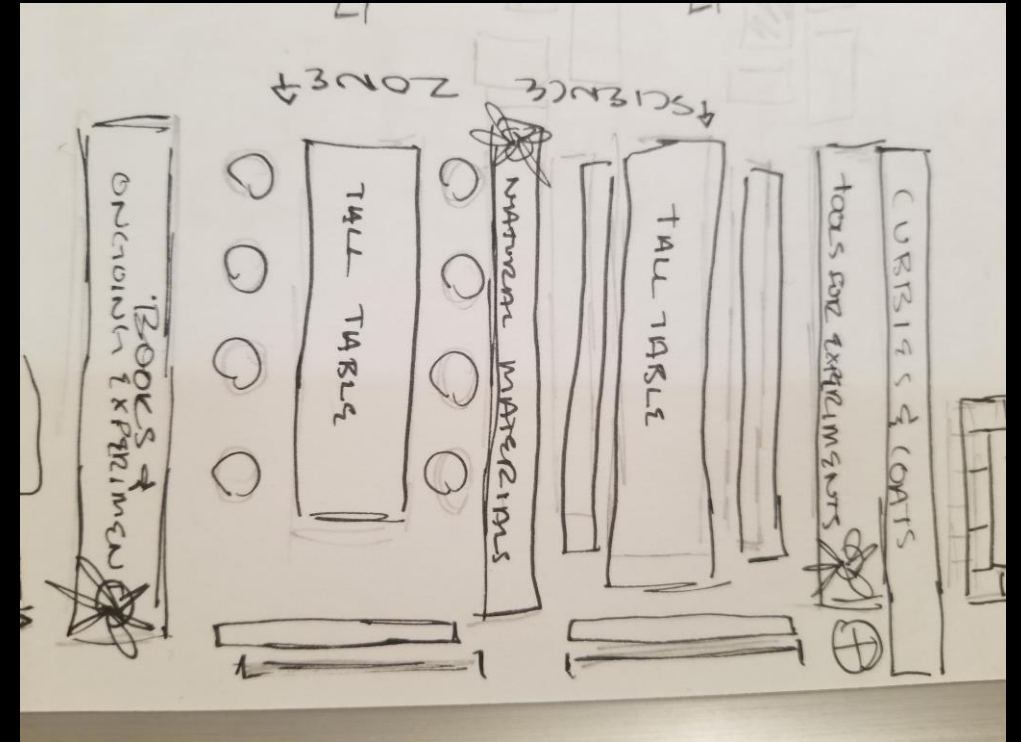
- Curtains
- Tall tables
- Low group table
- Shelving
- Noise canceling headphones
- Sensory toys
- Lamps

