



More than Meets the Eye:

Environmental Graphics
that support learning

A4LE – Spring 2022

PRESENTERS



Kristine Dorn

Educational Resource Leader

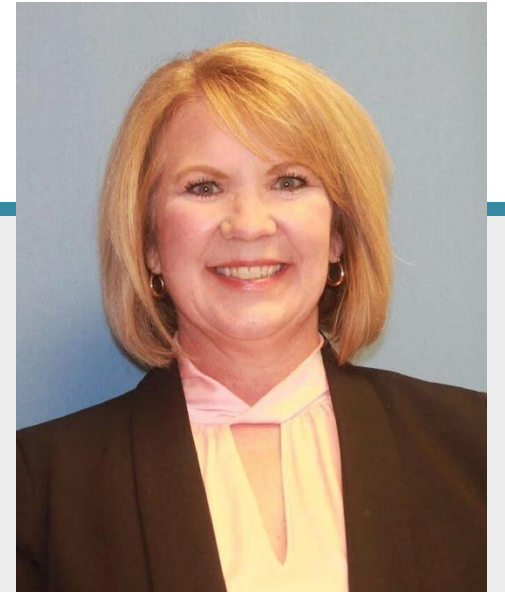
Hollis + Miller Architects



Mollie Mytinger

Junior Graphic Designer

Hollis + Miller Architects



Jeanie Cook

Principal- Great Beginnings ECC

Lee's Summit Schools

What are
Environmental Graphics

Signage, Placemaking & Storytelling



“ Design is a response to a specific problem. You are given a problem to solve, and then you let the problem itself tell you what your solution is .”

Chip Kidd, Designer

Design Challenge:

Design Murals, Wayfinding
& Signage for a school.







What if
**Environmental
Graphics also
supported learning?**





Test Your Knowledge!

What is the typical filing date for personal tax returns in the U.S.?



Test Your Knowledge!

What is the typical filing date for personal tax returns in the U.S.?

Answer: April 15



Test Your Knowledge!

What is the date of the meteorological start to Winter ?



Test Your Knowledge!

What is the date of the meteorological start to Winter ?

Answer: December 1



Why
**do we retain
certain information?**

Dual Coding Theory



+



=

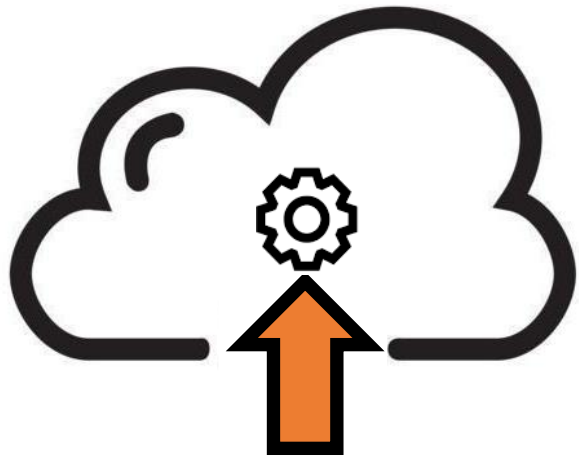


Words

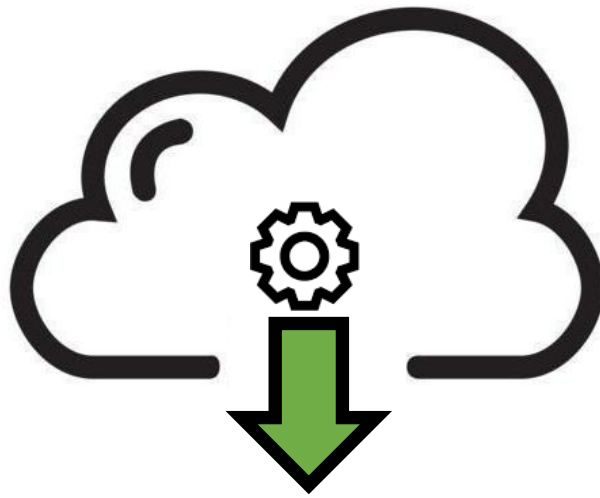
Images & Emotions

Data encoding

How Do We Learn?



+

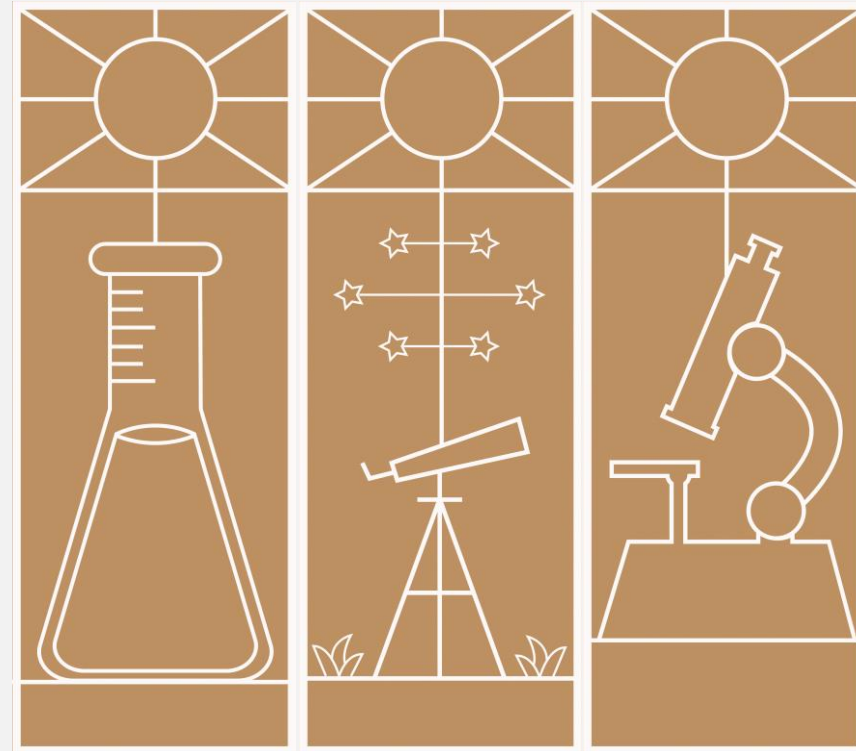
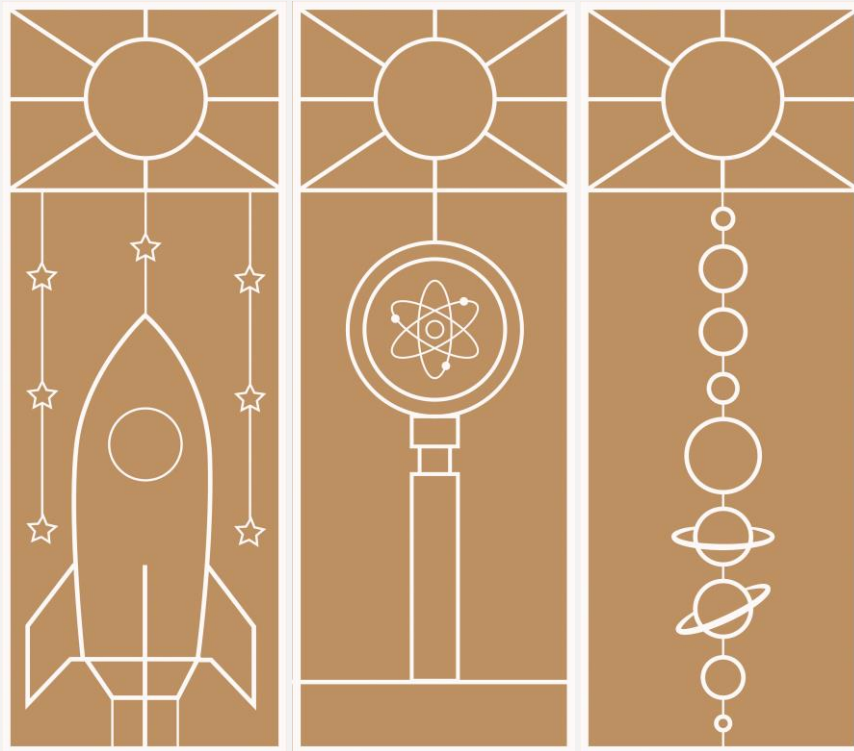


Encoding

Retrieving



How Do We Learn?





