

Primary Environmental Design: Second Grade Classroom

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- **EDU 215**
- **13 February 2022**

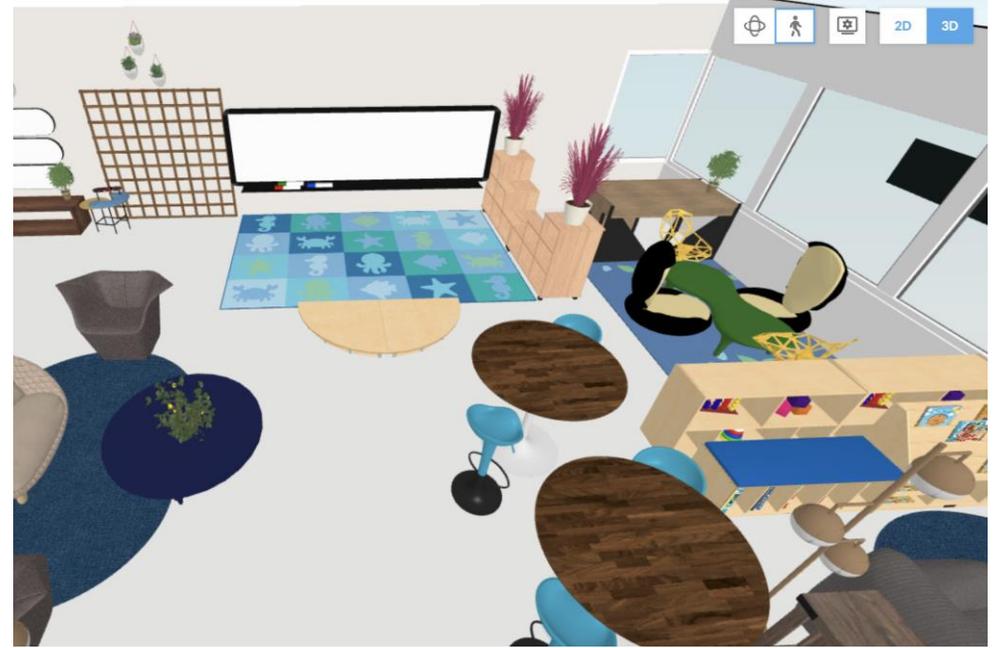
The seahorse endorses feelings of calm by its flexible agility, graceful and patient movement, ability to blend in and observe, yet always open to adapt as needed. These are the core values of a high-quality educator.

Floorplan: 2nd
Grade Classroom











Sense of Student Belonging

Students gain a sense of belonging in this classroom because they see images of themselves as they enter the room. The entry way is also home to a Curiosity Corner with classroom objectives and a place to submit questions that children would like to have addressed during meeting/gathering, Affirmation and Reflection Mirror to promote positive self-talk and awareness, and a space for Morning Meeting/Gathering where the teacher can welcome them each day with an individualized greeting choice. This space also offers a semi-circular stage on wheels; it breaks away into quarter sections, too. The stage allows children a means for presentation and/or reader's theatre opportunities. The flexible seating choice will allow them autonomy for where they will be most comfortable to access their learning. The universal design of environmental technologies and materials allows for intuitive differential learning, thus, meeting children at their needs. The classroom is representative of the research-based Responsive Classroom approach.



Evidence of Student Culture

Students will feel represented by their culture as they share their unique traditions during Morning Meeting/Gathering seminars. They will experience integration of the distinct blend of their culture within the classroom community via integrated learning, materials that represent them, and social stories that can be investigated through research for a democratic and global lens of learning. The classroom will honor and celebrate individual's holiday traditions, foods, clothing, and beliefs. Interactive Modeling of appropriate and courteous behaviors for individual culture and Guided Discovery exploring different traditional items will be part of building the community in this Responsive Classroom.



