

K-1st Classroom Project



By Justin Little

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Philosophy

The K-1st class-space has been modeled to provide a safe and imaginative room for the children to grow and enjoy God, each other and the creative process. "Laughter, structure and playfulness" (Berryman, ?) are necessary for this to happen.

The room has been divided into five different centers, each space providing a different set of tools for play, education and worship. They are the Technology Center, the Visual Arts Center, the Story Center, the Academics Center, and the Play Center.

The teacher serves as a guide for the children as they work in the different centers, and provides structure and a sense of delight in the children as they explore and create.

The children must feel that the class-space is their own, and be encouraged to care for the room by doing the chores needed to keep each center running.

Technology Center

Space

- 3 computers (which still need to be hooked up to the network) on blue computer table
- Printer (also needs to be hooked up to the network) on top of orange shelf
- Orange shelves
- Wall space

Example Curriculum

Lesson Plan 1: Learning the Main “Parts” of a Desktop Computer

What You'll Need:

- Tech Center computer
- Clay, paper, markers set out on a Visual Arts work table

Number of Students: 1-3

Estimated Time Needed: 25 Minutes

Goal of the Lesson: To have fun learning about the basic “parts” of a desktop computer.

Lesson: Have the children sit in a semi-circle on the floor, opening up to the computer table where the teacher sits, ready to help the children learn about the desktop computer on the blue table.

Say, “There are many different kinds of computers. Today, we will explore the main parts of a desktop computer. We have three desktop computers in our classroom! Desktop computers can be used to do many different things, like write a letter, print a picture, learn about different kinds of food, send messages to friends, or look at pictures taken from all around the world. Let’s talk about the different parts of a desktop computer.”

Point out the different parts of the computer, asking the children to guess or tell the name and function of each one:

The **Tower**

Point to the tower. Ask the children, "Does anyone know what the name of this part of the computer is?" Help them by asking, "What does it look like? What does it remind you of? Do you know what it has inside? What do you think is inside?" Once they have described and wondered about the tower, you can tell them that it is called the "tower", if they haven't said the name already. Ask the children what other things in the world are named a "tower". Then, explain the function of the computer tower: "The tower holds a lot of things inside, things that make the computer work the way it is supposed to. It is kind of like the computer's brain."

Repeat this process with the other three parts of the computer, remembering to lead the children in learning about the name of each part, and its function for the whole computer (Provide examples or metaphors for them to understand, like "A computer mouse is like a steering wheel in a car, or a finger used to point to something" or "A keyboard is like your mouth, you use it to talk to the computer, or like a pencil, you use it to write things on the screen."):

The **Monitor**

The **Keyboard**

The **Mouse**

Fun with clay: Once you are finished talking about the computer parts, have the children sit at the Visual Arts work table, with clay, markers and paper ready for them to use. Explain that the parts of a computer are connected with wires and cables, so they can work together to do things a computer does. Have them draw or sculpt their own computer, with the four parts working together. They can use their imagination and make the computer however they want to, but it needs to have all four parts or it won't work like a computer should!

Chores (recommended list)

1. Turn off computers and printer.
2. Wipe down monitors, keyboards, mice and mouse pads with a dry towel.
3. Clean computer table with Simple Green on a sponge.

4. Recycle waste paper that has been printed on.
5. Push in chairs, clean up floor.

Supplies*

Computer table: Mouse pads

Shelves: AA Batteries for Leap Frog notebooks (and battery charger)

Printer: Ink and paper

*Some of these supplies are already in the orange shelves, but ink and paper are still needed for the printer.

Visual Arts Center

Space

- Chalkboard table
- Blue work table
- Orange work table
- Square wooden work table
- Multi-colored drawers
- Two easels (one stand-alone, one table-top)
- Chalk board
- Wall space (magnetic)

Chores

1. Erase and clean chalkboard (water and sponge)
2. Put supplies away (in the drawers or on the orange work table)
3. Clean tables (Simple Green and sponge)- erase chalk board table first before cleaning it
4. Push in chairs and clean the floor

Supplies

1. Magnets!
2. Clay
3. Chalk and erasers
4. Paints and brushes
5. Paper (orange work table)
6. Crayons
7. Markers
8. Colored pencils
9. Scissors
10. Glue

Story Center

Space

- Reading couch
- Carpet and floor pillows
- Wooden end table (for larger and longer books)
- Green and orange table (for decodables and learning-to-read books)
- Blue and orange bookshelf (for larger and longer books)

Chores

1. Return books to their place (bookshelf or tables)
2. Fluff couch pillows
3. Put floor pillows along the wall
4. Clean the couch and the rug (pick up trash)
5. Straighten the rug