Is this
**building integration
possible?**



Tactile



Emotive



Visual



Where can
**instructional content
be found?**

Content Resources

WELCOME TO KINDERGARTEN IN SHAWNEE MISSION SCHOOL DISTRICT



ENGLISH LANGUAGE ARTS EXPECTATIONS BY THE END OF KINDERGARTEN

- Demonstrate understanding of the organization and basic features of print, such as following words from left to right, top to bottom, and recognizing all upper- and lowercase letters.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.
- With guidance and support from adults, explore word relationships and nuances in word meanings.
- Ask and answer questions about unknown words in texts.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order, and provide a reaction to what happened.
- Demonstrate command of English conventions, including printing upper and lowercase and verbs in wiring, and producing complete sentences in shared language activities.

MATH EXPECTATIONS BY THE END OF KINDERGARTEN

- Count to 100 by ones and by tens and identify a growth pattern.
- Read and write numerals from 0 to 20.
- Count to answer "how many?" up to 20 concrete or pictorial objects.
- Compare two numbers between 1 and 10 presented as written numerals.
- Solve addition and subtraction word problems and add and subtract within 10.
- Fluently add and subtract within 5.
- Compose and decompose numbers from 11 to 19 into tens and ones.
- Analyze and compare two- and three-dimensional shapes to describe their similarities.

Unit 2: Fractions and Decimals

Subject: Mathematics

Grade: 6th Grade

Name of Unit: Fractions and Decimals

Length of Unit: 8 blocks

Overview of Unit: By the end of this course, all students should be proficient in adding, subtracting, multiplying, and dividing fractions, including mixed numbers, and decimals. Students were introduced to some of these concepts in prior courses, now the remaining work will be completed in this course. This is the last opportunity that students will have to make sense of these computations. In future courses, the operations will be performed on rational numbers. The explorations and visual models used throughout the chapter will enable students to develop the conceptual understanding necessary for making sense of the algorithms. Students should understand that the meaning of each operation with fractions and decimals is the same as the meaning for whole numbers. Understanding this, and using visual representations, is essential to student success with these concepts. Decimal operations were introduced in the prior course, but fluency is expected by the need of this course. Understanding place value, how to write decimals as fractions, and models that represent decimals are prerequisite skills. Students need to estimate and recognize patterns to understand where to place the decimal point in the answer. These ideas will be investigated prior to introducing an algorithm.

School District

A banner for National Geographic Learning's English Learning resources. The banner features the National Geographic Learning logo in the top left, the text "English Learning" in the top right, and a navigation menu with links for "Search Products", "Browse the Catalogue", "Contact Sales Rep", "Technical Support", "Ordering", "About", and "Watch". Below the menu is a yellow bar with the text "ATTENDING TESOL 2022? CLICK HERE TO LEARN MORE ABOUT OUR CONFERENCE SESSIONS." The main image shows two young women looking at a book together. Below the image is the text "We bring learning to life" and "SUBSCRIBE TO OUR NEWSLETTER". At the bottom of the banner are four buttons labeled "in focus", "webinars", "TED TALKS", and "digital resources".

Open Source

WAIT



Educational Stages of Learning



Early Childhood



Elementary



Middle School



High School & Beyond

Grade Level

Early Childhood



Soaking it all in! (rapid neural development)



Experience the world through doing/playing



My world revolves around ME



Grade Level

Elementary



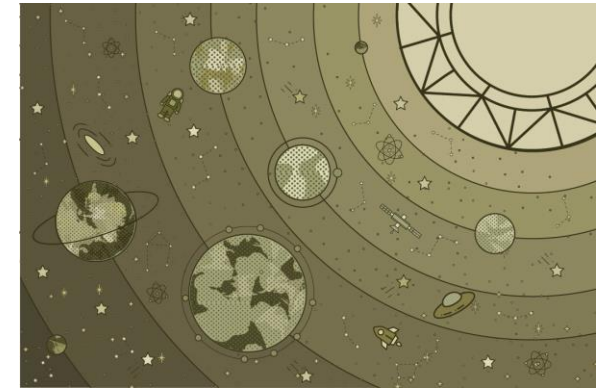
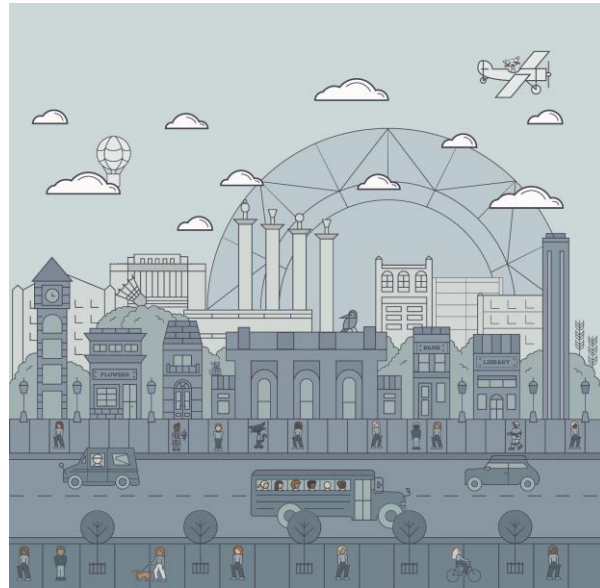
Learning “how to learn”
+ information layering



Imagination explosion
+ play



Impact on the world
around me!



INDIVIDUAL

- Kindergarten
- Familial relationships

COMMUNITY

- 1st & 2nd Grade
- Neighborhood relationships

ECO SYSTEM

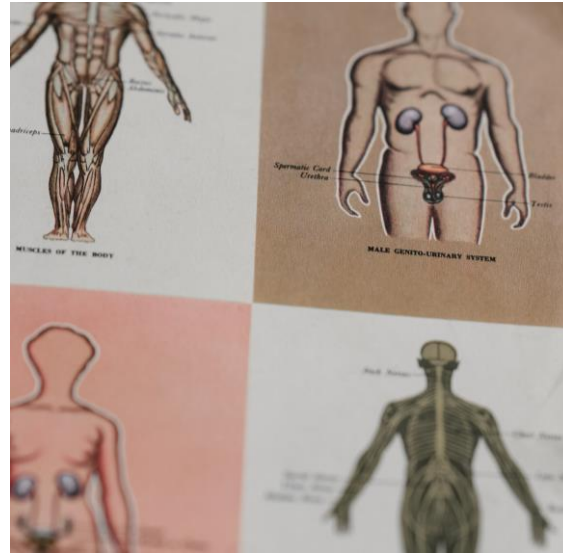
- 3rd & 4th Grade
- Relationship to the Earth & Creatures

BIOSPHERE

- 5th & 6th Grade
- Planetary & Solar relationships

Grade Level

Middle School



Massive structural changes + hormones



Balancing childhood with adulthood



Deciding who the student wants to be



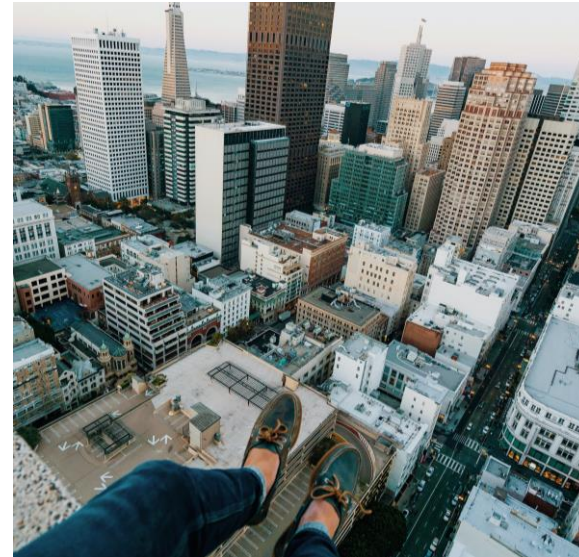
Rise Mural
Lesley Ann Numbers & Lauden Nute
Dane County Juvenile Detention Center

Grade Level

High School & Beyond



Developing Relationships is key



Decision making continues to be tested



Adolescence continues - when does it end?