Classroom Images of Student's

Children will see images of themselves in the classroom on the first day of school. Through thoughtful communication prior to the beginning of the year, requests for the child's and family pictures will be incorporated into classroom set-up and materials. Offerings of multi-cultural books, figures, labels in the different languages on materials, first day activities to personalize their belongings and cubby space as well as suggestions given by families and previous teachers will be used in creative ways to allow children to feel that the classroom is their room. Walls will be neutral and allow for Children's Display of their work, but not cluttered with an over-abundance of posters. Notice the entry way's wooden lattice array waiting for the process works of students. Children's personal images & expressed voice will echo their ideas of Hopes and Dreams for their Responsive Classroom.

Language/Literacy/
Writing

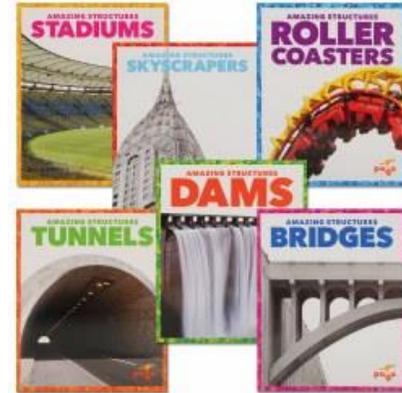


Language/Literacy/Writing

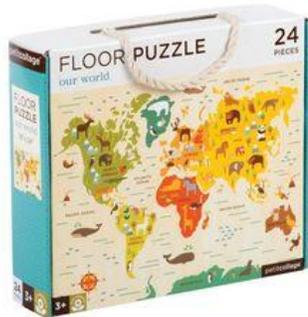
How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials offer a wide range of practice for learners at all levels. Worksheets will be repurposed/revise or simply replaced for more meaningful learning. The materials allow children to build their stamina for phonemic sound practice, conventions of reading and writing, investigations of book content with child-led agency. They also build their fine motor development of the eyes and hands needed for critical cognitive development of each young learner.</p>	<p>Curiosity Engaged Learning Creativity Investigation Seeking Answers Independence Perseverance</p>	<p>1.1 2.D Know and apply grade-level phonics and word analysis skills in decoding words. 1.2 2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text. 1.4 2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 10.5 2.B Coordinate eye and hand movements to perform an advanced task. 10.5 2.C Use tools with control and skill to perform tasks. 3.1 2.A.9 Participate in investigations about living and/ or nonliving things to answer a question or to test a prediction.</p>

Blocks/Dramatic Play





Active Learning Materials

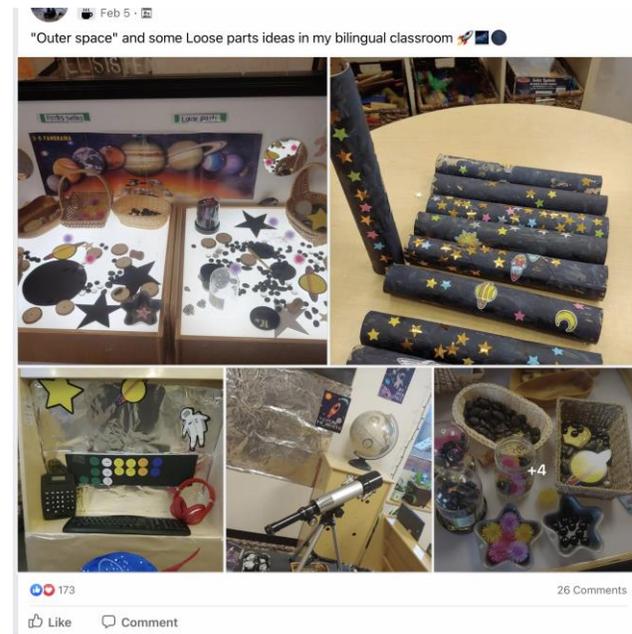


Blocks/Dramatic Play

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials are important to have available in a primary 2nd grade classroom. They serve to construct cognitive skills as well as social and emotional cooperation. They are useful as large manipulatives that promote inquiry and problem solving which can be enticing for all genders/cultures when intentionally planned for in the environment. When weather forces recess to be indoors, these items are wonderful to have present in the classroom for children.</p>	<p>Pleasure Intrinsic Motivation Persistence Cooperation Creativity Investigating Asking Questions Initiative</p>	<p>2.3 2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. 5.1 2.F Identify state symbols. 5.4 2.D Identify the different types of media. 9.1.V 2.E Use imagination and creativity to express self through visual arts. 16.2 2.A Establish relationships that are positive and supportive of others.</p>

