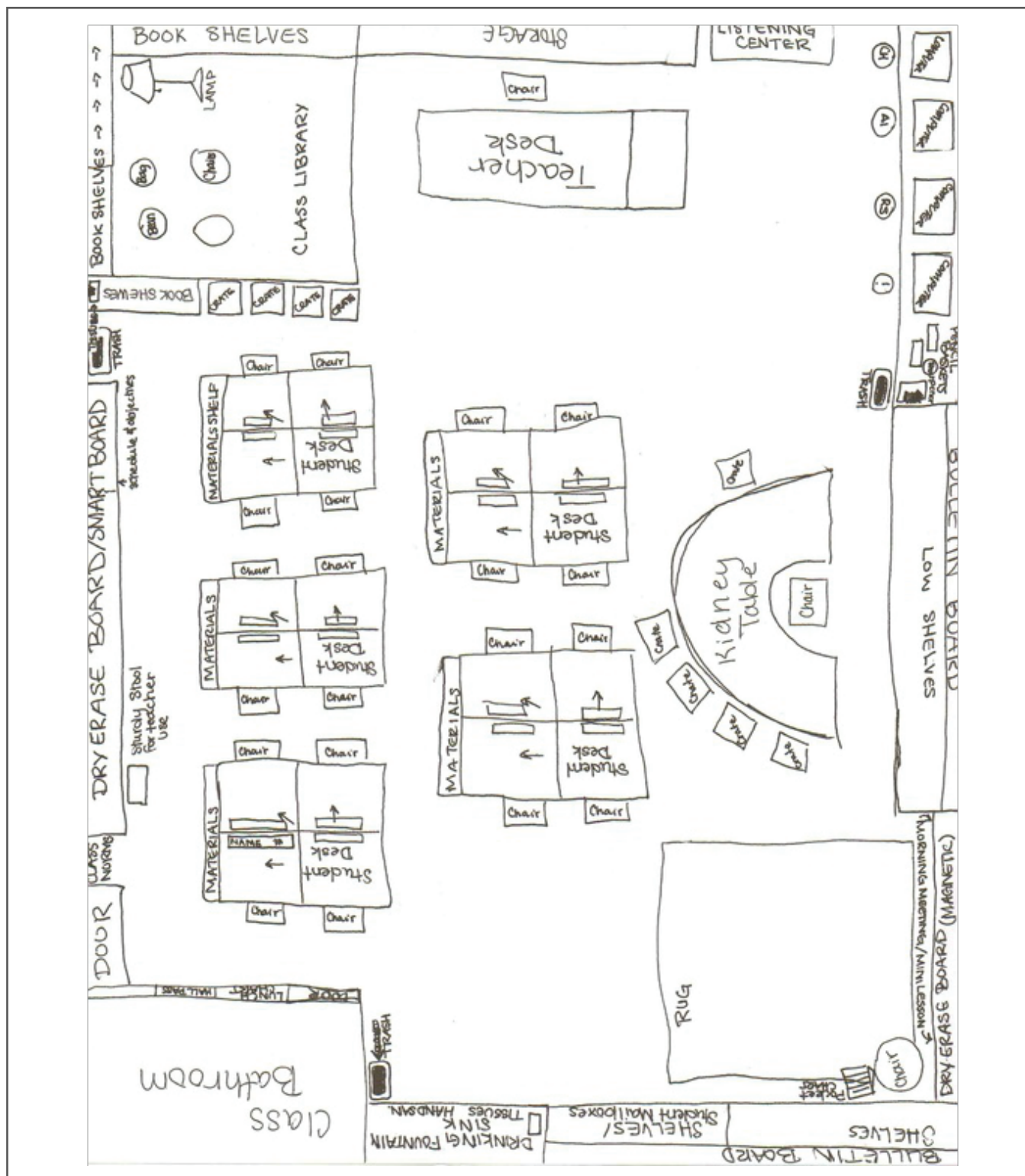1) Begin by creating a basic pencil sketch of your current classroom layout **without desks or moveable furniture**. You can do this in the box provided below.*