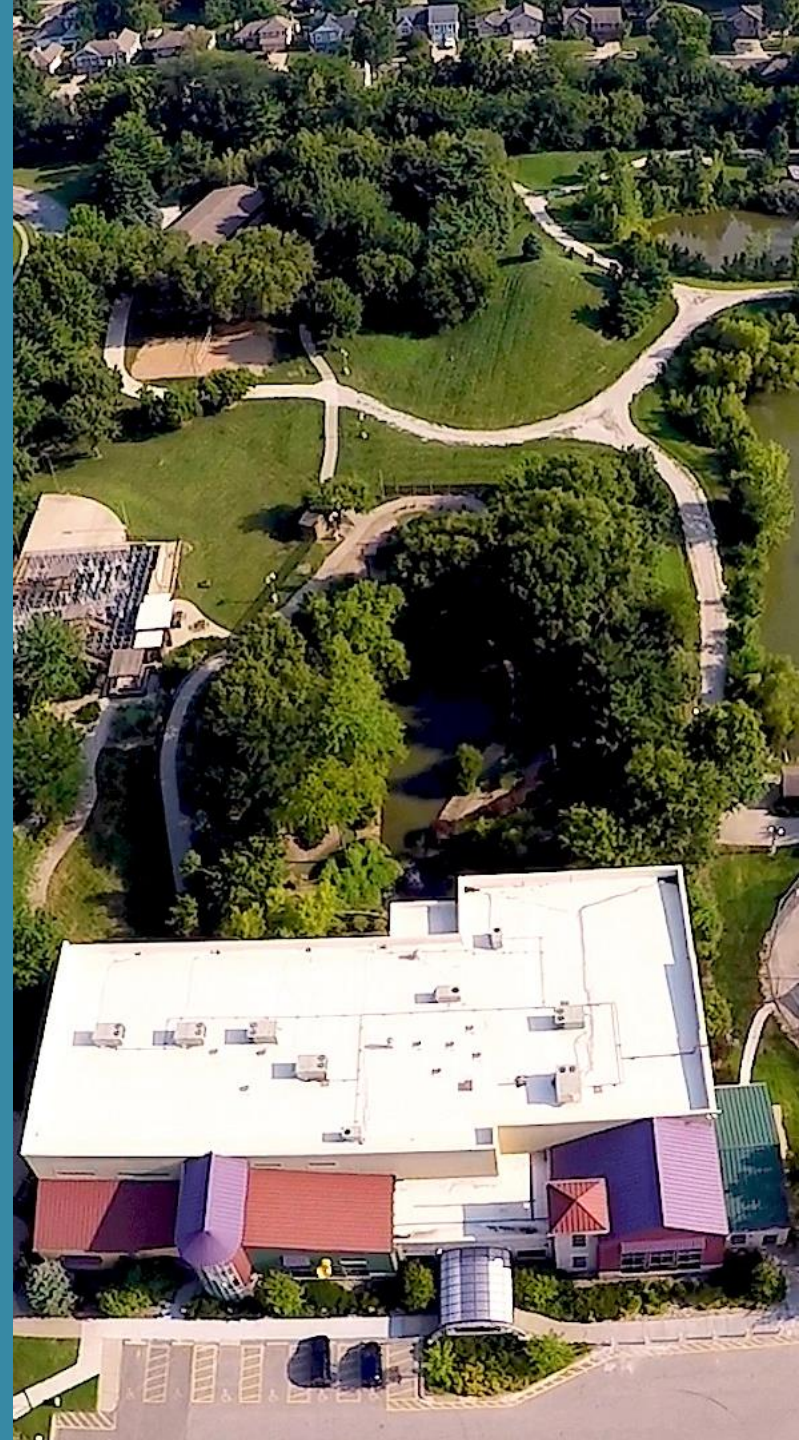
Public Mural
Ryan Adams / Graffiti Arts
Towson Public Library, MD





Great Beginnings at Paradise Park

Early Childhood Center
Lee's Summit School District



ECC Purpose

—
Age group

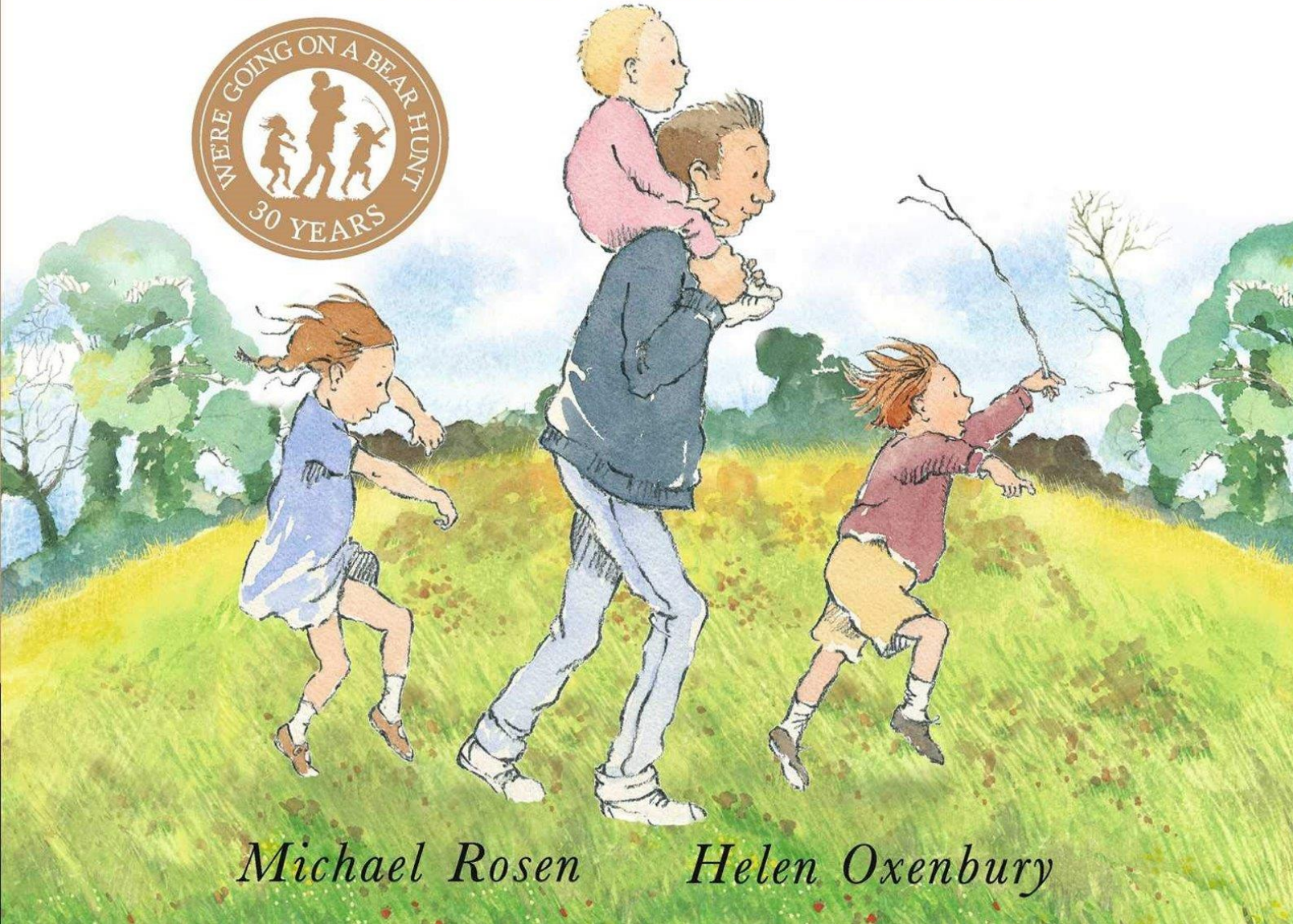
—
Unique aspects to this school

—
Programs



We're Going on a Bear Hunt

30TH ANNIVERSARY EDITION



Michael Rosen *Helen Oxenbury*

CONCEPT

STORY BOOK

Inspired by the "Going on a Bear Hunt."