Science/Sensory/Nature





Active Learning Materials



Science/Sensory/Nature

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials are designed to ignite the senses so that children can fully engage their curiosity of the scientific process. These materials are meant as project-based application which promotes independent and cooperative learning. These pursuits help children to discover that not everything is as it seems, therefore drawing parallels among each other's unique differences as peers.</p>	<p>Curiosity Attention Engaged in Learning Cooperation Asking Questions Seeking Answers Love of Learning Independence Perseverance</p>	<p>AL.3 2.A Use and connect materials/ strategies in uncommon ways to create something new or to solve problems.</p> <p>1.2 2.J Acquire and use grade- appropriate conversational, general academic, and domain- specific words and phrases.</p> <p>1.2 2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>9.1.V 2.J Use a variety of technologies for producing works of art.</p> <p>3.1 2.A.9 Participate in investigations about living and/ or nonliving things to answer a question or to test a prediction.</p>

Social Studies/Culture/
Social Skills/Social Justice

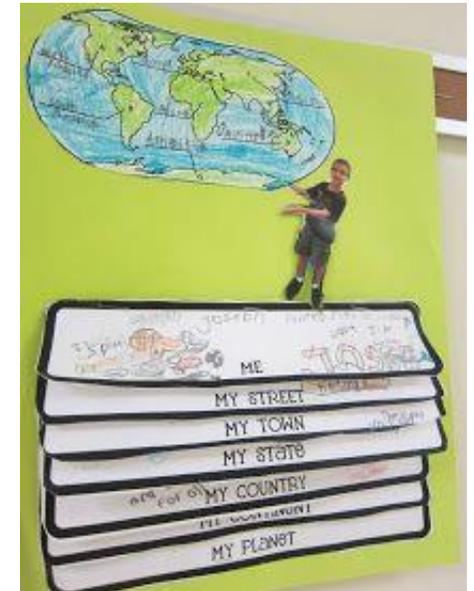


Learning more about Chinese culture through fun and exciting activities.

- counting in mandarin using chopsticks and loose parts
 - making dumplings (arts & crafts)
 - making temples using wooden blocks
 - enjoying a cup of tea with friends
- #intentionallearning
#familydaycareaustralia



Active Learning Materials



Social Studies/Culture/ Social Skills/Social Justice

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials are purposeful to mindfully establish a democratic community. One which is inclusive, intentional, integrated, and encouraging of respect as well as celebrate a variety of cultural and human dignity. Children are provoked to engage in building community in a local, regional, and global metacognitive thinking with awareness of how their footprint affects the planet.</p>	<p>Interest Intrinsic Motivation Attention Persistence Flexibility Self-Regulation Cooperation Competence</p>	<p>AL.1 2.C Engage in cooperative, purposeful, and interactive play experiences that enhance learning. AL.4 2.A Relate knowledge learned from one experience to another. 4.5 2.D Describe how people can help the environment by reducing, reusing, recycling, and composting. 6.2 2.A Identify goods, services, consumers, and producers in the local community. 6.4 2.A Identify local examples of specialization of work. 8.4 2.C Identify how cultures have commemorations and remembrances. 16.2 2.A Establish relationships that are positive and supportive of others. 16.2 2.B Recognize and tolerate the uniqueness of all people in all situations.</p>



