### Lesson
Cleaning Up in the Block Center

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Steps to Success</th>
<th>Rule</th>
<th>Specific Praise: (Use with the Student’s Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You are ready to put the blocks away now.</strong></td>
<td><strong>Did I show respect toward my friend(s) as I began to clean up?</strong></td>
<td><strong>Am I working quietly?</strong></td>
<td>Thank you for working so quietly as you put the blocks away. That helps keep our room calm so you can hear me if I need to tell you something.</td>
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<tr>
<td>Be neat and calm as you clean.</td>
<td></td>
<td></td>
<td>Thank you for staying so calm as you cleaned up. I know the timer is on, but you know you can beat the timer without getting wild.</td>
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<tr>
<td>Put away the blocks that you have been working with first. If you have built something with a friend, show respect by asking your friend before you “topple” it.</td>
<td><strong>Did I show respect toward my friend(s) as I began to clean up?</strong></td>
<td></td>
<td>I really like the way you asked your friend if you could smash the bridge you two were building. That way, no one’s feelings were hurt!</td>
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<tr>
<td>Make sure you match the shape of the blocks to the shapes on the shelves.</td>
<td></td>
<td></td>
<td>Oh I love the way you are matching the shape of the blocks to the shape on the shelves. That shows me you know how to put the blocks in their right place!</td>
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<tr>
<td>Put small pieces in the tubs.</td>
<td></td>
<td></td>
<td>Nice work putting the small pieces in the special tubs!</td>
</tr>
<tr>
<td>Before you leave the block area, LOOK. Are all the blocks in the right place?</td>
<td></td>
<td></td>
<td>I can tell you really care how you leave your center because you looked to see if everything was put away. You are a very caring person!</td>
</tr>
<tr>
<td>If all blocks are in the right place, sit criss-cross at that center to signal that you are done.</td>
<td><strong>Am I staying in my area?</strong></td>
<td></td>
<td>Thank you for sitting criss-cross in your center. That is my signal that you’re done and it helps keep us calm and ready for the next activity.</td>
</tr>
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Lesson Plan
Cleaning Up in the Block Center

Theme: Following Procedures
Focus: Students will learn how to clean up each center
Grade Level: Pre-Kindergarten

Objectives:
1. Students will identify the steps to cleaning up in the block area.
2. Students will demonstrate each step of cleaning up in the block area.
3. Students will practice each step in the natural setting.
4. Students will help others remember the steps of cleaning up in the block area.

Pre-Activities:
1. Prepare a laminated card for each shape block and tape the cards to the appropriate shelves. Prepare a card and tub for smaller pieces. Prepare a poster with the procedures written and pictured. Prepare sums that say on the back, Thank you for cleaning up your center.

Whole group lessons:
1. Check the background knowledge of your students by discussing clean up time. Ask them if they have clean up time at home and what happens during that time. Discuss the reasons why cleaning-up after yourself is important. Read Surprise for Wendy (Bob the Builder Ready to Read Series) or book of your choice on cleaning up. (See List)
2. Tell students that they are going to learn the steps of putting away the blocks in the block center. Have the children stand to watch you model as you review each step. Point out the poster and review each step again, using the poster as your visual.
3. Ask two students to “mess up” the block area. Have three students at a time demonstrate cleaning up until all the blocks are put away. Provide feedback and praise as they demonstrate.
4. Tell students that everyday, some students will get to play in the block area when you start to sing the Clean-Up song, they are to follow the procedure you showed them. Tell them, you’ll be watching to see how well they listened and learned the procedure.
5. Everyday provide specific praise and sums as students clean up the block area.

If a student is having difficulty cleaning up, make a “Clean-up Monitor” tag and tell the student that you have a special job for him or her. Say, “I chose you to do this because I know that I can count on you to do a wonderful job!” Review the steps to the clean-up procedure and then stand back and let them do their job. This approach has been very successful with young students who have a very negative attitude with staff and other students. It only takes one day of being the clean-up monitor and they are one of the most positive, helpful students at clean-up.

If the class is slow at clean-up time, how long it takes them to clean-up and then challenge them to beat that time. Remind students of the step: Be neat and calm as you clean. All members have to agree that the room is clean before the timer calls “time!” and stops the timer. Post the times. If students are successful in cleaning up quickly and quietly, make clean up a game for them one day as a reward. See if your students can find something blue to put away (or any other designated color). See if they can pick up three of something. If advanced enough, see if they can find something that begins with a /b/ sound (or any other designated sound) to put away. Provide feedback and praise as they demonstrate.

Another great reward for students is to select two items that will earn a prize for the child who cleans them up but don’t tell your students what they are. Tell the students that because they’ve been doing such a good job at clean-up time, you have chosen two items that need to be picked up. Whoever you see cleaning up those items will earn a treat. Have students remain at their centers and follow clean up procedures. When clean up has finished and they are criss cross on the carpet, announce the winners and award the treats.

Clean up Song (Sung to the tune of Frere Jacques)
Time to clean up…Time to clean up…right away…right away…Everyone is cleaning up…Almost done…Almost done

It is Time to Clean the Room (Sung to the tune of It’s a Small World)
It is time to clean up and move along…To the next adventure, so don’t take long…We must all do our part…To ensure a clean start…It is time to clean the room.

Miss/Mr. Microscope (Clean up Idea)
Have one student be Miss/Mr. Microscope. He or she gets to wear or carry around something to distinguish her/him as being Miss/Mr. Microscope. It could be white gloves, a ribbon, etc. The student who is Miss Microscope carries a magnifying glass around with her and “inspects” areas that were to be cleaned to make sure they were done well.

Mozart’s Transition (Clean up Idea)
When center time is near over, say, “It’s five minutes until clean-up.” Then, in five minutes, play Mozart’s “Ah, vous dirais-je maman,” which is “Twinkle, Twinkle, little star” variations. It is long enough for a completer clean-up.

Clean-up Captain
Designate a clean up captain for each center each week. Their responsibility is to make sure students in their center are following the steps to the clean-up procedure. Review what captains can do to remind students to cooperate (e.g., call the student’s name and point to the appropriate step and picture.)

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