Characteristics:

- Expressive illustrations with brush texture



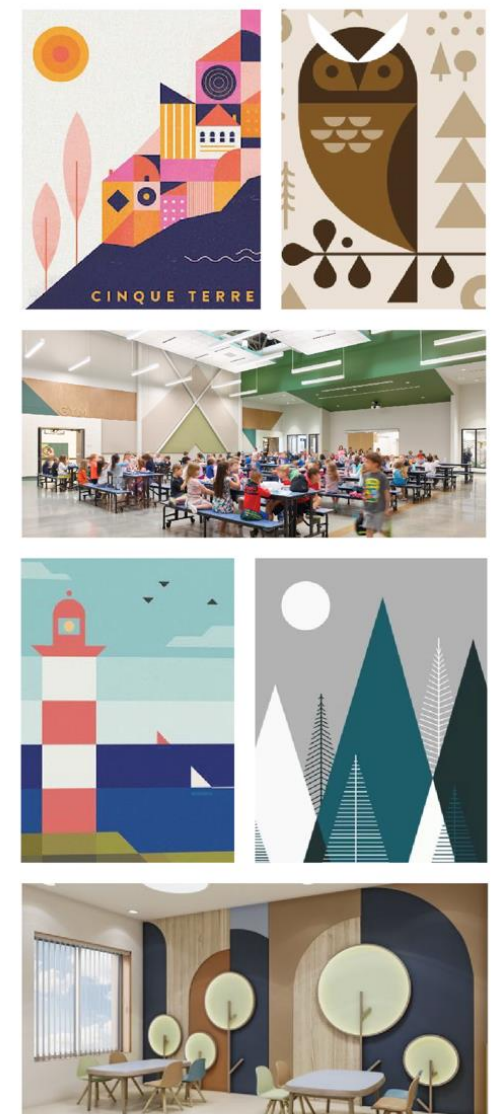
Style 1: Story Book



Style 2: Cut Paper



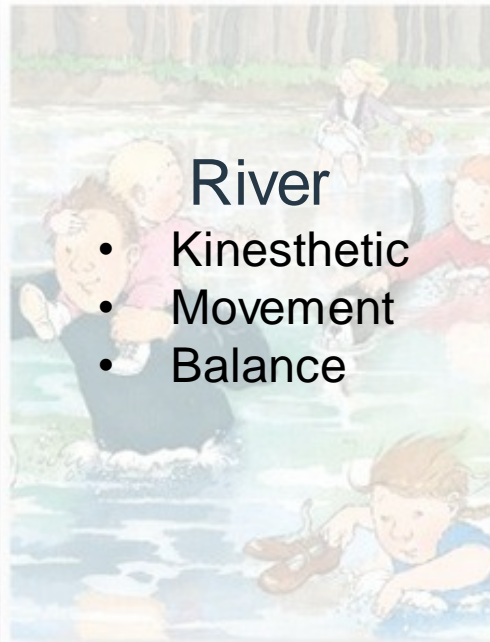
Style 3: Geometric Shapes





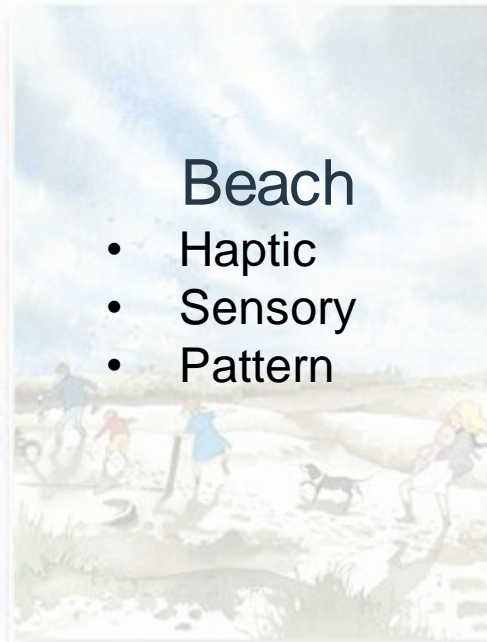
Grasslands

- Kinesthetic
- Texture
- Open



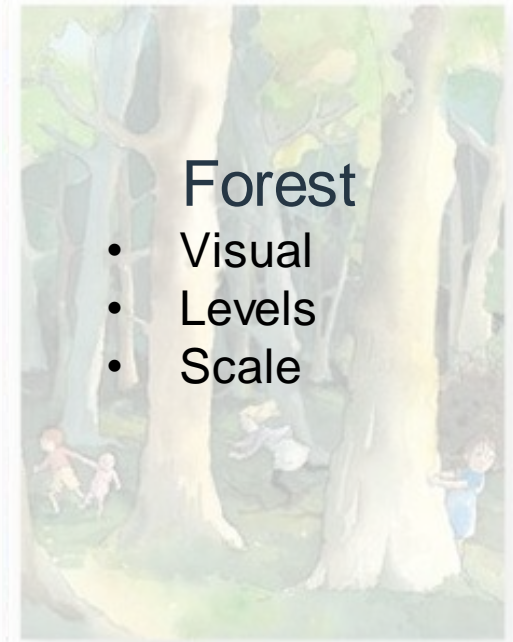
River

- Kinesthetic
- Movement
- Balance



Beach

- Haptic
- Sensory
- Pattern



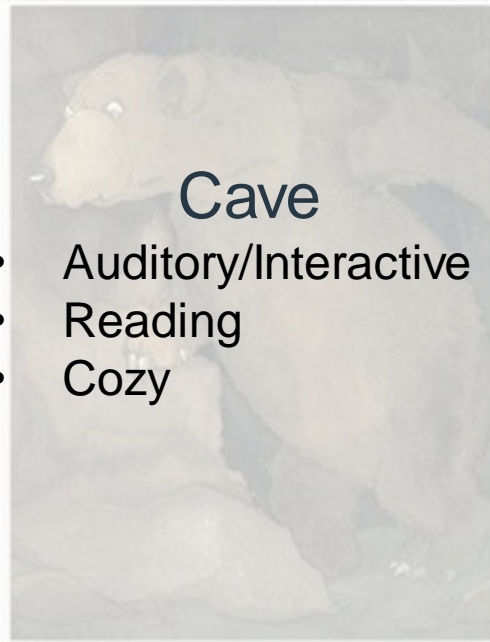
