

PUT IT IN ACTION

CLASSROOM VISION

THREE WORDS TO DESCRIBE HOW I WANT MY CLASSROOM TO FEEL

HOW CAN I ADD A PERSONAL TOUCH TO THE ROOM?

HOW CAN I INCLUDE THE CHILDREN IN SETTING UP THE CLASSROOM?

WHAT BARRIERS/CHALLENGES MIGHT SLOW MY PROGRESS FOR IMPLEMENTING MY VISION?

OTHER THOUGHTS:

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INTEREST CENTERS

LIST OUT THE DIFFERENT INTEREST CENTERS YOU WANT IN YOUR ROOM. MAKE A LIST OF MATERIALS YOU'LL ADD TO THEM. THEN MAP OUT YOUR ROOM ARRANGEMENT.

EXAMPLE: DRAMATIC PLAY	BABY DOLLS, BASSINET, KITCHEN & ACCESSORIES, PUPPETS, RECIPE BOOKS



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INTEREST CENTERS

LIST OUT THE DIFFERENT INTEREST CENTERS YOU WANT IN YOUR ROOM. MAKE A LIST OF MATERIALS YOU'LL ADD TO THEM. THEN MAP OUT YOUR ROOM ARRANGEMENT.





What materials/resources do I still need?

Draw Your Room Arrangement

REVIEW YOUR PROGRESS

SELF ASSESSMENT

USE THIS SCALE TO ASSESS YOUR CLASSROOM

ROOM ARRANGEMENT IS EASY FOR CHILDREN/TEACHERS TO NAVIGATE

1	2	3	4	5	6	7	8	9	10
NOT VERY					EXTREMELY				

THERE IS ENOUGH SPACE FOR CHILDREN TO PLAY

1	2	3	4	5	6	7	8	9	10
NOT VERY					EXTREMELY				

ROOM IS ORGANIZED AND UNCLUTTERED

1	2	3	4	5	6	7	8	9	10
NOT VERY					EXTREMELY				

CHILDREN HAVE ACCESS TO THE MATERIALS

1	2	3	4	5	6	7	8	9	10
NOT VERY					EXTREMELY				

CLASSROOM IS FUNCTIONAL FOR ME AS THE TEACHER

1	2	3	4	5	6	7	8	9	10
NOT VERY					EXTREMELY				



WHEEL OF LIFE

CLASSROOM EDITION

THE TRICK TO PREVENTING OVERCROWDING OR FIGHTING OVER CENTERS IS TO MAKE ALL OF THEM EQUALLY INTERESTING. TAKE A LOOK AT EACH OF YOUR CENTERS AND LOOK AT IT FROM A CHILD'S PERSPECTIVE. RATE HOW ENGAGING AND INTERESTING EACH CENTER IS. 1 BEING NOT VERY ENGAGING/INTERESTING AND 10 BEING VERY.

CENTER NAME

1 2 3 4 5 6 7 8 9 10

