

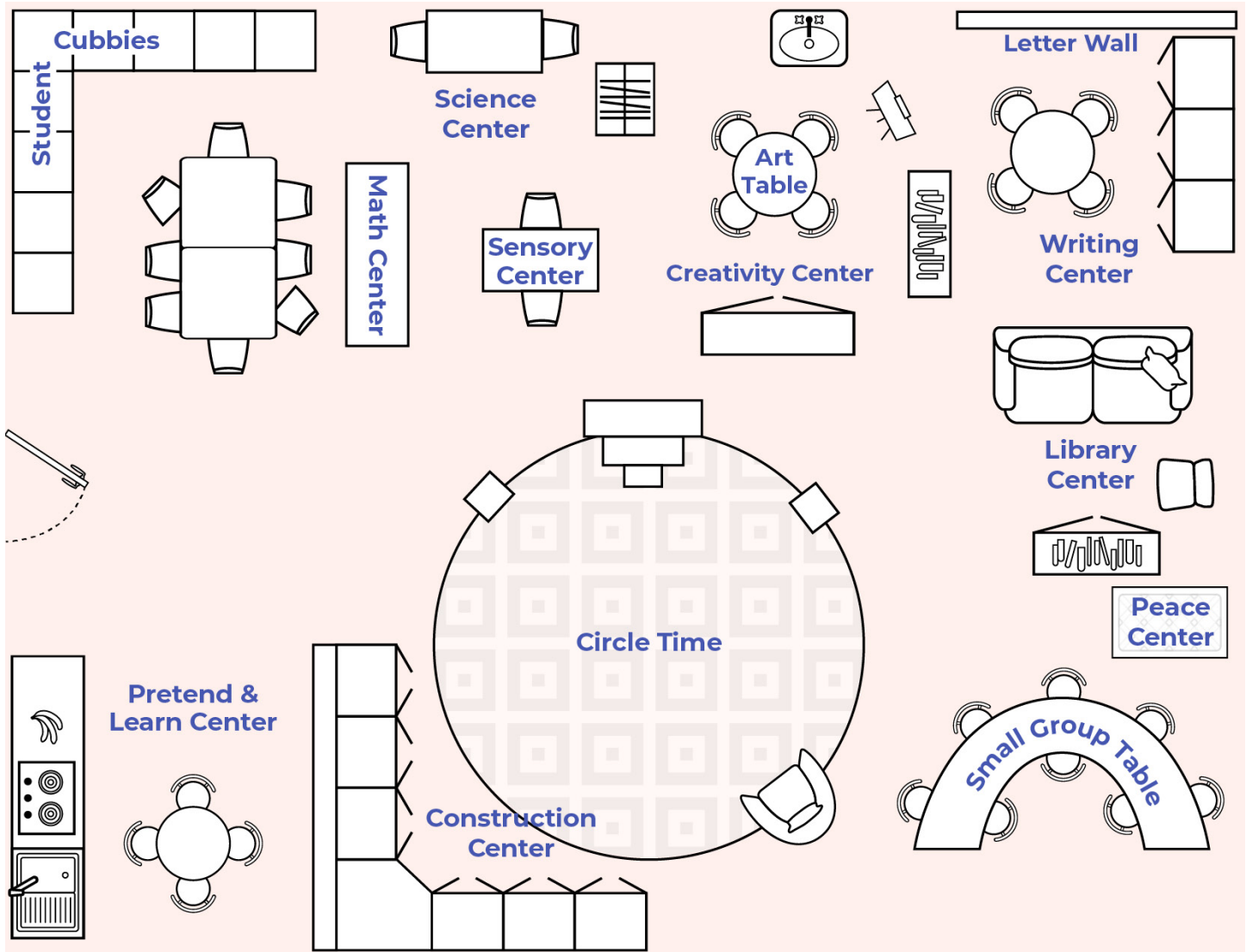
Early Childhood Model Classroom

A classroom's floor plan, or arrangement, refers to the physical layout of seating, tables, and materials. This arrangement is crucial for creating an environment that supports effective instruction and student growth. Research shows that physical space significantly impacts how children engage in learning. When the classroom environment aligns with their needs and learning outcomes, children become more productive and engaged.