Forest

- Visual
- Levels
- Scale



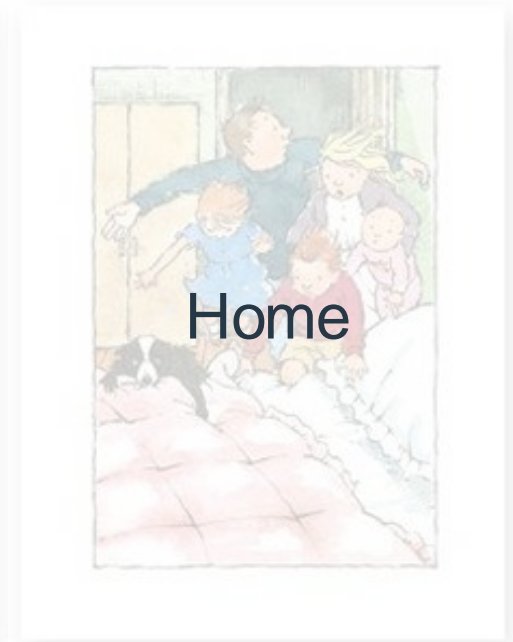
Mountain

- Kinesthetic/Haptic
- Volume
- Emphasis



Cave

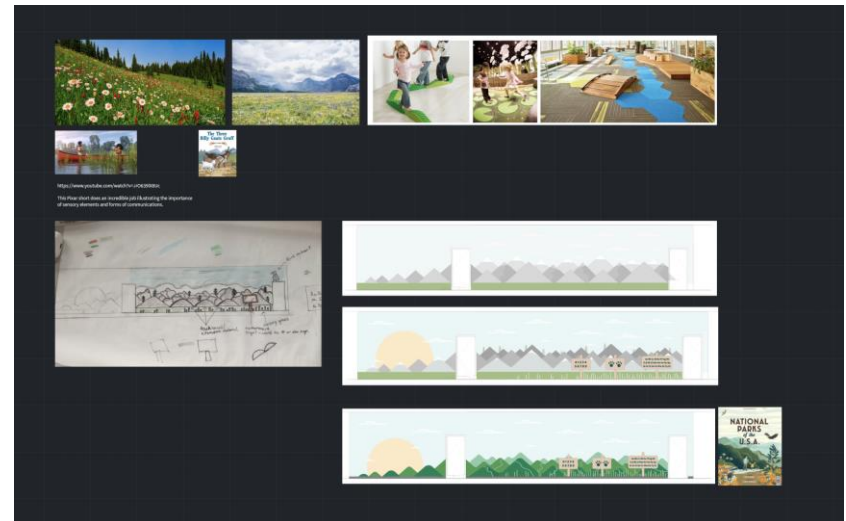
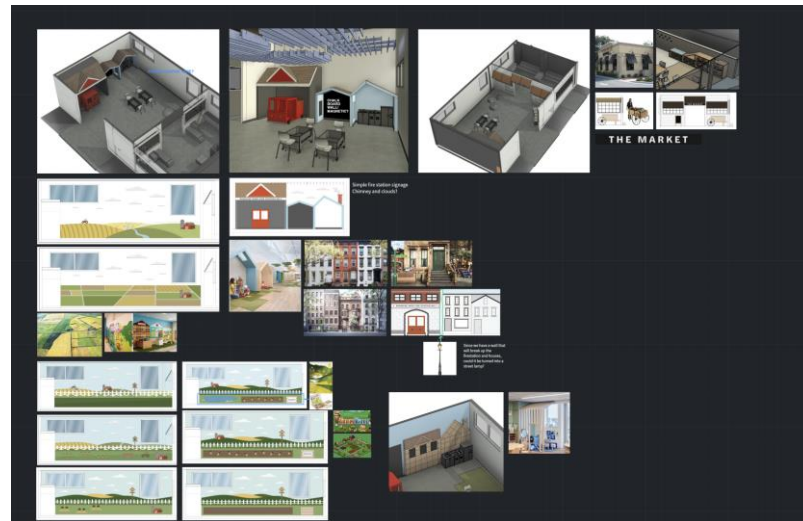
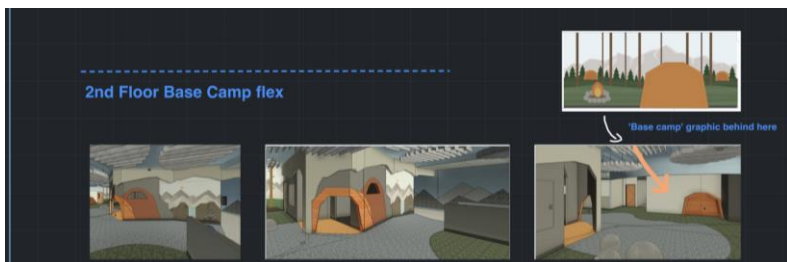
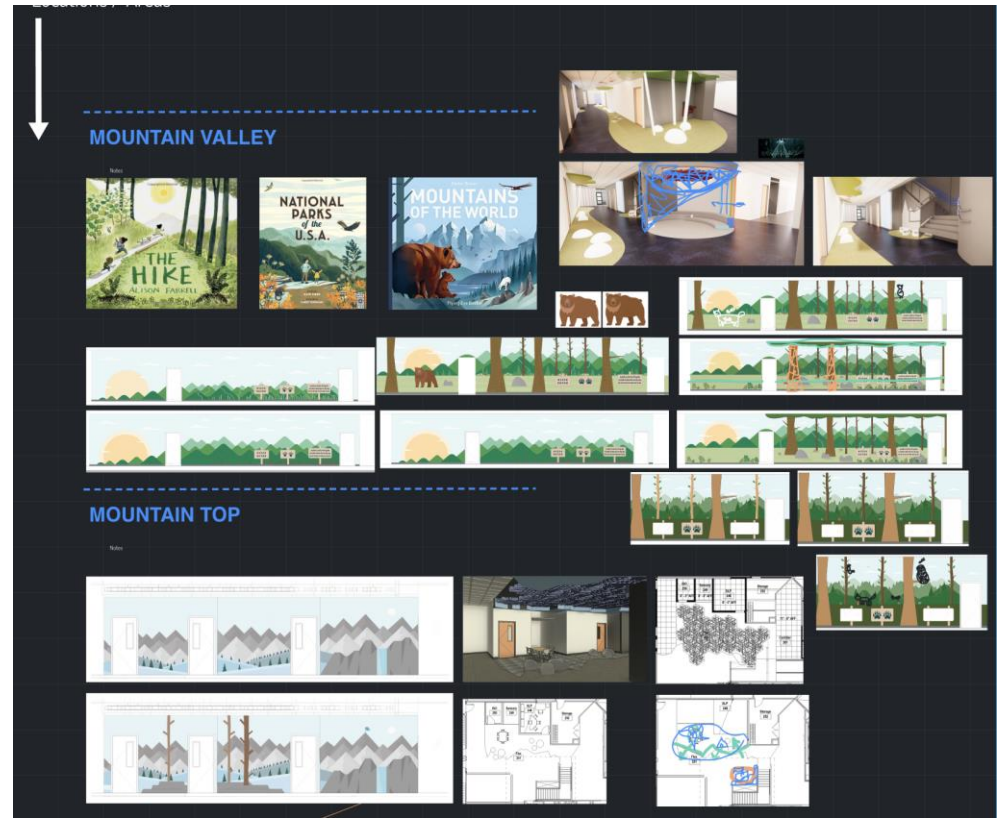
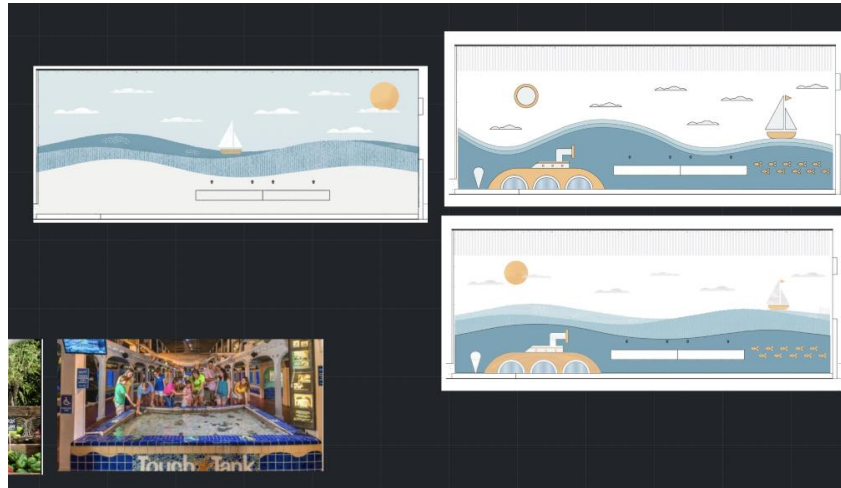
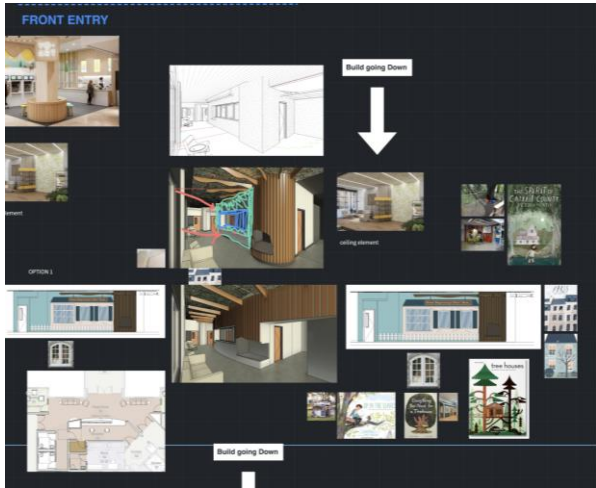
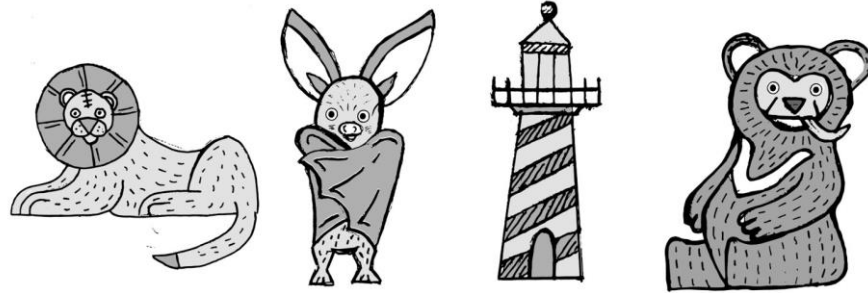
- Auditory/Interactive
- Reading
- Cozy