Math/Fine Motor



Active Learning Materials



100th Day of school!!! Buttons and 10 frames ❤️



68

8 Comments

Like Comment



Math/Fine Motor

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials allows for concrete exploration, experimentation, and discovery to conceptualize abstract mathematical meanings. They provide differentiation so that all learning levels can access at varied rates of independence. Children can pursue active learning of math fluency, computation, and concepts with application.</p>	<p>Curiosity Pleasure Problem Solving Seeking Answers Initiative Independence</p>	<p>AL.4 2.A Relate knowledge learned from one experience to another. 1.2 2.G Explain how graphic representations contribute to and clarify a text. 2.2 2.A.1 Represent and solve problems involving addition and subtraction within 100. 2.2 2.A.3 Work with equal groups of objects to gain foundations for multiplication 2.3 2.A.1 Analyze and draw two- and three- dimensional shapes having specified attributes. 2.3 2.A.2 Use the understanding of fractions to partition shapes into halves, quarters, and thirds. 2.4 2.A.1 Measure and estimate lengths in standard units using appropriate tools. 4.5 2.A Identify the natural resources used to make various products.</p>



Creative Arts



ROLL-A-DANCE DIE



integrating THE ARTS

ART

Draw... Color... Paint... Make a Collage... Make a poster... Create a tape... Make a sculpture out of beads... or clay or playdoh or cardboard or discarded items or newspapers or cotton balls or tinfoil or paper mache... Make a diorama... Build a reproduction of something (e.g., birthplace, house)... Recycle something... Sew into a fashion or make and/or costume for a puppet... Design a magazine ad... Invent a machine or robot for a specific purpose... Make a book...

MUSIC

Sing a song... Make up a song... Make up lyrics for a familiar tune... Make rhythm instruments... Play an instrument... Record any of the above... Collect songs from a variety of sources or on a certain topic... Find musicians having a connection to a town... Make music using common objects (pots, body parts, etc.)... Make up a song to a particular genre (rock, jazz, country, etc.)...

DANCE

Make up a dance depicting a story... Make shapes or letters with our bodies... Move the feelings based on a story, music, or a prompt... Make up a dance depicting a historical event... Make up a group dance to the words of a poem...

THEATER

Act out a Reader's Theater... Write a play for a topic... Make up questions for specific words... Perform a play... Create a commercial... Write and recite a poem... Act out a process (e.g., life cycle of a butterfly)...

Drama

- What is drama?
- Acts / Scenes
- Characters
- Narrator
- Setting
- Dialogue
- Stage Directions
- Script

MISTAKE?

can you:

- erase it?
- cut off the part you don't want?
- glue on something to cover it up? (paper, foil, pom-pom...)
- use the other side of the paper?
- color or paint over it?
- turn it into something else?

The parts of an Artist

- A creative mind,** for making one-of-a-kind masterpieces.
- Eyes,** for seeing the right colors, shapes, and sizes.
- A mouth,** for sharing creative ideas with other artists.
- Tools,** clay, paintbrushes, pencils, markers, scissors, glitter, and a whole LOT of glue!
- A heart,** for being yourself and seeing the beauty in the world around you.
- Hands,** for drawing, sculpting, and cutting.

Created by Andrea L. Craig © 2013
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Active Learning Materials



Peer Critiques

- My favorite part was... **BECAUSE**...
- A suggestion I would make for next time would be... **BECAUSE**...
- I really like... **BECAUSE**...
- Next time I think you should... **BECAUSE**...
- I loved... **BECAUSE**...
- Next time you might add... **BECAUSE**...
- I really enjoyed... **BECAUSE**...
- _____ was amazing **BECAUSE**...

Creative Arts

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials are the core for promoting the 100 Languages of Children. They intentionally are open-ended so that children can realize their autonomy of choice for their expression through process without dictating and end-product. They are hands-on; minds-on for a child-led creation while promoting respectful self and peer critiques.</p>	<p>Curiosity Interest Pleasure Persistence Engaged in Learning Creativity Cooperation Asking Questions Initiative Independence Confident</p>	<p>AL.1 2.C Engage in cooperative, purposeful, and interactive play experiences that enhance learning. AL.4 2.A Relate knowledge learned from one experience to another. 9.1.D 2.B Create and perform plays and productions. 9.1.V 2.B Create works of art inspired by the styles and materials of other artists. 9.1.V 2.J Use a variety of technologies for producing works of art. 9.2 2.D Describe the historical and cultural context of works of art. 16.2 2.A Establish relationships that are positive and supportive of others.</p>