For more information, please see The TEA's Prekindergarten Best Practices, Physical Arrangement; Learning Centers and Classroom Organization and Routines.



Scan the QR code to interact with an actual room setup and see additional photos.
<https://esc13.info/ec-model-classroom>



Art/Creativity Center: Providing a diverse selection of open-ended art materials encourages students to engage in the creative process and produce their own unique artwork. Be sure to display their original creations! With a range of materials and tools, children can express themselves individually through imaginative and open-ended art experiences, rather than following pre-designed, teacher-directed craft projects.



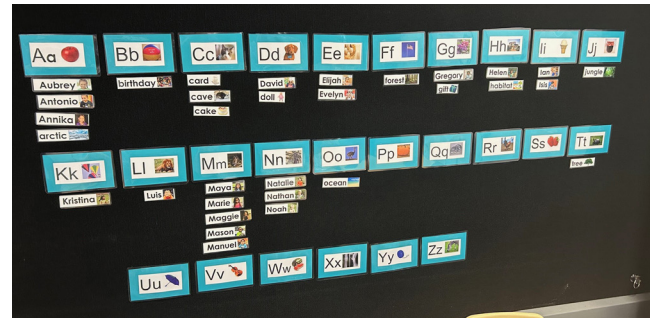
Circle Time (Large Group Meeting Area): Circle time is a dedicated period where the teacher and all students gather for meaningful group learning experiences. The teacher prepares in advance to offer engaging and purposeful activities. Also known as whole group instruction, circle time helps build a sense of community and provides an opportunity for the class to: explore new concepts together, review and reinforce previously learned skills, observe the teacher's modeling and think-aloud processes, share experiences and engage in discussions, and practice social skills.



Construction Center: All centers should offer a range of developmental tools to ensure that every student can participate, regardless of their developmental stage. In the Construction Center, a variety of blocks, tiles, puzzles, vehicles, and tools allows children to build structures aligned with instructional themes and their own imaginative ideas. This center is ideal for integrating multiple domains of learning into engaging, play-based activities.



Letter Wall: The letter wall is a visual display featuring the alphabet, with each letter paired with a corresponding picture. It should be positioned at the child's eye level and designed to be interactive. In addition to including the students' names and pictures, the letter wall should also feature limited key vocabulary words related to the current unit of study. This makes it one of seven locations in the classroom where students' names, pictures, and relevant vocabulary are prominently displayed.



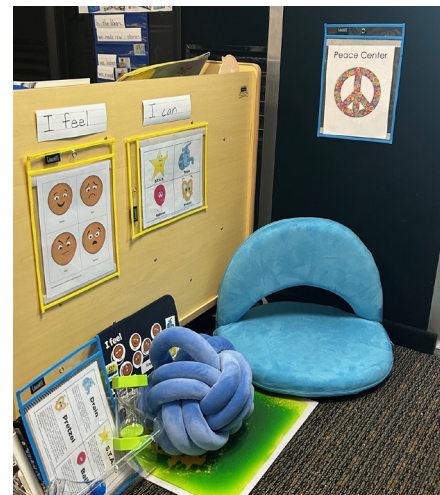
Library and Literacy Center: In the library, use a variety of engaging tools to support preliteracy skills, such as puppets, retell kits, and writing activities. Providing a range of developmentally appropriate, culturally and linguistically diverse reading materials, along with storytelling props and puppets, helps spark children's interest in reading and writing. These resources enhance print awareness, letter knowledge, and overall language development, fostering a love for literacy.



Math Center: With a range of math materials—such as manipulatives, counters, numbers, and puzzles—children can explore number sense, geometry, measurement, and classification through engaging activities. The “Question of the day” supports early math skills and reinforces the thematic unit content.