Supplies

- Decodable books (in green and orange tables)
- learning-to-read books (red back, in orange and green table)
- longer and larger books (blue and orange bookshelf, wooden table)
- floor pillows

Academics Center

Space

- Teacher's desk
- Bulletin boards
- Student's desks
- Green and yellow storage cabinet
- Orange drawers

Chores

1. Clean and clean teacher's desk (Simple Green and sponge)
2. Put supplies away in drawers/cabinets
3. Clean student's desks (Simple Green and sponge)
4. Pick up trash on the floor

Supplies

- There are a lot of these, and I didn't have time to write them down, so I suggest making your own list once you are familiar with the Academics center supplies

Play Center

Space

- Blue shelves
- Red rug

Chores

1. Put toys back on the blue shelves
2. Pick up trash on the floor
3. Straighten the red rug

Supplies

- Toys on the blue shelves

Recommended Reading

- Godly Play (Jerome Berryman)
 - Oh, you have to read this book! It has challenged and encouraged me so much this year. It will challenge deep societal and personal views of children and ways of teaching them. It will also help you learn about play, and give you permission to laugh with God. ☺ I can't think of another book that assisted in my growth as a Christian and a teacher this year as much as this one.
- Calvin and Hobbes (Bill Watterson)
 - Imagination. Children have it. So do adults! Read these comic strips to help you remember on hard days.
- The Spiritual Life of Children (Robert Coles)
 - I haven't read this book, except for a few pages at the end, but I can guarantee it will be helpful because of the friend who recommended it to me.
- The Religious Potential of the Child (Sofia Cavaletti)
 - Again, a title I haven't read, but I am sure it will be a good resource for you.
- Young Children and Worship (Stewart and Berryman)

Advice

Class Structure

This is the schedule I used for class time (for most of my time as K-1 teacher):

- Carpet Time (everyone sits together on the carpet in the center of the classroom, 5-10 min.)
 - Prayer (we pray for our class time together)
 - Community Standards (we mainly talked about Respect)
- Work Time/Centers (45-50 min.)
 - Tutoring Center (most every day)
 - Other centers (depending on the day)
- Carpet Time (5-10 min.)
 - Process Standards
 - Prayer/Dismiss to Dinner

This schedule allowed me to focus the children at the beginning of our time together, to ask God to help us and bless us during class time, and then to talk together about the community standards, mostly the need for us to respect one another. We would then move into work time, which would always go better if the children felt cared for and safe, which happens when the teacher has prepared things for them to do to help them grow and learn within a helpful structure (like the schedule, or the physical structure of the class). Preparation is SO important! We would end with carpet time, and talk about how well we practiced the standard of respect for each other. We would pray together, thanking God for our time together, and then dismiss to dinner.

This schedule is just one example of how a teacher can provide structure in the class. Your class doesn't have to look at all like this, although I hope that some of the underlying philosophy will help you craft your own classroom environment and structure. It will be unique to you and your students, as you are different, and the children's needs and personalities will be different. Remind them every day that they are precious in God's eyes, delight in them and let them be themselves. Hold them to the things they promise to do, and keep your own promises to them (when you don't, apologize and move on, they won't hold it against you. Children are quick to forgive and forget).

Planning

Plan out class time *at least* one week in advance! This is something I didn't do, and it caused our class time to suffer due to lack of preparation. If you have the whole week planned on Monday, you can prepare the children for what is coming from one day to the next, and get them excited about what's in store...

For example:

On Monday, you tell the children that today and Tuesday, they will be working with paints in the Visual Arts Center, and on Wednesday they will write a story in the story center that goes with their painting, and then present it to the class on Thursday in the story center. By telling them on Monday what is happening the rest of the week, you guide them to Thursday, the presentations of their paintings and corresponding stories.

Now consider if you had planned *two* weeks in advance. This would give you the foresight to paint and write on your own picture and story before Monday, and then present your painting and corresponding story at the beginning of class time on Monday, which would encourage and inspire the children to work hard for the rest of the week so they can do what you have done already. So, planning one week in advance is good, but two is even better!

Volunteers

Communication

- Blog- cccolittleangels.blogspot.com
 - Username: thelittleangels@gmail.com
 - Password: cccokids
 - Your profile will need to be updated. Update this blog weekly to communicate what is happening in the classroom. You can find volunteers to lead lessons, communicate schedule changes, inform everyone of upcoming birthdays, events, etc., share your thoughts about life ☺, and schedule meetings with volunteers outside of program time. Be sure not to mention children's names on the site, or put pictures of them on the site, for their safety. Use email for talking about individual children with volunteers, and for sharing pictures with them.
- Email
- Telephone- gather a directory of volunteer info, including phone numbers. This will come in handy!

K-1st Volunteer Directory

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K-1st Volunteer Directory (p. 2)

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