Technology



MUSIC IN THE CLASSROOM
a classroom playlist



Downington Area School District

COURSES GROUPS RESOURCES TOOLS

Home

Grade 2 Homeroom: GR2HRM 1 Grade 2 Homeroom • Week 23: 2/14 through 2/18 • Day E-Wednesday's Work

ELA (Reading)

Group Assignments

(Mrs. Williamson's Group T-F)
Identify an author's purpose
Materials: Pencil and highlighter

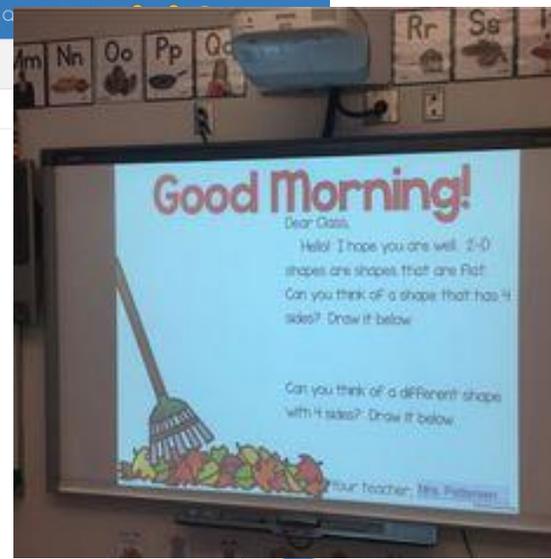
(Mrs. Gwynn's Group)
Identify Author's Purpose
Materials: Scholastic magazine, PIE chart, Pencil

(Ms. Petchel's TWR Group)
Identify an author's purpose
Materials: "Puzzles" passage Clipboard, Pencil and Highlighter

(Ms. Petchel's Friday's Group)
Complete IXL T.1: Identify the Purpose of a Text (From yesterday)
Begin your Author's Purpose Nearpod: Code WCKCU

Information

Grading periods
T1: 2021-08-30 - 2021-12-03,
T2: 2021-12-04 - 2022-03-09,
T3: 2022-03-10 - 2022-06-09
<https://schoolology.dasds.org/home>



Active Learning Materials

IXL

Improving Skills in Multiple Subject Areas with IXL Learning

A Homeschool Review Crew Review @Tots and Me

Immersive, adaptive learning

Personalized learning experience

Engaging, interactive content

Real-time progress tracking

Supports multiple users

Available on multiple devices

Easy to use interface

Comprehensive curriculum coverage

Customizable learning paths

Progress reports and analytics

24/7 customer support

Free trial available

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Teachers Parents

Christina Wagers Classroom

Book Reader

Math

Reading

Science

Spelling

Writing

Language Arts

History

Geography

Art

Music

Physical Education

Health

Foreign Languages

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Professional Development

Research

Instructional Materials

Assessment

Reporting

Integration

Support

Feedback

Help

Log Out

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Technology

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>The use of the technology is research based. It extends beyond the idea of screens and software applications to include lights and the more simplistic items such as erasable markers and highlighters (kids really get a kick out of these). With the universal design of software and applications offered to children their families, every child has access and means for their agency of learning. The software programs are intuitive for individual learners and provide explanations of content. Teachers can facilitate learning via a platform which can be accessed if a child is ill/absent or the more recent flexible learning day because of a weather event. Children have abilities to print with permission. An interactive whiteboard provides opportunities throughout the day for collaborative learning.</p>	<p>Attention Engaged in Learning Flexibility Asking Questions Seeking Answers Independence Confident</p>	<p>AL.3 2.A Use and connect materials/strategies in uncommon ways to create something new or to solve problems.</p> <p>15.4 2.B Demonstrate responsible use of technology and equipment.</p> <p>15.4 2.D Demonstrate the correct use of simple input technologies. (e.g., mouse, touch screen, microphone, etc.)</p> <p>15.4 2.G With help and support, select and use various software/applications for an intended purpose.</p> <p>9.1.V 2.J Use a variety of technologies for producing works of art.</p> <p>10.5 2.B Coordinate eye and hand movements to perform an advanced task.</p> <p>10.5 2.C Use tools with control and skill to perform tasks.</p>

Music/Movement/
Activity Breaks



Jam Session #28: ♩ ♪ ♫ ♬

1

2

3

Jan Grady © 2011

Note: for best results, assign parts by timbre and/or pitch.