Home



PROCESS

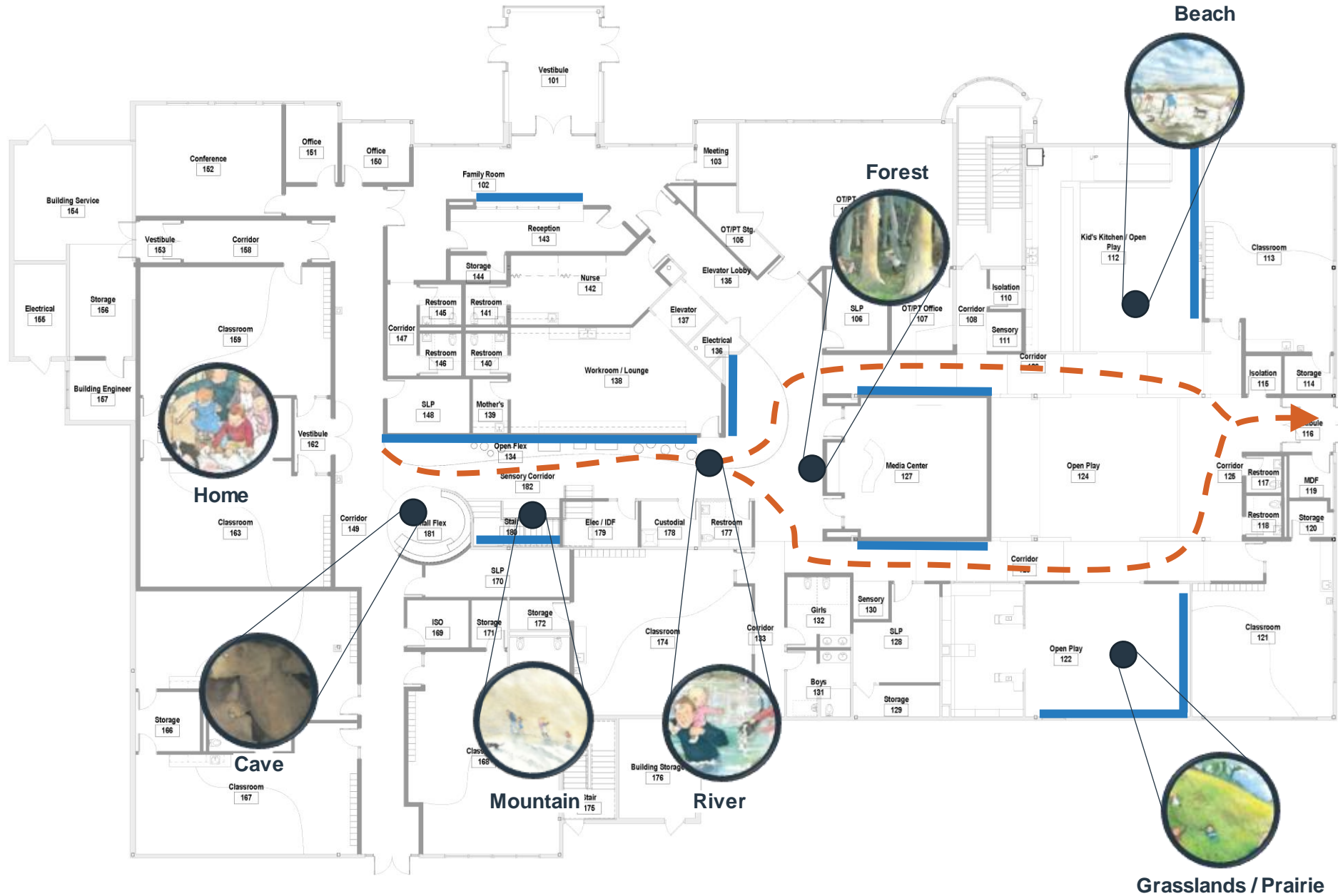




Lobby Entrance

Treehouse welcoming concept





— Environmental Graphics

- - - River

Floor Plan





Center Open Play Area

Kinesthetic/Large Movement Play & Scale

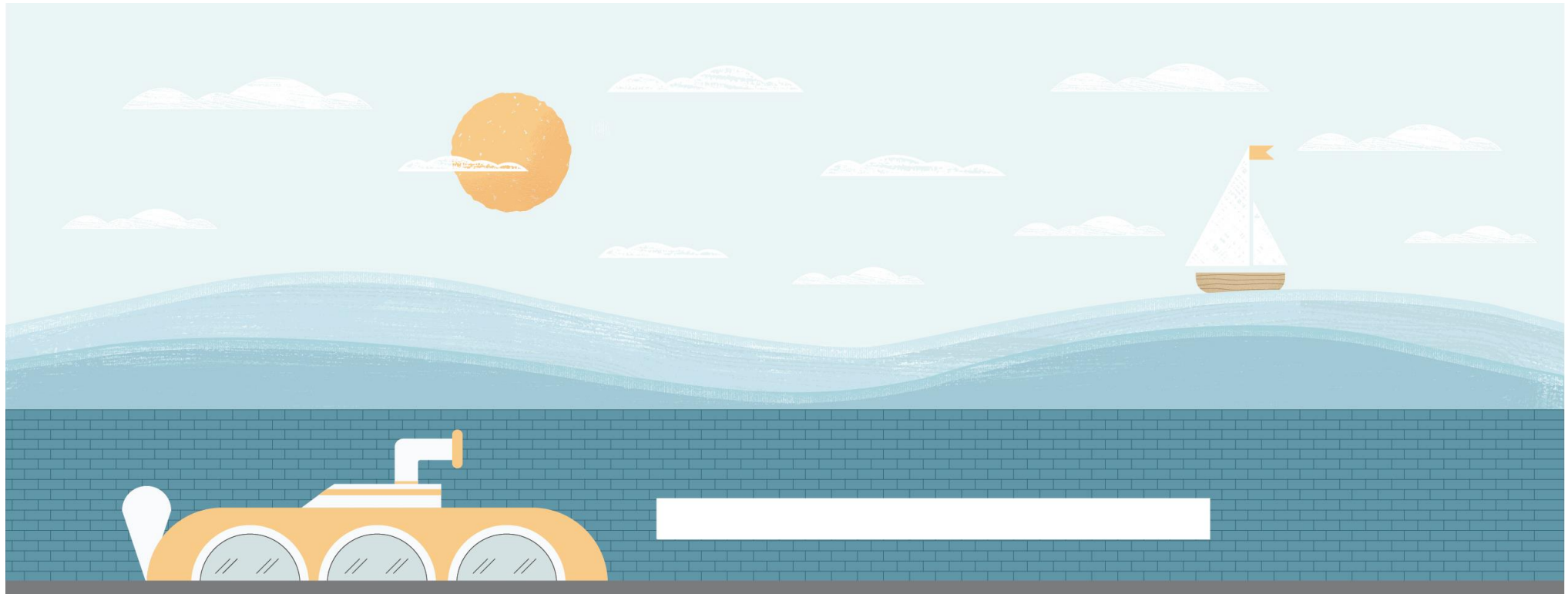




Kid's Kitchen

Haptic & Sensory Play

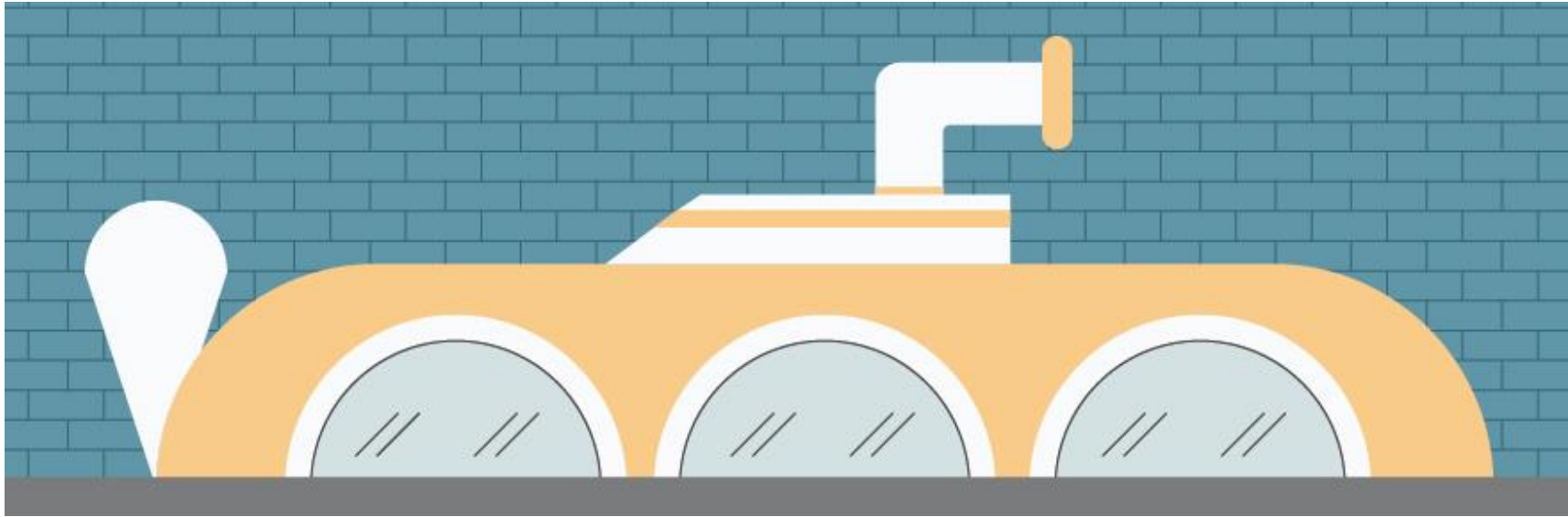




Kid's Kitchen Elevation

Haptic & Sensory Play





Kid's Kitchen Submarine

Haptic & Sensory Play

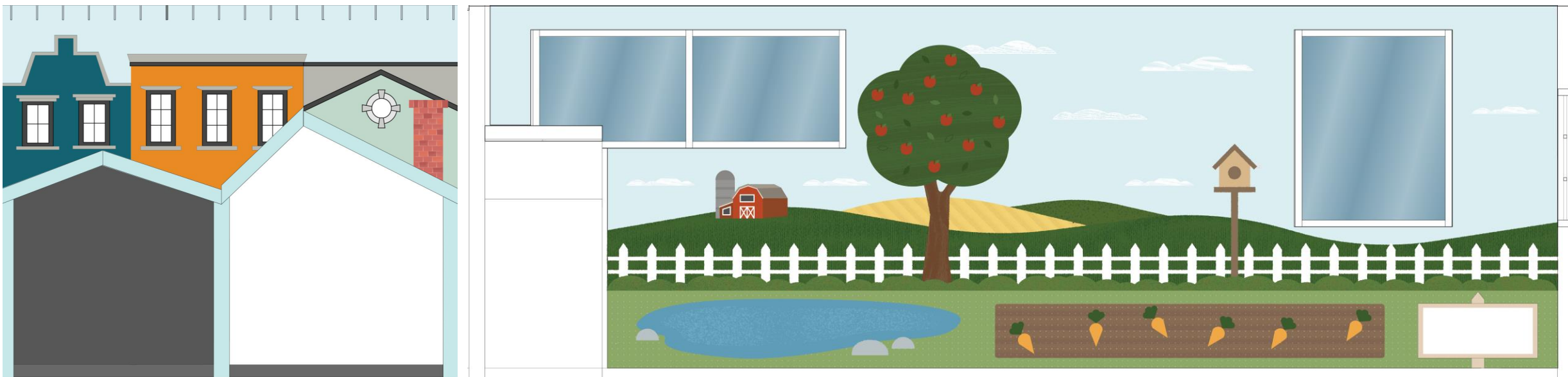




Open Play Market & Town

Functional & Dramatic Play





Open Play Market & Town Elevation