Peace Center: The Peace Center provides a designated area where students can go when they feel overwhelmed or upset, often accompanied by a calm, supportive adult. It is designed to be a safe space for practicing self-regulation skills and calming down. By teaching self-regulation strategies with visual supports and props, students are equipped with tools to begin to manage their emotions more effectively. Unlike a punishment or time-out, the Peace Center is intended as a supportive environment where students can take a break from frustration and stress to regain their composure.



Pretend & Learn Center: Integrating elements from the students' outside world into the classroom fosters connections and supports learning transfer. By providing life-like furniture and materials, children can engage in imaginative play that reflects their own experiences, allowing them to explore and learn through their personal schemas.



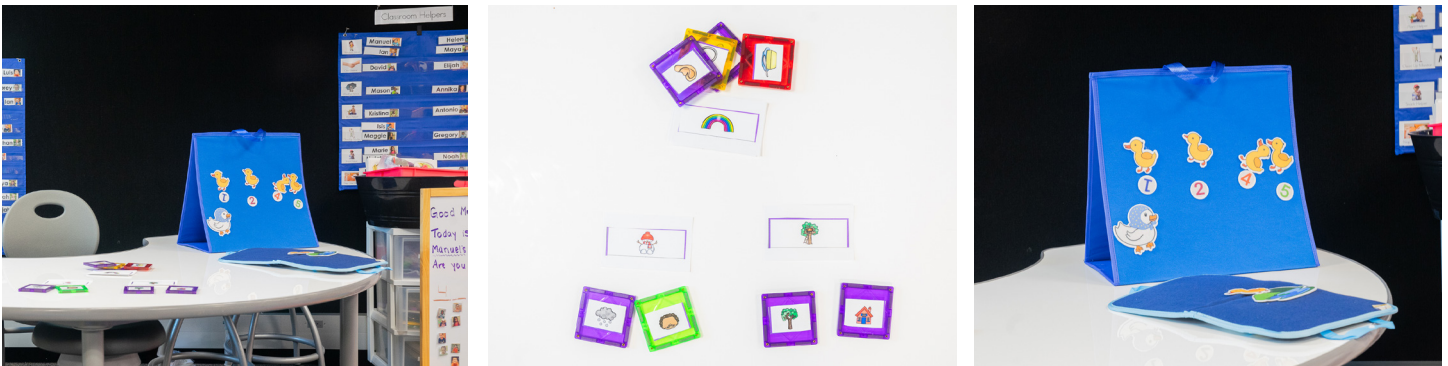
Science/Discovery Center: The Science/Discovery Center offers a variety of science and nature materials, allowing children to explore and investigate their surroundings. This center promotes activities such as observation, experimentation, creation, construction, classification, comparison, and questioning. To nurture students' natural curiosity and eagerness to learn, the center should be engaging and inviting, providing opportunities for sensory exploration and discovery.



Sensory Center: Visual boundaries created with tape and furniture help students navigate the space effectively and reinforce expectations. By providing a variety of tactile materials—such as sand, water, pasta, beans, paper, and light boxes—children can enhance their learning through rich sensory experiences.



Small Group Table: This area is a designated space for small group instruction, where a teacher can work with a small number of students on a specific skill or concept based on individualized student needs or peers can work together to explore a topic or activity.



Student Cubbies: Each child in the class should have their own designated space for storing personal items like backpacks, coats, lunch boxes, and water bottles. Having a specific storage area can enhance classroom organization. To promote independence and foster a print-rich environment, label each cubby with the student's name and photo.



Writing Center: Offer a variety of writing tools and fine motor activities—such as lacing, dough manipulation, bead threading, and tweezer use—to help children develop fine motor skills and express their ideas through drawing and writing. Activities should be open-ended appropriate practices and foster Education Agency's Best Practices for avoiding worksheets, which is Additionally, incorporate students' with co-created anchor charts.