Entryway

- Line-up squares
- Cubbies
- Coat racks
- Vote of the day
- Food for thought



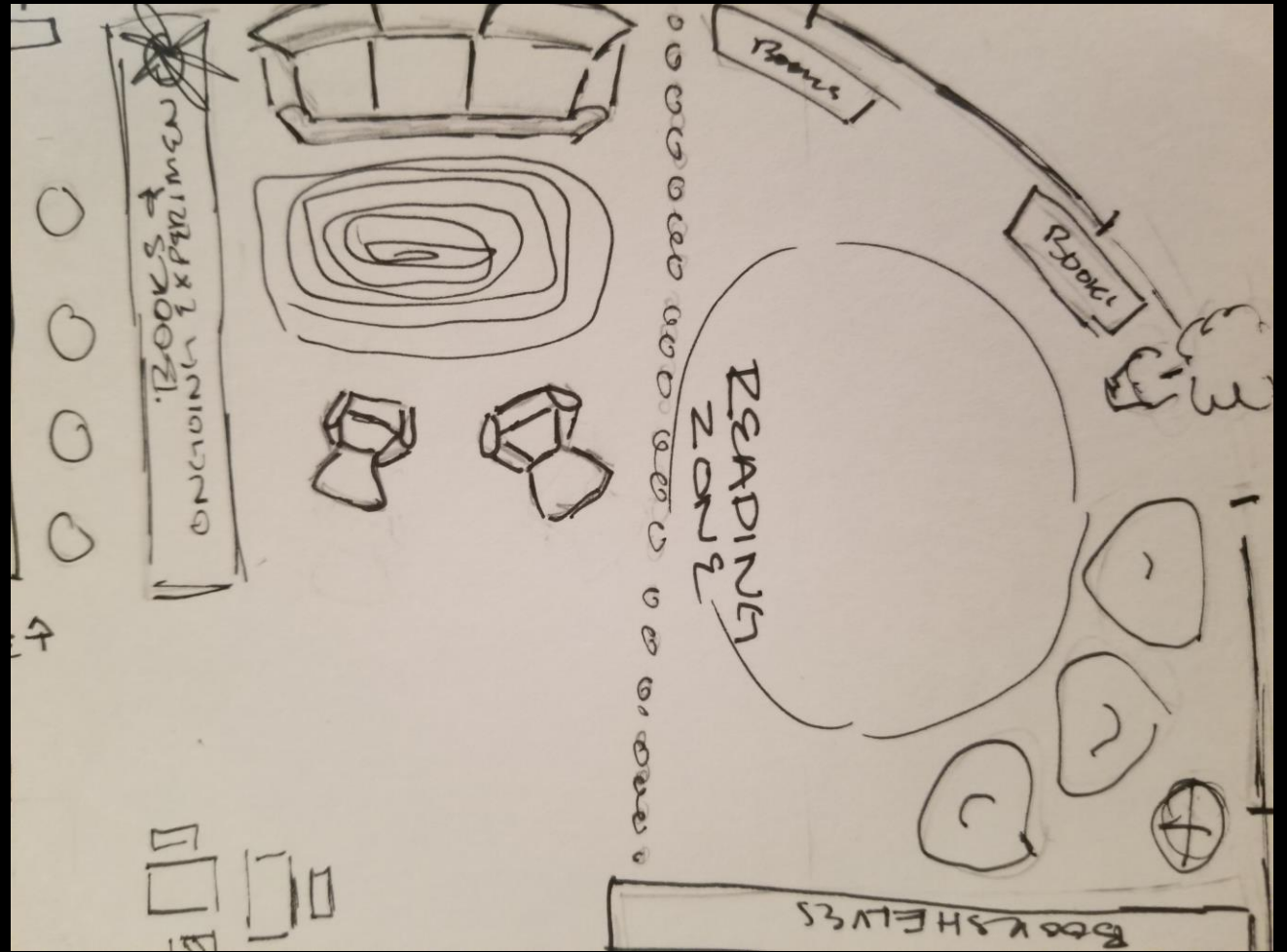
Science and Discovery Zone



- Class Pet
- Individual student plants
- Natural materials
- Standing Table
- Building materials
- Science specific books
- Experiment supplies and kits

Reading/Discussion Zone: Materials Needed

- Comfortable seating
 - Beanbags
 - Pillows
 - Cubby
 - Rug
 - Rocking chairs
- Books
- Book checkout/check-in zone
- Lamps
- Guided worksheets for Books of the week



