

environment and materials

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- Ask the teacher(s) to read the *California Preschool Curriculum Framework, Volume 1*, page 108, “*Extend the classroom beyond its walls...*” At the next meeting, ask questions like, “What was the most interesting idea? Which idea do you think your children would like the most? What other ideas does this make you think about?” Close the discussion by asking the teacher to pick one idea to implement next week and create a list of what needs to occur to make that happen.
- Ask the teacher to read the CSEFEL, What Works Brief, *Using Environmental Strategies to Promote Positive Social Interactions*. Discuss the idea that materials that require two or more users create naturally planned opportunities to enhance language. Together, walk around the classroom and make a list of all materials that require two or more players. Brainstorm a list of materials to add to the classroom that require two or more users.
- Read the Research Highlight, *Music and the Brain*, page 71, in the Preschool Curriculum Framework, Volume 2. Discuss the importance of music in the classroom to facilitate language. Look at a map of the classroom and guide the teacher to identify areas where music is integrated into the environment. How could those areas be enhanced with even more musical opportunities? Ask the teacher to commit to implementing two of those ideas by the end of the month.
- Look at Suggested Arts Materials, page 122, of the framework, Volume 2. Ask the teacher to highlight 5 or 6 of the suggested materials that are personally exciting. Using the highlighted materials, brainstorm how the materials may be used to add environmental print to the classroom, e.g., labeling the items, taking photographs, or adding dictation to some of the items. Items that already have print, such as cereal boxes, might be added. What are some favorite dramatic play areas are throughout the year? Create lists of materials that have natural environmental print to enhance those areas. For example, a dramatic play area that is an exercise gym can include stretching posters, clocks, yoga position names, and cycling or running magazines).
- Walk around the classroom with the teacher creating a list of the students’ writing displayed or used in the classroom (e.g., waiting lists, thank you notes, sign in sheets, recipes, welcome signs). Suggest the teacher keenly observe student writing over the next week and create a realistic challenge to increase the amount of student writing displayed and used in the classroom by 3-5 pieces over the course of 1-3 weeks. Together read *Inclusion Works!*, pages 39 and 41. Ask the teacher to reflect on children’s variety of developmental needs for writing. Discuss the benefit from an intentionally increased variety of writing utensils including adapted materials.