FREE PRINTABLE

KIDS YOGA CARD DECK



Active Learning Materials



Music/Movement/ Activity Breaks

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>The items provide direct, intentional practices for transitions, energizers, and children’s overall need to move. They provide learned cues for stopping and starting between activities for a whole or small group, or even a singular child in whimsical ways in which children respond and relate to. Additionally, they apply thought to a creative process that applies to multiple learning styles.</p>	<p>Curiosity Interest Pleasure Attention Engaged in Learning Self-Regulation Creativity Seeking Answers Love of Learning</p>	<p>AL.3 2.C Use materials and objects to represent new concepts. 1.3 2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song. 9.1.M 2.A Know and use basic elements and principles of music and movement. 9.1.M 2.E Use imagination and creativity to design and perform music and dance. 10.4 2.A Demonstrate coordination of purposeful body movements. 10.4 2.B Exhibit balance, strength, stamina, and agility.</p>

Gathering
Space/Morning Meeting

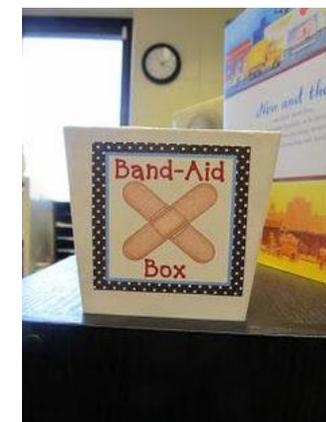


Gathering Space/Morning Meeting

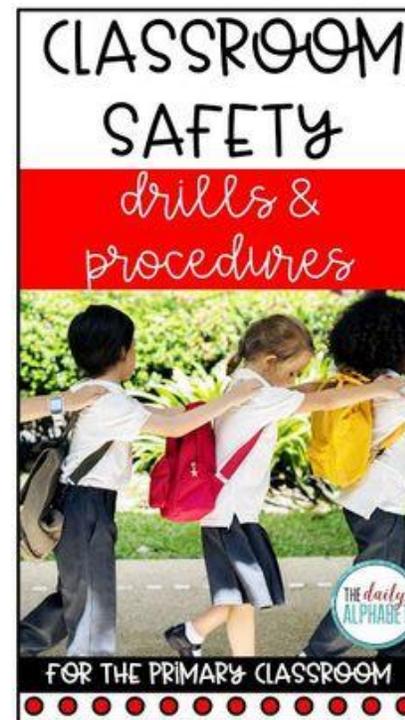
How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>The materials in Gathering Space/Morning Meeting anchor expectations for learners, teachers, and guests as well as foster engagement of daily, weekly, and year long objectives. These items foster a trusting community where children can encourage one another for their differences yet may provide a solo reflection or encouraged curiosity when needed. These items bookend the beginning and end of each day while are also ever present throughout the day for use.</p>	<p>Curiosity Interest Pleasure Attention Engaged in Learning Cooperation Confident</p>	<p>AL.1 2.C Engage in cooperative, purposeful, and interactive play experiences that enhance learning. AL.4 2.A Relate knowledge learned from one experience to another. 5.1 2.D Explain why school rules are written and posted. 5.2 2.A Identify and explain the importance of responsibilities at school, at home, and in the community. 5.2 2.D Explain responsible community behavior. 16.1 2.D Describe the effect of goal- setting on self and others. 16.2 2.A Establish relationships that are positive and supportive of others. 16.2 2.B Recognize and tolerate the uniqueness of all people in all situations.</p>