Functional & Dramatic Play





Open Play Town

Functional & Dramatic Play





Open Play Garden & Backyard

Functional & Dramatic Play





Sensory Corridor

Sensory & Auditory Play

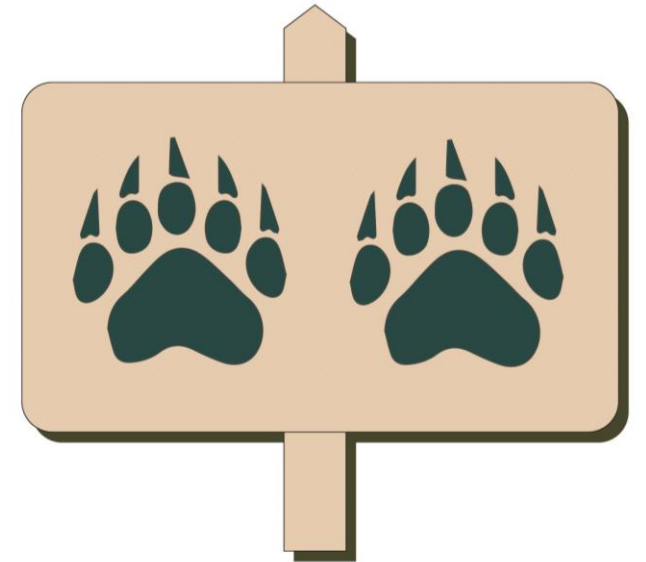
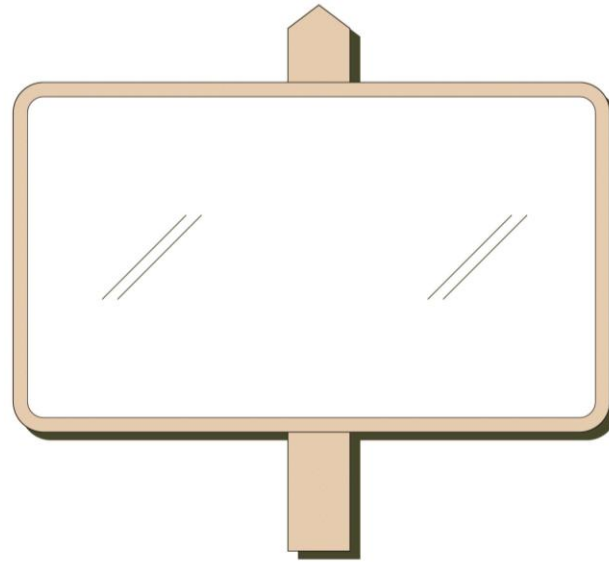
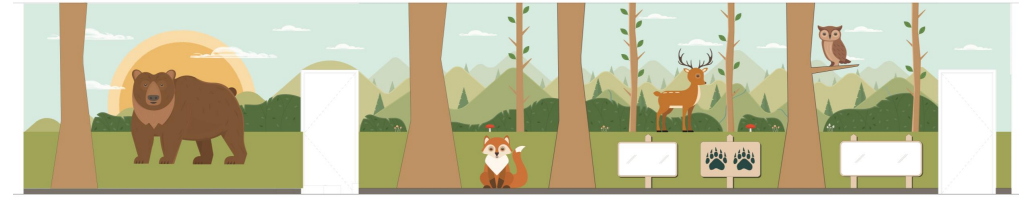




Sensory Corridor

Sensory & Functional Play





Self-Regulation Exercise

Sensory & Functional Play

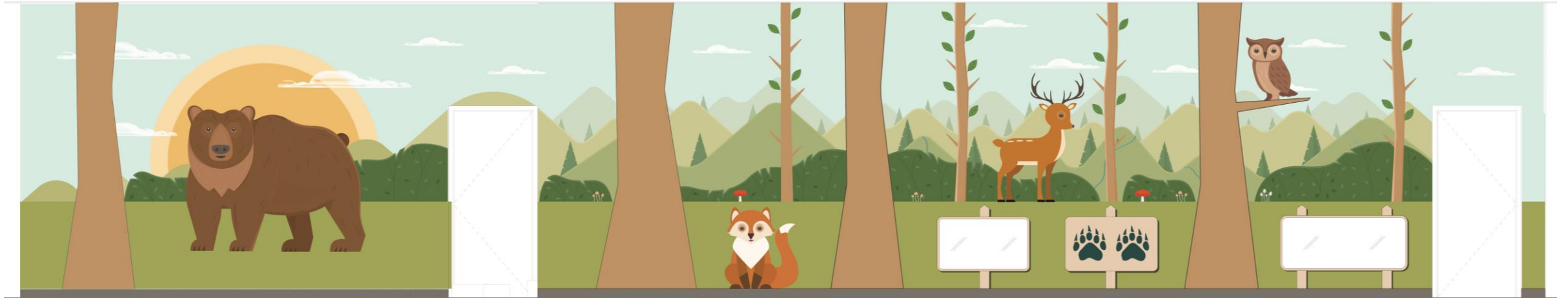




Sensory Corridor Animals

Sensory & Functional Play





Sensory Corridor Elevation

Sensory & Functional Play





Stair Case

—
Functional & Volumetric





