

DISCUSSION QUESTIONS

Activity Overview: The purpose of this activity is to get your classroom team thinking about how zoning might be beneficial.

Directions: With your classroom team, choose someone to read each question aloud and ask for members of the group to share their thoughts related to each question. It might be helpful to have one person record the answers on a large sheet of paper for everyone to view. If you are working in a very large group, after you discuss the questions amongst your classroom team, plan to share your responses with the larger group.

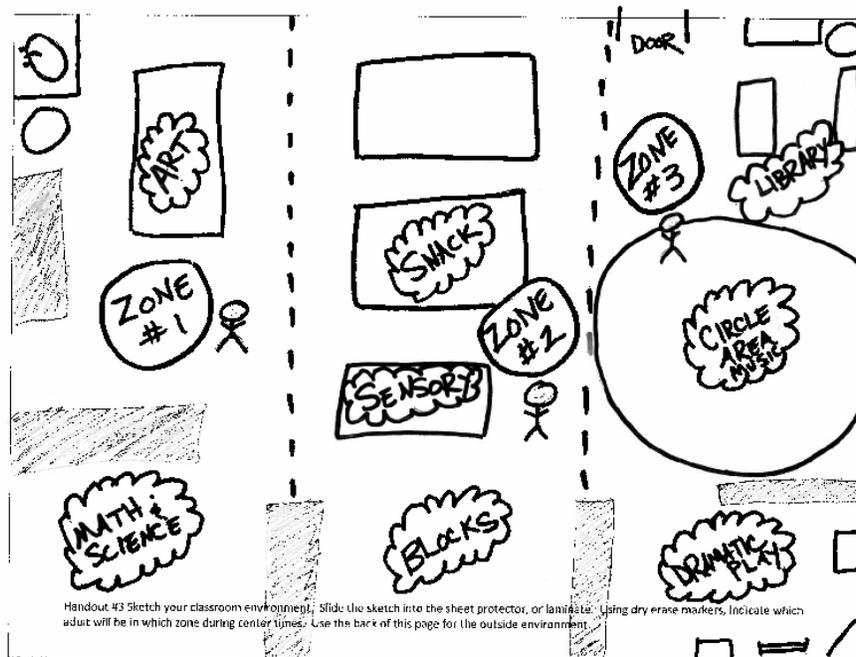
1. Describe how you see children interacting with each other and materials in your classroom. What times of day are the children most engaged? What times of day are challenging?
2. Describe what “setting-up for circle” means in your classroom. This can lead to discussing what each “job” in the classroom actually entails so that all staff members are clear about the duties that go along with each assigned activity of the day.
3. How does your classroom staff currently assign roles and plan activities? What works well? What challenges do you face?
4. How will zoning benefit your classroom?

Activity Overview: The purpose of this activity is to work with your classroom team to decide how to use zoning in your classroom.

Below is an example of a classroom map with zoning areas. On the next page you will find a blank map.

Directions: With your classroom team, sketch a map of your classroom environment then slide the sketch into a sheet protector, or laminate. Using dry erase markers, indicate which adult will be in which zone during center times. Use the back of the sheet for the outside environment.

CLASSROOM MAP WITH "ZONING" AREAS



CLASSROOM MAP WITH ZONING AREAS



THE NATIONAL CENTER ON
**Quality Teaching
and Learning**

For more information, contact us at: NCQTL@UW.EDU or **877-731-0764**

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Activity Overview: The purpose of this activity is to work with your classroom team to decide how to use zoning in your classroom.

Directions: With your classroom team, fill out the form by entering the activities and transitions of one day in the left-hand column, then what the lead teacher and assistants should be doing during each of those activities and transitions.

Think about who should be leading the activity, who should be supporting the activity or transition to the next activity and who should be cleaning up from the previous activity or performing other tasks.

During transitions think about assigning one adult to clean-up the previous activity and support children who are still finishing, and another adult to begin the next activity, welcoming children and supporting their interactions. If additional adults are available, they can prepare the next activity or take care of extra tasks (i.e., taking children to the bathroom, making phone calls, organizing papers to go home in backpacks).

If you only have two staff members, fill out the columns for Staff Person A and Staff Person B.

ACTIVITIES/TRANSITIONS	STAFF PERSON A	STAFF PERSON B	STAFF PERSON C
<i>Arrival</i>	<i>Greet children and parents</i>	<i>Help children put away backpacks</i>	<i>Get tables ready for breakfast</i>
<i>Breakfast</i>	<i>At red table</i>	<i>At blue table</i>	<i>At green table</i>
<i>Transitions</i>	<i>Signal transition/blow bubbles</i>	<i>Clean up breakfast tables</i>	<i>Help children to transition</i>