Health/Sinks/Bathrooms



Active Learning Materials



Health/Sinks/Bathrooms

How the Materials are DAP	Positive Approaches to Learning	Pennsylvania Learning Standards for Early Childhood: Grade 2
<p>These materials promote children’s self-awareness for their own bodily functions and needs as well as the importance of social awareness for everyone’s health and safety within the environment. The materials serve as indirect guidance which in turn communicates to the children that the teacher believes in their ability to make the correct choice.</p> <p>(This classroom, while fictional, it constructed off a real-world field experience. Most elementary students need to leave the classroom when needing to use the toilet.)</p>	<p>Intrinsic Motivation Self-Regulation Cooperation Problem Solving Independence Competence Confident</p>	<p>AL.2 2.B Complete multi- step tasks with independence.</p> <p>5.2 2.A Identify and explain the importance of responsibilities at school, at home, and in the community.</p> <p>5.2 2.D Explain responsible community behavior.</p> <p>10.2 2.A Identify personal hygiene practices and community helpers for good health.</p> <p>10.3 2.B Recognize emergency situations and discuss appropriate responses.</p>

Second-Grade Daily Routine

8:30 Arrival Routines	Teacher greets at entry in with the type of greeting chosen by child; Housekeeping duties; Encourage children to explore floor puzzles, cube game, or large loose parts in the Block Area OR draw healthy food options that they like from the Morning Message
8:45 Morning Meeting	<ul style="list-style-type: none"> ● Greeting: “Here We Are Together” ● Sharing: Making Connections [four children share] ● Group Activity: Herman the Squirmin’ Worm [Energizer] ● Morning Message: An Apple a Day [Preview for Nutrition lesson in Health/PE Special]
9:05 AM BLOCK: Reading, Writing, Social Studies, Vocabulary Snack = Free Choice	<ul style="list-style-type: none"> ● Reading: Identify the author’s purpose using PIE (Persuade, Inform, Entertain) strategy - <u>Small Group</u>. ● Writing with Social Studies Focus: Brainstorm ideas of “Who are important relationships in our community circle?” on the book “Circles All Around Us” by Brad Montague – <u>Whole Group</u>; Children then can complete a four-square graphic organizer as an extension – <u>Small Group</u> ● Vocabulary (Foundations): Open, closed, vowel consonant e syllables; quick words with <i>gh</i> are marked with a heart; “How many SIGHT words can you spell?”; find vowel consonant e words in “Circles All Around Us” or choose own book/reading source - <u>Small Group</u> ● Energizer: Aroostasha *** 9:40 or before depending on children’s needs for focus***
10:30 Special	Line-up using an Energizer by having them move as if they are in worms in an apple as an extension to Morning Message.
11:00 Recess	
11:30 Lunch	
11:50 Quiet Time	<ul style="list-style-type: none"> ● Play music: https://youtu.be/RwjJSJcxdRE ● Academic Choice: Tree-trunk Geoboards; Read Storyworks; Drawing
12:05 PM BLOCK Math, Science, Creative Arts	<ul style="list-style-type: none"> ● Energizer: Human Protractor – <u>Whole Group</u> ● Math: Provocation lesson on measurement using the book “Actual Size” by Steve Jenkins and loose parts for children to explore - <u>Small Group</u>; Play Pica, Fermé, Nada-<u>Small Group</u> ● Science: Guided Discovery of investigating transparency of rocks using a flashlight - <u>Small Group</u>; Have children categorize and chart rocks by approximate transparency or length – <u>Small Group</u> ● Creative Arts: Provocation - Extend reading of “Circles All Around Us” by Brad Montague by inviting children to have a chance to put a drop of color into a classroom community sensory bowl of water – <u>Small Group</u> [stop by throughout the block to observe]; Take a picture of result to display on classroom wall
1:45 Recess	Play Blob Tag
2:30 Calmer Energizer	Share the Light Energizer
2:40 Read Aloud	Read the book “Rainbow Bee” by Ricardo Gottas-Moras
3:00 Pack-Up and Closing Circle	Use reminding language for end-of-day procedures and visual aids; Around the Circle sharing to answer, “How am I a responsible friend to my community?” with one word or a short phrase
3:30 Dismissal	Children are called by bus; parent pick-up; or after school clubs. Remind children to listen for the announcements and pay attention to the smartboard for the visual prompts.

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