2nd Floor Open Play

Kinesthetic Play & Volumetrics





2nd Floor Open Play

Kinesthetic Play & Volumetrics

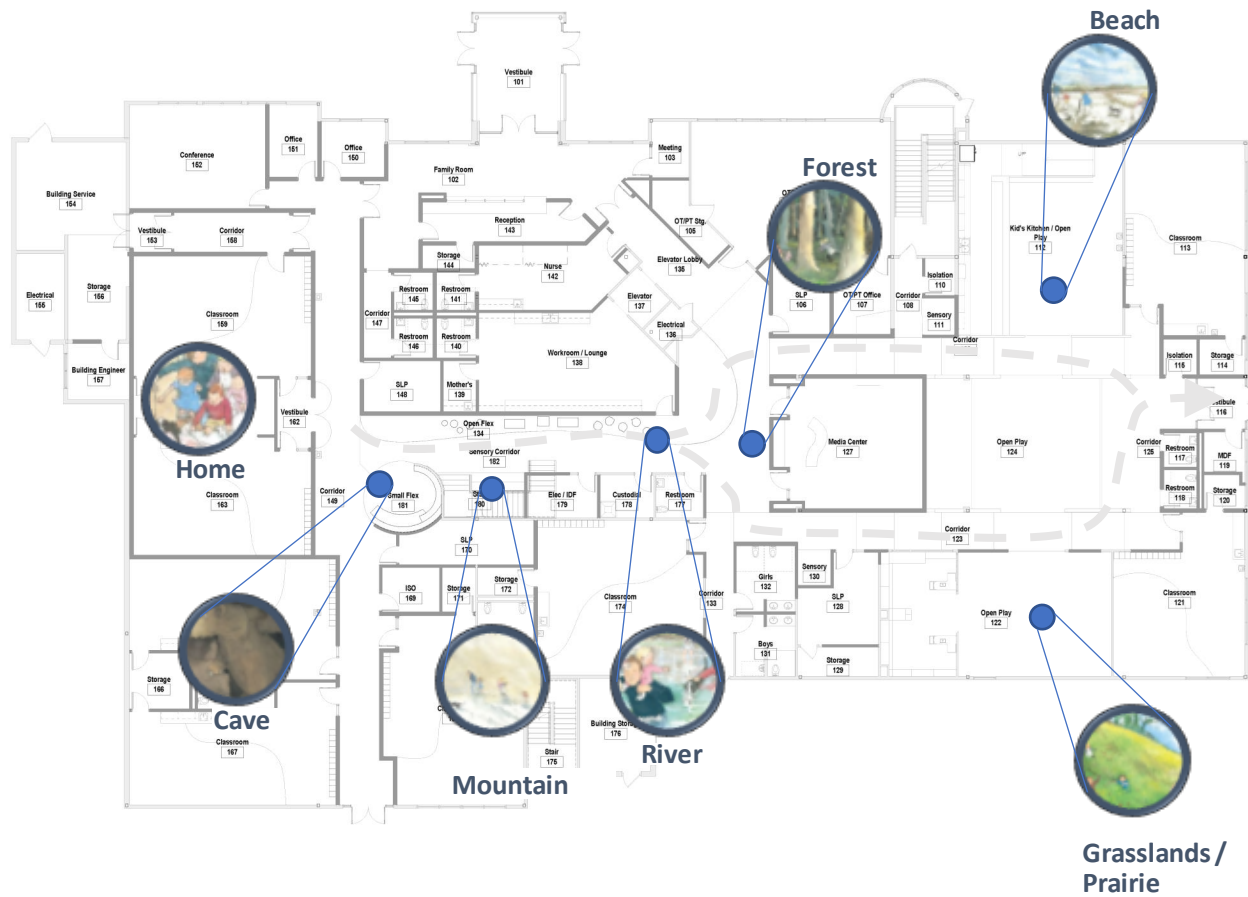




2nd Floor Open Play

Kinesthetic Play & Volumetrics







Dual Coding Theory



Words

+



Images & Emotions

=



Data Encoding

Learning Stages



Early Childhood



Elementary



Middle School



**High school &
Beyond**

**“ Play is the
highest form
of research.”**

Albert Einstein



More than Meets the Eye:

Thank You!

Credits:

- Images: Unsplash.com, Hollis + Miller Architects
- Architectural imagery: Hollis + Miller Architects