Reading/Quiet Zones Environment Plan

-Books

-Sofa

-Beanbags

-Laundry baskets

-Pillows

-Noise canceling headphone

-Guided notes for class

-Cardboard box/tent

-Bookshelves

books

reading nook of some sort

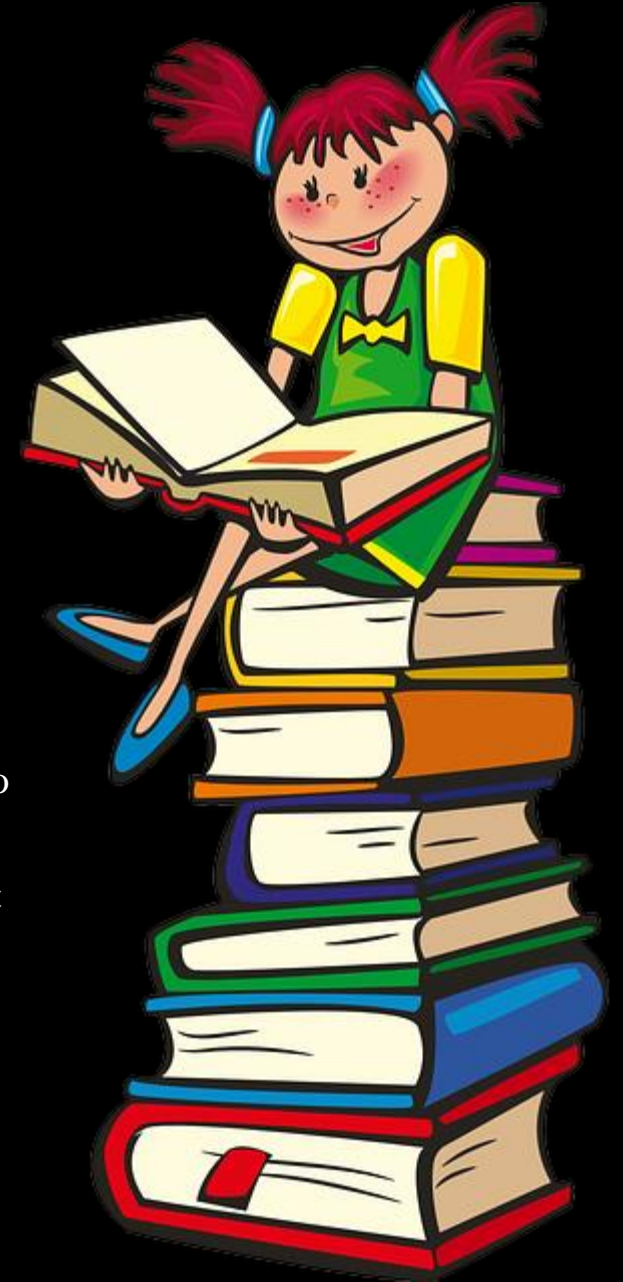
-Lamps

Objective: Students will be able to read at or above their reading level, reaching their reading goals for the unit. Students will also understand that there needs to be a noise level of 0 – 1 depending on the needs for the area at the time.

Set up: This area is going to be in a corner of the classroom, as it requires less set up. It has various seating areas from couch to carpet, and either has natural light from window or lamps. Possibly the use of curtains and bookshelves to further block the space out.

Activity: During the first week of class, practice transitions with the students from big class space to the quiet zone and the appropriate noise levels using class bell to signal transition, and cue cards to show what noise level you would like. Have them try to read at a noise level of 2, 3, & 4. Then practice the noise level of 0 and 1. Discuss with students what differences that they noticed: “Was it easier or harder to read at this noise level? Were you happy or frustrated?” Make a list of reminders other students can use if someone forgets the voice level, hang on wall space in reading nook. Run through some scenarios

Assessment: Students are able to recognize their own voice level and adjust level according to indicators on the board. Teacher observes students using reminders unprompted to help keep other students accountable



Science/ Discovery Area Environment Plan



| | | |
|--------------------|---------------------------------------|---|
| Plants | Class pet location | Science experiment kits |
| Tables/work spaces | Science books | Building toys: tinker toys, blocks, Legos, cardboard and tape |
| Labels | Natural materials- rocks, shells, etc | Tools for measuring, weighing, observing |
| Clipboards | Pre-made worksheets/questions | Shelving/storage of some kind |
| Small Tables | for science related self-learning | Standing tables |

Objective: This is where the students will have their experiments/free time and will function both as a free time zone, or an area for small group or individual work. The goal of this zone is to promote curiosity in the students and give them a place for their imaginations to work. In order for this to work, the students need to clean up after themselves and take care of the materials they have been given.

Setup: Shelving and storage labeled so that students know where everything is. Small tables that can be either pushed away or pushed together as needed.

Activity: Ask students what they think being a “good steward” means. Discuss how this is their classroom and how this is their area for exploring science. This means that everything in the area is theirs to be scientists with, but also theirs to take care of. Run through some scenarios. This is also when you talk about classroom safety especially in the science area. Divide students into groups and give each group a safety scenario and ask them to come up with the worst possible version of that scenario and the best possible version. However, they can’t just tell you what it is, they have to act it out for the rest of the class.

Assessment: Part of this is to have fun, and to get to know both your classmates and the class space a little better. It is also so that students take care of the space and materials in the space. If at the end of the class period the students are able to express this, and also it is seen throughout the week in the treatment of the area, then the plan is successful.

Entryway Environment Plan

Objective: Students will be able to transition from coming into classroom, to leaving classroom as a group, and be good stewards of their area.