*Be sure to include doors, windows, immovable furniture and computers, restrooms, mounted pencil sharpeners, etc.*

**Strategy Example:** Physical Classroom Structure
Classroom Layout

2) Use the sketch (preferably while in your empty classroom) to determine the following components:

**Room Space Usage**

*List the types of instructional activities for which space will be utilized (e.g., whole group instruction, small group work, centers, reading). For each type of instructional activity listed, describe the type of layout that you would prefer (e.g., how desks and furniture are arranged, location in room).*

| Instructional Activity | Type of Layout |
|---|---|
| 1) Small group work | Student desks in clusters of 4 or on open floor space/rug (depending on activity) |
| 2) Small group with teacher | Kidney table with at least 5 chairs<br>Maybe move near Smartboard? |
| 3) Whole group instruction (math, reading comprehension, morning meeting) | Rug near magnetic and dry erase boards<br>Need teacher chair<br>Need pocket chart |
| 4) Math centers | Math board games (partners or 3s): on rug<br>Instruction with teacher: kidney table with 5 chairs<br>Math computer games (single and partner): computers along west wall<br>Independent work: at desks |
| 5) Independent work | Student desks in clusters of 4 |
| 6) | |
| 7) | |

3) Based on your instructional activities, add to your classroom sketch the desk and furniture arrangement that would best meet your needs.

   a. Do you have easy access to all parts of the room?  ⊙ Yes  ○ No

   b. If not, how must you change the layout to gain access?

4) Next, determine the instructional materials that are used **often** and must be accessible to students. Explain where these materials will be placed and how you will organize and/or label them.

| Instructional Materials Accessibility | |
|---|---|
| **Materials** | **Location/Organization/Labeling** |
| Extra writing utensils, erasers, and paper | Location: on table next to computers (under pencil sharpener)<br>Organization: Stackable plastic bins for paper and erasers, pencil cup for writing utensils |
| Math games | Location: On small shelves next to rug<br>Organization: Each game will be in a plastic bag and will be labeled with the name of the game. Only games that students may choose that day will be on the shelf. |
| Free reading books | Location: Library area<br>Organization: In addition to the shelved books, I will have 4 crates of books which will be separated into reading levels and labeled accordingly |
| Math, spelling, and reading books | Location: All student textbooks will be located on small shelves at the end of each cluster of student desks<br>Organization: Each student will have their own plastic bin, labeled with their name, in which to keep books |
| | |
| | |
| | |

5) Next, determine high-traffic areas in your classroom. Generally, these areas are places such as trash cans, pencil sharpeners, drinking fountains, places to turn in and retrieve work, and get high-use instructional materials.

   a. Add these items to your sketch (if they are not already included).

   b. After you have determined their locations, analyze the sketch to be sure:

      i. *none of these areas overlap each other in ways that may cause disruptions*

      ii. *these areas are free of obstacles*

      iii. *these areas are far enough from student desks/tables to minimize distractions*

6) Finally, you need to determine your expectations and routines for turning in work and retrieving graded work. You may have already determined a room location and organization/labeling for this in Step 5. Now you should consider the following:

   a. What will you use to collect and distribute student work?

> Collect: I will have 5 color-coded mailboxes for each subject: math, reading, spelling, social studies/science, parent communication.
>
> Distribute: Each student will have their own mailbox, which will be located next to the collection boxes. Each day, 1-2 students will be the "mail carrier" and will distribute student work into mailboxes during SSR time in the afternoon.

   b. Will work for each subject be turned into the same bin? If not, how many bins will you need? How will they be labeled and organized?

> I will need at least 5 stackable bins. I will code them using colored stickers and labels with the subject/content name on the front of each bin.

   c. When will students be expected to pick up graded work?

> Students will remove work from mailboxes to be taken home each day at 3:10 p.m.

   d. How will you teach students the routines for handing in and picking up work? How will you practice?

> During the first week of school, I will demonstrate how to use the mailboxes. Also during this time, students will practice, with my supervision, how to turn in completed work and pick up graded work.