Set up: Have cubbies form wall of sorts just inside the door, so there is a definite entryway zone. Lay down tape in a line, a series of lines, or a spiral, depending on what works best for the zone and size of class.

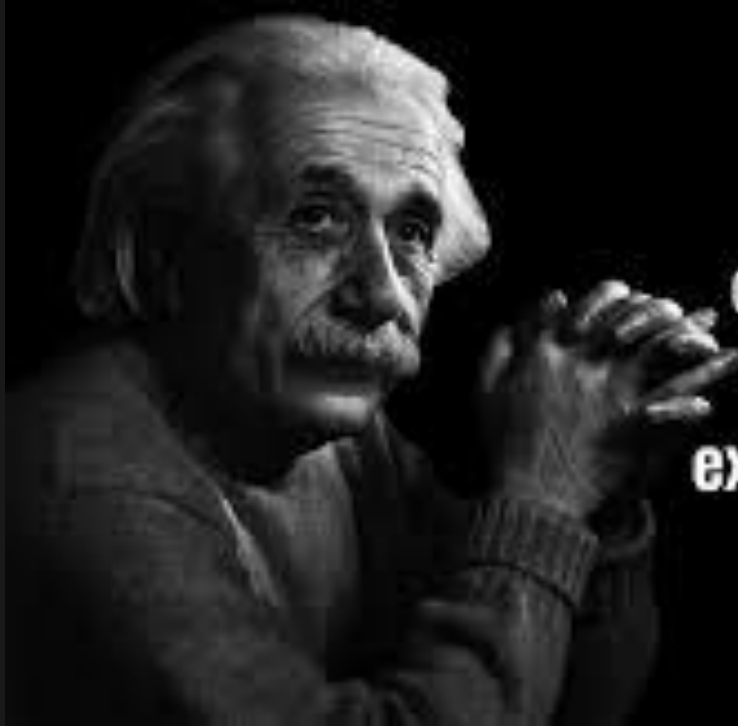
Activity: Once you have all students in the classroom ask them to go over to the cubby area and “Mess it up” as in leave backpacks on the floor, don’t hang up coats, etc. Have class discussion on what could be problematic about this; (you could accidentally trip a class friend, your stuff might get stepped on/broken etc.) Then have class pick it up and list benefits of a clean space. After that have everyone grab a piece of paper and decorate it however they want with markers, it just has to have their name on it. Then they bring it to you laminate and be placed on the floor in a line in the entryway zone, and from now on that is their “name spot” where they stand before leaving the class as a big group. Have students help you make class rules for moving as a class including speed, noise level, etc. Along with this have them help with class rules for keeping the entryway tidy. Practice moving as a group to lining up on name spots a few times with some variations: like ninjas, pretend you are an old man or woman with a walker, you’re running, but you’re underwater, you’re in a slo-mo film.

Assessment: When students are able to keep each other accountable about keeping the entryway clean, and when the transition from classroom to name spots runs fairly smoothly, then the activity will be considered successful.

Group Work/ Main Classroom Transition Environment Plan

- Objective: students are able to transition main classroom area as needed for the instruction or activity period. This way they know the groupings or look of the classroom for Big Group Big Space versus Group Work at Tables
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- Set up: Have the desks or tables and chairs in regular grouping formation
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- Activity: Explain to students that they are going to be a “moving crew” for this activity. Talk about how we can use the same space for many different things. Give the students examples of activities (taking a test, dance party, group work, gym, circle time, Read&Write) and ask the students how they think the chairs should be arranged for those activities. Give each arrangement a name or a number and then have students practice making the classroom look that that arrangement.
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- Assessment: When the students know what arrangement goes with which number or name that they assigned it and are able to move the tables and chairs to that arrangement in a relatively efficient manner with everyone helping out, the lesson will be successful.





It is the **supreme art**
of the teacher to awaken
joy in **creative**
expression and knowledge.

- Albert Einstein

Goalcast

Resources

- The Third Teacher
- <https://www.edutopia.org/blog/7-learning-zones-classroom-veronica-lopez>
- <https://www.edutopia.org/blog/flexible-seating-student-centered-classroom-kayla-delzer>
- <https://www.edutopia.org/article/mastering-transitions-todd-finley>